Hays Consolidated Independent School District

District Improvement Plan

2026-2027

Accountability Rating: B

Mission Statement

Hays CISD makes it 100% possible.

Knowledge. Inspiration. Dreams. Success.

(Knowledge spurs inspiration, which sparks dreams that lead to success.)

Vision

All Hays CISD learners will be curious and critical thinkers that are:

- **C** ollege, career, or military ready.
- **I** nspired to be respectful and responsible citizens.
- **S** killed communicators and collaborators.
- **D** riven, creative problem solvers.

Beliefs

We believe:

- **H**igh expectations ignite potential
- **A**ll students and employees are empowered to make a difference
- **Y**esterday's limits are today's opportunities
- **S**afety and security are the foundation for success

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Goals

Goal 1: Student Achievement: Through attention to individual students' needs, each campus will demonstrate continuous improvement by showing academic growth and student engagement.

Performance Objective 1: Hays CISD will evaluate and address the individual needs of each student and provide targeted intervention, enrichment and advanced academic opportunities, and post-secondary college and career readiness (CCMR) activities. Student academic and college & career readiness performance will be evaluated through a variety of state and locally developed metrics.

High Priority

HB3 Goal

Evaluation Data Sources: Math and Reading/Language Arts
*STAAR and EOC results
*Universal screeners
*Professional Development and PLC documentation
*Tutoring and intervention records
*Instructional materials review

Writing
*Writing assessment data
*Professional development and PLC documentation
*Tutoring logs
*Interim growth reports (Domain IIA performance by assessment cycle)

College and Career Readiness (CCMR)
*Parent attendance at afterschool events
*Parent and student survey feedback
*College and Career event data
*SchooLinks usage date with career exploration tools
*TEA CCMR accountability data
*IBC exams data and participation rates
*Completion data of college readiness milestones, as documented on the Senior Tracker
*Outcomes data for seniors on the Schoolinks College Application Manager (CAM)
*Data on College Readiness met through TSIA2, SAT, ACT

Student Advising Services
*SchooLinks student engagement & usage data
*Counselor advising logs and conference records
*Student feedback surveys
*Annual program review

Strategy 1 Details

Strategy 1: Reading/Language Arts:
K-12 Reading Language Arts instruction will continue with the district's research-based curriculum framework, with a focus on the Hays CISD practices that have demonstrated a positive impact on student achievement. Classroom instruction will intentionally integrate reading and writing as mutually reinforcing processes, ensuring that students develop the ability to comprehend complex texts, construct written responses, and use evidence effectively across multiple genres. The district will continue to provide a vertically aligned, explicit phonics program in grades K-2 and foundational skills instruction in grades 3-5 to support early literacy development and long-term reading proficiency.

To strengthen literacy outcomes, the district will foster the connection between reading and writing instruction. Students will engage in consistent opportunities to read like writers and write like readers, using text evidence, analysis, and structured writing routines that reinforce comprehension and composition simultaneously. Writing instruction will remain embedded across all grade levels with an increased emphasis on the writing process, rubric-based calibration, grammar, and purposeful feedback to improve student writing outcomes.

The district will also expand students' capacity to read, write, and communicate across all content areas, including mathematics, science, and social studies. Literacy expectations will be embedded within all core disciplines to ensure students can analyze content-based texts, construct evidence-based responses, and demonstrate understanding through academic writing and discussion.

To further strengthen postsecondary readiness, Reading Language Arts instruction will intentionally align with college readiness expectations and assessments, including the SAT, ACT, and TSI. Instruction will incorporate rigorous reading comprehension tasks, analytical writing, vocabulary development in context, and evidence-based response writing to build the skills necessary for success on college readiness benchmarks and advanced coursework.

K-12 teachers requiring HB3 Reading Academies certification will continue participation in TEA Reading Academies to deepen their understanding of the Science of Teaching Reading and strengthen early literacy instruction. The district literacy team will continue to provide ongoing campus-level support through Professional Learning Communities, focusing on content knowledge, instructional delivery, assessment practices, writing instruction, and rubric calibration to ensure consistency and high levels of implementation across campuses.

Strategy's Expected Result/Impact: mCLASS data will reflect that by the end of the year at least 70% of students will be at Tier 1 in Kindergarten, at least 73% of students will be at Tier 1 in First Grade, and at least 67% of students will be at Tier 1 in Second Grade.

Student achievement goals are based on our 2026 results with an increase of 2% Meets and 1% Masters.

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

3rd grade reading will increase to 57% Meets, and 29% Masters
4th grade reading will increase to 60% Meets, and 27% Masters
5th grade reading will increase to 64% Meets, and 40% Masters
6th grade reading will increase to 58% Meets, and 30% Masters
7th grade reading will increase to 56% Meets, and 30% Masters
8th grade reading will increase to 65% Meets, and 33% Masters
English I will increase to 65% Meets, and 16% Masters.
English II will increase to 66% Meets, and 11% Masters.

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

College Readiness data will indicate improved performance in the following areas:

Met TSI assessment criteria in reading/language arts (without college prep) will increase from 49% to 55%
Met SAT criteria in reading/language arts will increase from 41% to 46%

Staff Responsible for Monitoring: RLA Content Coordinators

Dropout Prevention:
High-Quality, College Readiness Instruction
- **Results Driven Accountability**

Strategy 2 Details

Strategy 2: Mathematics:
The district will enhance student achievement in mathematics by strengthening conceptual understanding, procedural fluency, numerical reasoning, and daily problem solving through the implementation of research-based instructional practices and high-quality, TEKS-aligned curriculum resources in grades K-Algebra II.

Students will engage in learning experiences that promote procedural fluency characterized by flexibility, efficiency, and accuracy while building deep mathematical understanding. To achieve this, the district will identify, develop, and implement a vertically aligned framework of high-frequency, concept-based fluency strategies and mathematical models that support student learning across grade levels.
To strengthen mathematical reasoning and problem-solving skills, the district will prioritize the implementation of Daily Problem-Solving across all grade levels, with a targeted emphasis on increasing consistency and rigor at the secondary level. Daily Problem-Solving will provide students with regular opportunities to engage in meaningful mathematical tasks, discuss and defend their thinking with peers, and utilize a variety of strategies and models to solve complex problems. Instruction will focus on students' reasoning processes, mathematical discourse, and application of concepts rather than solely on correct answers, rote procedures, or prescribed algorithms, helping students develop the critical thinking skills necessary for success in advanced coursework, college readiness assessments, and future careers.

In addition, the district will also strengthen college readiness outcomes by intentionally aligning mathematics instruction to the skills and cognitive demands required for success on college readiness assessments, including the SAT, ACT, PSAT, and TSI. Teachers will utilize assessment data, released items, and college readiness standards to identify gaps and embed targeted problem-solving, quantitative reasoning, algebraic thinking, and advanced mathematical application opportunities within daily instruction. Secondary campuses will provide additional intervention, enrichment, and preparation opportunities designed to increase student readiness for postsecondary coursework and career pathways.

Strategy's Expected Result/Impact: MAP data will reflect that by the end of the year at least 85% of students will be at Tier 1 in Kindergarten, at least 80% of students will be at Tier 1 in First Grade, and at least 75% of students will be at Tier 1 in Second Grade.

Student achievement goals are based on our 2026 results with an increase of 3% Meets and 2% Masters.

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

3rd grade math will increase to 48% Meets, and 23% Masters
4th grade math will increase to 54% Meets, and 29% Masters
5th grade math will increase to 47% Meets, and 20% Masters
6th grade math will increase to 38% Meets, and 13% Masters
7th grade math will increase to 16% Meets, and 3% Masters
8th grade math will increase to 53% Meets, and 18% Masters
Algebra I will increase to 63% Meets, and 33% Masters.

College Readiness data will indicate improved performance in the following areas:

Met TSI assessment criteria in mathematics (without college prep) will increase from 39% to 45%
Met SAT criteria in mathematics will increase from 19% to 24%

Staff Responsible for Monitoring: Math Content Coordinators

Dropout Prevention:
High-Quality, College Readiness Instruction
- Results Driven Accountability

Strategy 3 Details

Strategy 3: Science/STEM:
The district will focus on scientific inquiry in the form of qualitative and quantitative investigations to drive conceptual understanding and an appreciation for the process of science. Professional development and campus support throughout the school year will focus on problem solving and critical thinking utilizing further development of the recently implemented engineering and recurring themes and concepts standards. Resources including district-designed curriculum, STEMscopes (K-5) and Savvas (6-Physics) will be utilized for increased accessibility of STEM content and skills for all students.

Through the use of Title I, Part A and Title IV, Part A funds, Hays CISD will provide educationally disadvantaged students with increased access to supplemental well-rounded STEM enrichment opportunities through UT Austin and the Science Mill in order to positively impact student interest and achievement in math, science, technology, and engineering.

Due to increased engagement with the community and student interest, Hays CISD would like to provide 45 secondary students identified as educationally disadvantaged in the summer of 2027 with the opportunity to attend a STEM summer instructional program at the University of Texas. This is an additional 21 students from summer of 2025. (Students in Grades 6-8 enrolled in Title I schools - Title I funds; Students in Grades 9-12 - Title IV funds)

In addition, the district will continue to provide at least 50 educationally disadvantaged elementary students with the opportunity to attend a TEKS-based summer science enrichment opportunity, in partnership with the Science Mill, at a Hays CISD campus. (Title IV funds)

Throughout the school year, campuses will provide parent involvement activities, clubs, and extra-curricular opportunities that promote STEM interest and achievement.

Strategy's Expected Result/Impact: Student achievement goals are based on our 2026 results with an increase of 2% Meets, and 1% Masters.

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

5th grade science will increase to 33% Meets, and 14% Masters
8th grade science will increase to 60% Meets, and 32% Masters
Biology will increase to 77% Meets, 37% Masters

Staff Responsible for Monitoring: Science Content Coordinators

Dropout Prevention:
High-Quality, College Readiness Instruction
- **Results Driven Accountability**

Strategy 4 Details

Strategy 4: Social Studies:
The district will enhance Social Studies instruction by embedding a higher level of instructional rigor focused on increasing the percentage of students attaining Meets and Masters performance levels on state assessments, with intentional emphasis on closing achievement gaps for Special Education and Emergent Bilingual students. Instruction will prioritize TEKS alignment, academic discourse, and rigorous cognitive demand to ensure all students have access to grade-level content and high expectations.

Instructional practices will continue to emphasize artifact-based learning, the analysis of primary and secondary sources, non-fiction texts, and writing components that strengthen students' historical thinking skills. The district will deepen the use of high-quality instructional resources, including Nystrom Social Studies materials, DBQ Project resources, and other vetted curricular supports to ensure consistent implementation of rigorous, standards-aligned instruction across campuses.

A districtwide focus will be placed on increasing secondary students' exposure to Document-Based Questions (DBQs) and strengthening students' ability to analyze, interpret, and write about primary and secondary source documents. Students will engage in structured opportunities to evaluate historical evidence, construct written arguments, and support claims using relevant textual and visual sources. This emphasis will support the development of critical thinking, academic writing, and disciplinary literacy skills aligned to college, career, and civic readiness expectations.

Strategy's Expected Result/Impact: Student achievement goals are based on our 2026 results with an increase of 2% Meets, and 1% Masters.

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

8th grade Social Studies will increase to 32% Meets, and 17% Masters
U.S. History will increase to 73% Meets, and 39% Masters.

Staff Responsible for Monitoring: Social Studies Content Coordinator

Strategy 5 Details

Strategy 5: Professional Learning Communities and Lesson Planning Guidelines:
All Hays CISD instructional staff will participate in Professional Learning Communities focused on learning, collaboration, and results. PLC teams will use the four critical PLC questions to guide instruction, analyze student learning, and drive continuous improvement. Teachers will follow established PLC processes and meet regularly to collaborate, develop and analyze common formative assessments, and determine instructional responses based on student data. Campus and district leaders will participate in PLC training to strengthen collaboration, calibration, and instructional effectiveness.

Campus and district leadership will monitor PLC implementation on a regular basis and provide coaching, feedback, and support designed to build the instructional capacity of teams. District-level directors and coordinators will implement a Trainer-of-Trainers PLC model to strengthen instructional leadership and develop campus-based expertise. Through this model, district leaders will build the capacity of teacher leaders, PLC leads, instructional coaches, and campus administrators to facilitate high-quality PLCs and support effective instructional practices.

District-level PLCs will support specialized content areas, including electives, CTE, fine arts, and specials, by providing opportunities for vertical and horizontal alignment, collaboration planning, alignment, assessment development, and sharing of best practices on staff development days throughout the school year.

Strategy's Expected Result/Impact: For universal screener data, end-of-year results will reflect that at least 55% of students meet or exceed projected growth targets on the following assessments:

Elementary Reading (K-5): mCLASS
Secondary Reading (Grades 5-English III): MAP Growth
Elementary and Secondary Mathematics (K-Algebra II): MAP Growth
Elementary and Secondary Science (5-Biology): MAP Growth
Secondary Social Studies (Grades 6-U.S. History): Exploros

Additionally, PLC implementation data, PLC Dashboard monitoring tools, teacher effectiveness indicators, and common formative assessment results will demonstrate increased instructional consistency, effective collaborative planning, and timely intervention for students requiring additional support.

For all STAAR and EOC tested courses, students will meet or exceed district goals for Meets and Masters performance levels.

Staff Responsible for Monitoring: Executive Officer of Curriculum and Instruction

Strategy 6 Details

Strategy 6: MTSS and Intervention:
MTSS and Intervention: Teachers will monitor student progress through regular universal screeners for reading and math. Based on data, all students will receive differentiated instruction within tier 1, 2, and 3 as determined by universal screener results and bi-weekly progress monitoring.

Strategy's Expected Result/Impact: 100% of K-5 students will be administered a universal screener three times a year for reading.

100% of K-7 students will be administered a universal screener three times a year for math.

100% of our Pre-K students will be administered Letter Names/Sounds Assessment three times a year through CIRCLE and 1 time per nine-weeks through SkillBooks.

Staff Responsible for Monitoring: Director of Curriculum and Instruction

Strategy 7 Details

Strategy 7: College, Career, and Military Readiness (CCMR):

SECONDARY SCHOOL LEVEL (Grades 6-12)
Campus counselors, in collaboration with the CCMR campus team will provide students and families with comprehensive information, resources, and opportunities designed to support postsecondary planning and readiness.

Key initiatives include:

Postsecondary Awareness & Family Engagement: Provide informational events and resources for students and families, including Navigate Your Future Night, Paving the Way for Postsecondary Readiness Night, college application and financial aid sessions, and annual college and career fairs.

Graduation Planning & Advising: Provide annual graduation advising and planning for students in grades 7-12, including the development, review, and/or updating of individual graduation plans that align students' interests, career goals, endorsements, and postsecondary aspirations.

College & Career Exploration: Provide students with access to diverse postsecondary opportunities through in-person and virtual college and career fairs, College and Career Center events, and college admissions and postsecondary information sessions offered at each high school campus.

College, Career & Military Readiness Tracking: Monitor students' progress toward key CCMR milestones and provide targeted advising, resources, and support to help students complete readiness requirements and access preparation opportunities for the PSAT 8/9, PSAT/NMSQT, SAT, ACT, TSIA2, and ASVAB.
Scholarship & Financial Aid Support: Promote scholarship awareness and application opportunities, with targeted outreach to students in grades 11-12, including College Board Opportunity Scholarships and other local, state, and national scholarship opportunities.
SAT & Academic Readiness: Support students in grades 8-11 in establishing College Board accounts and accessing personalized SAT preparation resources following the fall PSAT administration.

ELEMENTARY SCHOOL LEVEL (Grades K-5)

All elementary campuses will utilize the SchooLinks Elementary College & Career Readiness platform to introduce students to college and career pathways through age-appropriate exploration and skill-building activities.

Key initiatives include:
Providing students with opportunities to explore interests, strengths, skills, and career possibilities through SchooLinks activities.

Integrating college and career exploration into the comprehensive counseling program.

Building students' awareness of the connection between their interests, education, career choices, and long-term graduation success.

Strategy's Expected Result/Impact: HIGH SCHOOL COUNSELORS will advise students and hold conferences with 95% of 9th -12th grade students focused on course selection and alignment to their individualized graduation plan and career pathway.

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

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

MIDDLE SCHOOL COUNSELORS will provide advising about all available course options, including advanced & HS credit courses, guide students through the course selection process and provide individualized advising to 95% of 6th -8th grade students. For 7th and 8th graders they will assure to complete an initial draft of their Graduation Plan to inform their annual course selection choices and to assure its alignment to their career pathway and endorsement.

*All 6th through 12th grade students will complete at minimum of one college & career activity within Schoolinks each semester.

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

Dropout Prevention:
Secondary to Postsecondary, Postsecondary Supports

Strategy 8 Details

Strategy 8: Career and Technical Education:
To increase its college and career readiness indicator in the state accountability system, the district will increase the number of earned student industry certifications on the A-F list for accountability and increase the number of students identified as Completers in CTE Programs of Study.

We will launch a Career and College Exploration course that exposes 7th grade students to the CTE offerings available to them in high school.

We will adjust the CTE Showcase to include all 7th grade students, increase the number of local businesses involved in Hire Hays (CREW Day) and place a greater percentage of Practicum students in off-site internships.

Campuses will monitor student schedules to ensure a greater percentage of students meet the criteria to be a CTE Completer.

100% of CTE teachers will set T-TESS goals that include program and certification growth in the 2026-2027 school year.

Strategy's Expected Result/Impact: Hays CISD's goal is for 25% of the Class of 2027 comprehensive high school graduates to be a CTE Completer with an Industry-Based Certification aligned to their program of study.

Staff Responsible for Monitoring: Director of Career and Technical Education

Dropout Prevention:
High-Quality, College Readiness Instruction, Secondary to Postsecondary

Strategy 9 Details

Strategy 9: Advanced Academics:
The district will use local, state, and national data along with enhanced messaging to recruit students into advanced academic classes. The district will provide pedagogical and content support for teachers of advanced classes.

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

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

Districtwide student performance on measures of college readiness (SAT, ACT, TSIA2) will increase by at least 5%.

Staff Responsible for Monitoring: Director of Curriculum and Instruction

Strategy 10 Details

Strategy 10: Professional Development:
The district will provide a comprehensive professional development plan that supports both individual professional growth and district-wide initiatives designed to improve student academic outcomes. Utilizing a combination of in-person, virtual, and blended learning opportunities, teachers, administrators, aspiring administrators, and paraprofessionals will have access to differentiated professional learning throughout the summer and the 2026-2027 academic school year. These professional development opportunities include: District Led Conferences, Leadership Retreat, Lead and Learn, Just-in-Time Professional Development opportunity to build content pedagogy and planning for upcoming units, ten days of Reading Academy offering to assist teachers with learning and applying the science of teaching reading, and the one district professional development day in August. Gifted and Talented professional development offerings will include in person and online options to assist teachers with meeting the 30 hour and 6 hour update training requirements.

In addition, Professional Learning Communities will be given 10 staff development days throughout the 2026-2027 academic school year to assist with PLC implementation and collaboration. We will provide ongoing training and support for all PLC leads throughout the school year by providing training and support in district and campus PLC's on a regular basis.

Strategy's Expected Result/Impact: The Eduphoria online catalog of workshops offered will list one or more professional development opportunities for teachers and/or administrators to deepen their knowledge in the district focus initiatives.

100% of our professional development offerings will be aligned to T-TESS, TPESS, and District goals/focus initiatives.

The district will increase the number of TIA designated teachers by 10 % in the 2026-2027 academic school year.

Staff Responsible for Monitoring: Director of Professional Development

Strategy 11 Details

Strategy 11: Gifted and Talented: Utilize one referral and assessment window a year and use a varied battery of assessment instruments and processes to identify students as Gifted and Talented.

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

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

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

Staff Responsible for Monitoring: Director of Curriculum and Instruction

Strategy 12 Details

Strategy 12: Multilingual:
Emergent Bilingual Program:
The district will use a bilingual instructional framework (dual language or transitional early-exit with an emphasis on biliteracy and purposeful bridging of the languages, depending on the bilingual campus and grade. Title III funds will be used to provide supplemental instructional support for EB/ESL students at the 7 highest need campuses. These campuses are: Lehman, Hays, Johnson High Schools, Chapa, McCormick, Simon, and Wallace Middle Schools. Title III funds will also be used to fund a Districtwide Multilingual Specialist position, which will support all campuses. All campuses use Sheltered Instruction/Content-Based Language Instruction (CBLI) strategies for the purpose of developing academic language proficiency. Blanco Elementary, Camino Real Elementary, Science Hall Elementary, Tom Green, & Uhland Elementary are in the 4th year of implementing Teaching for Biliteracy strategies which leverages our bilingual students' full linguistic repertoire. Our newest elementary campus, Ramage Elementary, also follows the biliteracy initiative. They are in their 2nd year of implementation. Purposeful planning will be developed in collaboration with Special Education, C&I, CTE, Advanced Academics, the Office of Academic Support and campus instructional staff. The Curriculum & Instruction department is working together with the Multilingual department on a three year strategic plan for the roll out of the new ELPS and CBLI implementation at all of our campuses. Additional supports include strategic scheduling of multilingual learners needing additional linguistic support and new arrival centers with access to the IXL online platform for beginner reading students. We use the Summit K12 digital platform in our secondary ESL-focused classrooms to promote development across the four language domains (listening, speaking, reading, writing), which supports the TELPAS language state assessment.

World Languages:
Students who take levels 4 and 5 of world languages in Hays CISD are encouraged to take the AP exams offered for those languages or the AVANT STAMP test to obtain their proficiency levels so that they can earn The Global Seal of Biliteracy. The languages offered in Hays CISD are Spanish, French, and ASL. Once the proficiency level is obtained, students are recognized for their commitment to taking these advanced courses by receiving the Global Seal of Biliteracy, a cord for level 4 attainment, and a medal for level 5 attainment. A recognition ceremony for these students is held in the Spring of each school year.

Strategy's Expected Result/Impact: State Assessment:
By the end of the 2026-27 school year, 10% of Emergent Bilingual learners will increase one proficiency level using the composite score on TELPAS.

World Languages:
The Hays CISD World Languages department will increase the number of students receiving the Recognition of Academic Achievement in World Languages by 20% from the previous school year, thus increasing the number of College & Career Readiness points earned by the students' respective campuses.

Staff Responsible for Monitoring: Director of Multilingual Services

Results Driven Accountability

Strategy 13 Details

Strategy 13: Migrant Program

Migrant Education Program: Hays CISD will coordinate with ESC13 and the Migrant Education Program SSA to meet the unique education needs of migratory children. Hays CISD Migrant Rep will participate in beginning, mid, and end-of-year SSA meetings and PD offered by Region 13's Migrant Education Program team. Migrant students may receive supplemental services and supports in the form of tutoring, social/emotional counseling, school supplies, college visits, and scholarship opportunities. Eligible migrant students also have access to all standard school-based services, including disability related supports, MTSS/intervention supports, mental health supports, community based resource referrals, and second language learning support.

Strategy's Expected Result/Impact: Migrant:
By mid-June of each school year Hays CISD Migrant rep. will have disseminated required information to identified campus personnel and will have collected/completed required Texas Generation Systems (TX-NGS) reports for data entry.

Staff Responsible for Monitoring: Director of Multilingual Services
Emergent Bilingual Compliance Coordinator
Director of Federal Programs

Strategy 14 Details

Strategy 14: Special Education:
The district will implement research-based curriculum as the foundation for all core content areas across instructional settings and grade levels. For students requiring instruction aligned to TEKS prerequisite skills, specialized curriculum such as Unique Learning System and STAR will be utilized. Specially designed instruction for students identified with dyslexia will meet the requirements outlined in the Dyslexia Handbook and will include the following research-based intervention programs: Wilson Reading System, Basic Language Skills, Esperanza, and Reading by Design. Differentiated instruction will be purposefully planned through collaboration among Special Education, Curriculum & Instruction, Career and Technical Education, Advanced Academics, and the Office of Academic Support. This intentional, cross-departmental approach will continue to drive strong academic achievement and growth for all students with special needs in Hays CISD.

Special education staff will share feedback on training needs through the district created surveys. The Special Education leadership team will use input from surveys and TEA cyclical audit results to inform the planning of professional learning opportunities throughout the school year and summer. Current offerings include SAMA (crisis intervention training) for campus crisis teams, IEP goal development to include developing PLAAFPs, writing SMART goals, writing effective progress reports, transition planning, implementing accommodations in the classroom, content and language support, implementing behavior systems. For new teachers to the profession or to Hays CISD, the special education department will provide specialized onboarding training. The special education department will also offer specialized training for all staff through the Behavior By Design Conference so they can respond effectively to diverse needs.

In collaboration with the Curriculum and Instruction team and campus administrators, special education teachers will participate in PLC with a campus grade level/subject area team on a consistent basis. In addition, collaboration between general and special education teachers to strengthen inclusive models and strategies.

In collaboration with the Curriculum and Instruction team, special education teachers will utilize data walls to inform instruction and IEP development to maximize student growth. This results in building special education teacher data literacy knowledge and responding to adjustments in instruction by the stagnant teacher tab within the data wall growth tool.

Throughout the year, the special education department will host a variety of events to engage and empower families including a Transition Fair, a Dyslexia Parent Night, and special education family learning opportunity.

Strategy's Expected Result/Impact: By the end of the 2026-2027 school year, students receiving special education services will demonstrate increased performance on the STAAR exam by 3% in Approaches, 2% in Meets, and 1% in Masters.

By the end of the 2026-2027 school year, 100% of students receiving TEKS prerequisite curriculum will demonstrate a performance level of Satisfactory or Accomplished on STAAR ALT2.

For universal screener data, end-of-year results will reflect that at least 50% of students meet or exceed individual projected growth targets on the following assessments:
Elementary Reading (K-5): mCLASS
Secondary Reading (Grades 5-English III): MAP Growth
Elementary and Secondary Mathematics (K-Algebra II): MAP Growth
Elementary and Secondary Science (K-Biology): MAP Growth
Secondary Social Studies (Grades 6-U.S. History): Exploros

Staff Responsible for Monitoring: Executive Director of Special Education, Special Education Directors

Results Driven Accountability

Strategy 15 Details

Strategy 15: Pregnancy Related Services: The district will ensure that pregnant and parenting students have equitable access to academic support, health services, and counseling through Pregnancy-Related Services (PRS), so that they remain enrolled, engaged, and on track for graduation. The district will train secondary campus nursing and counseling staff to identify, support, and refer pregnant and parenting students for appropriate services. The district provides support services, including counseling support, connection to community and governmental resources, and Compensatory Education Home Instruction (CEHI) during the prenatal and postpartum periods in accordance with TEA guidance and physician orders. Together our nursing and counseling teams provide referrals to community services including Early Head Start, Texas Workforce Solution, WIC, and Medicaid.

A TEA Waiver is on file for CEHI services to be provided face-to-face in small groups of 4 students or fewer on campus. This waiver may be implemented when when the number of students on CEHI exceeds the number that can reasonably be served through individual home visits by the CEHI teacher or when a student requests to return to campus during the post-partum period when there is no doctor's order in place requiring the student to be bound to the home for medical reasons.

Strategy's Expected Result/Impact: During the 2026-2027 school year, 100% of identified students will receive access to PRS support services (academic, counseling, health, and community referrals) during the prenatal and postpartum periods as documented in PRS records.

95% of students participating in PRS-Homebound Instruction (CEHI) will earn passing grades/credits in core subject areas for each grading period that they are actively receiving CEHI services.

Staff Responsible for Monitoring: Director of Counseling Services

Strategy 16 Details

Strategy 16: Highly Mobile and At-Risk:
At-Risk: All students who meet one or more of the TEA At-risk criteria will be identified by the campus and their individual needs for additional academic or supportive services will be reviewed. Training on the 17 At-Risk criteria and the identification process will be provided to Campus PEIMS staff, Counselors, and Administrators to support timely and accurate identification throughout the school year.

Accelerated Instruction: Any student identified as "at-risk" will be provided with accelerated instruction and additional supports to meet their academic and emotional needs to support grade promotion and/or graduation. Accelerated Instruction will be provided in accordance with HB 1416 (formerly HB 4545) for all students not meeting the minimum standard on state assessments. Accelerated instruction may also be offered to students who are identified as at-risk for not graduating. These accelerated instructional opportunities may be provided during the school year (before, after, or during the school day) or during summer school programs. Campuses will be provided with Compensatory Education funds and funded staff (Interventionists, Credit Recovery Teachers (HS), and supplemental MH Professionals (HS)) to support highly mobile and at-risk students in passing the STAAR test and graduating with their peers.

Homeless/Foster Care: Students who meet the criteria as students who are homeless under the McKinney-Vento Act (MKV) or in the care of the Department of Family and Protective Services (Foster Care) will be identified by campus counselors and provided with the resources to support school and life success.

A part-time MKV Support Specialist position will continue to be funded through Title I MKV Reservation/TEHCY Grant funds to address the needs of students and families. This role will collaborate with Campus Counselors and the Clothes Closet to connect students with additional community resources that provide food and clothing support.

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

100% of students who did not meet the minimum passing standard on the STAAR test will be provided with accelerated instruction in accordance with HB 1416 or will be placed in a classroom with a Master Teacher.

100% of students identified as being either a student in substitute (Foster) care or a student who is homeless, will be provided with Free School Nutrition meals, transportation to/from the school of origin, emergency school supplies, and referrals to community resources within 3 days of identification.

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

Strategy 17 Details

Strategy 17: Family Engagement:
Campuses and district departments will provide a variety of opportunities throughout the school year to engage parents in the education of their students. All parents will receive regular updates about their student's academic progress and related needs through Progress Reports, Report Cards, MTSS progress updates, and Parent Conferences. All parents of students enrolled in Title I schools will receive information from their student's campus about how to access the parent portal including directions on monitoring their student's grades and attendance. All parents of students enrolled in Title I will also receive information from their student's campus about how the campus performed on state assessments, and they will have the opportunity to give input on the use of Title I funds and Parent Engagement procedures and events. All parents will be provided advance notice of upcoming districtwide and campus events via multiple methods of communication (school newsletter, campus/district websites, social media) and in languages understood by parents. Family engagement events will include College and Career Planning Events, Parent Literacy classes (in coordination with Community Action), Campus Transition events (PK to Kinder, 5th to 6th grade, and 8th to 9th grade), Multilingual (Emergent Bilingual) Family Events, Math and Literacy nights, social-emotional learning events, Special Education Parent Events, Dyslexia Parent Night, Mental Health and Substance Use Information Sessions for families (Coordinated between MKV office and Counseling Department/Substance Use Prevention Clinician through our City of Kyle/Hill Country MHDD partnership). Hays CISD will continue to implement the Raising Highly Capable Kids (RHCK) 12 week parent learning program this school year. Sessions will be available for families in English and Spanish at multiple campuses in the district, with the flexibility of both daytime and early evening sessions.

Parents of students enrolled in Title 1 campuses will have the opportunity to give input on both the campus and the district's Title 1 Parent and Family Engagement Policy. Title I Family Engagement funds will be distributed to each campus to support Family Engagement events.

Strategy's Expected Result/Impact: By the end of May 2027, each campus will hold at least 4 parent engagement events, and the district will hold at least 8 events.

By the end of May 2027, each Title I Schoolwide campus will have held an Annual Title I Meeting (offered twice before October 13) and a Spring Title I Parent Engagement Evaluation Meeting, and all meeting documentation will be uploaded into the Title I electronic folder.

Staff Responsible for Monitoring: Director of Federal Programs

Goal 2: Safety and Security: A safe environment includes secure facilities, trained staff and students, and our standard response protocol. The district will collaborate with local, state, and federal partners to ensure preparedness, recognizing that safety is a shared responsibility across our schools and community.

Performance Objective 1: Hays CISD will strengthen campus safety by fully implementing and evaluating the Incident Command System (ICS), reviewing every campus Emergency Operations Plan (EOP), and ensuring compliance through mandatory drills and after-action reports. Districtwide initiatives include ensuring EOP alignment to Texas School Safety Center requirements, developing detailed digital campus maps, hosting an annual Safety & Security Summit with targeted trainings and student-focused presentations, and enhancing perimeter protections through upgraded fencing, cameras, and access controls. Safety and security efforts are supported by leveraging grant and bond funding, while also meeting HB 3 and HB 121 requirements with phased staffing of additional school resource officers to reach 100% compliance. In addition to promoting a culture of belonging, safety and shared responsibility, the district will implement initiatives and programs that promote positive behavior, bullying prevention, anti-vaping, mental health awareness and counseling support, attendance interventions, dropout prevention, and collaborative behavioral threat assessments to support the overall well-being of all students. Through these measures, Hays CISD takes a proactive approach to fostering safe and supportive campuses that prioritize prevention, early intervention, and the overall well-being of every student.

Evaluation Data Sources: Safety & Security:
*Incident Command System:
*Training rosters
*EOP campus review checklists
*Drill logs and After-action reports
*District EOP aligned to TSSC template
*Annual Safety & Security summary
*Safety & Security Summit Training Agendas
*Post-training evaluations
*Perimeter Safety Logs and walkthrough checklists
*Detailed digital campus maps
*SRO staffing rosters

Mental Health Awareness and Positive Behavior:
*Counselor provided Character and Leadership development lesson data
*Completion of Mental Health training for staff
*Counseling and responsive services annual review
*Discipline referral data

Anti-Bullying/Anti-Cyberbullying/Anti-Vaping Prevention
*Completion data on No Place for Hate Initiative implementation
*Implementation of awareness and prevention initiatives to promote a culture of belonging, safety, and shared responsibility
*Discipline Data

Student Engagement:
*Student participation rosters from Clubs and Extracurricular Activities
*Student and Sponsor feedback
*Attendance reports from PEIMS

*Attendance Committee reports

Strategy 1 Details

Strategy 1: Student Safety:
The Chief Safety and Security Officer will provide oversight and support to meet the safety and security needs of Hays CISD. Areas of focus for 2026-2027 will include maintaining strong communication channels with area emergency operations departments, managing the School Resource Officer program, providing safety and security training, managing security coverage, ensuring district compliance with the revised safety standards, and conducting required safety audits.

Strategy's Expected Result/Impact: By May 2027, each instructional facility map will be reviewed and approved to ensure that all maps contain layers to include fire, safe weather areas, evacuation/staging areas. Additionally, the district will collaborate with local first responders to ensure that an accurate tactical response map is available.

All campuses will complete all mandatory drills by the end of the 2026-2027 school year.

The district will update the district-wide emergency operations response plan and ensure that each instructional facility has a campus-specific plan for their immediate response actions.

Staff Responsible for Monitoring: Chief Safety and Security Officer

Strategy 2 Details

Strategy 2: Student Leadership, Character Education, and Positive School Climate (School Violence Prevention):
In alignment with the Texas Education Agency's Safe and Supportive Schools initiative, the district will continue to enhance positive campus climates through student leadership and character education program delivery that supports the 5 competencies of the CASEL framework: self-awareness, self-management, relationship skills, responsible decision-making, social awareness.

Effective implementation of student leadership and wellness programs will be assessed each semester, to include some of the following best practices:

* Delivery of lessons with consistency and alignment with the program objectives that encompass the CASEL framework. (This may include a regular data review as part of the curriculum that is unique to the student focused program in place on each campus);
* Assuring that students are accessing SchooLinks (4th- 12th grades) and Check-Ins (Kinder -3rd grades) which are aligned with the key tenets of the CASEL model. Moreover, the needs identified from the survey responses are being used to inform next steps and needed interventions;
*Growing our mentoring relationships are a key focus across the district due to its direct positive impact on cultivating a supportive and nurturing school community. Thus, through combined efforts, the Dept. of Guidance & Counseling will strive to continue to grow mentoring relationships across campuses, by at least 10% this school year.

Strategy's Expected Result/Impact: 100% of campuses will implement a Student leadership and character education program (aligned with the CASEL framework) with student-focused social and behavioral growth and development opportunities.

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

Strategy 3 Details

Strategy 3: Mental Health and Suicide Prevention:
Hays CISD will increase access and availability to additional mental health support and resources to all students across the district. Referral for support, resources and case management are funneled through our Family Success Center (FSC), which is our Hays CISD Mental Health counseling resources hub. Mental Health Professionals will integrate best practices on grief-informed and trauma-informed care in effectively addressing the MH needs and challenges that K-12th grade students face across Hays CISD. The district level Mental Health Clinician will be responsive to campus needs and be in tune and ready to respond at the campus when a MH crisis situation arises to assure that they are assist in assuring that students receive just in time support & family are connected to resources, in particular in cases where the need/concern involves a self-harm situation. The district will provide brief counseling and mental health services to support identified student needs for early mental health intervention, suicide and/or other self-harm prevention, and drug prevention and early intervention. Counselors and mental health professionals will integrate best practices on grief-informed and trauma-informed care in effectively addressing the needs of students.

The district will continue partnerships and initiatives to support the whole child through MOUs with Communities in Schools, UT Austin, School of Social Work, St. Edward's University MAC Program, Texas State School of Social Work, Seedling Foundation, TCHATT Program/Dell Children's, Hill Country-MHDD, Cenikor Drug Prevention and other partnering agencies for additional support.

The district will continue to train staff in suicide prevention and youth Mental Health First Aid, share the updated Suicide Action Plan, and obtain training for our Hays CISD Mental Health Crisis Response Team.

Strategy's Expected Result/Impact: At the beginning of each school year, counselors at all campuses will present to campus staff about suicide prevention, process for making mental health referrals and protocols, and review the CPS reporting process.

90% of students referred for supplemental mental health support will receive services through district MH staff, district partners such as TCHATT/Dell Medical or community-based Mental Health Counseling providers.

100% of all new counseling and Mental Health staff will complete Youth Mental Health First Aid, Psychological First Aid and ASIST (Suicide Risk Assessment & Response Training) by the end of the Fall semester.

100% all new campus BTA team members and all other mental health professionals serving campuses that have not yet completed Youth Mental Health First Aid and Psychological First Aid Training will complete it by early spring semester at the very latest.

In compliance with SB11 and to ensure that the largest number of HCISD staff have the tools and knowledge base to recognize the signs of a student experiencing a mental health crisis or that may potentially be in need of counseling support, as a district we are committed to assuring that the number of staff trained in Youth Mental Health First Aid will increase by 10%.before the end of the Spring semester.

100% required compliance will be achieved in documenting all reported Mental Health referrals on the Raptor/Student Safe platform by the school counselor at ES and MS campuses and by the MH Counselor at each HS campus.

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

Strategy 4 Details

Strategy 4: Increasing Student Attendance and Reducing the Dropout Rate

Hays CISD will strengthen a Multi-Tiered System of Support (MTSS) for attendance focused on early identification, timely intervention, family engagement, and progress monitoring. Campuses will use attendance data to identify concerning patterns early and implement required parent notification, conferences, truancy prevention measures, and documentation in accordance with Texas compulsory attendance laws, Board Policy, district procedures, and the Student-Parent Handbook.

Campus administration will ensure weekly, agenda-driven attendance team meetings are conducted to review attendance data, identify students requiring intervention, address barriers, assign follow-up actions, and monitor progress.

Tiered Attendance Supports

Tier 1 - Prevention: Promote attendance expectations, awareness, and the connection between regular attendance and student achievement.
Tier 2 - Targeted Intervention: Provide early and ongoing outreach to identified students and families through conferences, attendance improvement plans, communication, counseling, home visits when appropriate, and school/community supports.
Tier 3 - Intensive Intervention: Coordinate individualized support and case management for students with persistent attendance barriers in collaboration with appropriate campus, district, CIS, and community resources. Implement required truancy prevention measures and, when statutory attendance thresholds and requirements are met, initiate referral to truancy court in accordance with Texas law, Board Policy, and district procedures.

High School Attendance Pilot & E3 Alliance Partnership

During 2026-2027, all three comprehensive high schools will participate in the School Status attendance monitoring pilot and E3 Alliance Attendance & Engagement collaborative. The district will evaluate whether these supports improve early identification, family communication, intervention tracking, progress monitoring, and overall campus attendance practices to inform future district implementation.

Dropout Prevention & Re-Engagement

The district will strengthen dropout prevention through a coordinated Leaver and Re-Engagement Team representing administration, counseling, CIS, PEIMS, attendance, instructional staff, and special programs. Identified potential leavers, leavers, and dropouts will receive documented outreach and re-engagement efforts within 10-15 school days of identification.
Students will be connected to appropriate pathways for continued enrollment, re-entry, and graduation, including Virtual/Hybrid programming, credit recovery, Leave of Absence (LOA) options, Phoenix programming, and other available supports. District and campus teams will regularly review leaver, dropout, and re-engagement data, verify coding and documentation, monitor trends, and partner with families to address barriers and support school completion.

Accountability

Campus administration will lead and document campus attendance interventions and truancy prevention efforts. The Office of Student Services will provide district-level coordination, guidance, compliance support, resources, and monitoring to promote consistent attendance and dropout prevention practices across campuses.

Strategy's Expected Result/Impact: Attendance

-Campus Attendance Monitoring: At least 90% of scheduled weekly campus attendance team meetings will be documented, demonstrating regular review of attendance data, identified students, assigned interventions, and follow-up actions.

-Attendance Interventions: 100% of students identified as chronically absent will have documented review of attendance concerns and barriers, with appropriate interventions and follow-up actions identified and monitored.

-Family Engagement: At least 95% of students meeting district-established early-intervention thresholds will have documented parent/guardian outreach and appropriate intervention. Campuses will also meet applicable parent notification and truancy prevention requirements established by Texas law and district procedures.

-Intervention Follow-Through: Quarterly monitoring will demonstrate that at least 80% of assigned attendance intervention actions are completed within established timelines.

-Chronic Absenteeism: The district will achieve a minimum 2% reduction in chronic absenteeism compared to the 2025-2026 baseline, with progress monitored by district, campus, grade level, and student group.

-High School Attendance Pilot: All three comprehensive high schools will participate in the 2026-2027 School Status pilot and E3 Alliance Attendance & Engagement collaborative. By the end of the school year, the district will evaluate implementation, utilization, campus feedback, intervention tracking, and attendance outcomes to determine the effectiveness and future use of the attendance monitoring system.

Dropout Prevention and Re-Engagement

-Timely Outreach: 100% of students identified as potential leavers, leavers, or dropouts will have documented contact attempts and re-engagement efforts initiated within 10-15 school days of identification.

-Re-Engagement Opportunities: At least 70% of successfully contacted students/families will be connected with an appropriate re-engagement or school-completion pathway based on identified needs and available district supports.

-Dropout Reduction: The district will achieve a 0.5-1 percentage-point reduction in the dropout rate compared to the 2025-2026 baseline.

-Leaver Data Accuracy: At least 95% of reviewed leaver records will demonstrate accurate coding and required supporting documentation in accordance with district procedures and reporting requirements.

-Student Recovery: The district will achieve at least a 10% increase in students successfully recovered and/or re-enrolled compared to the 2025-2026 baseline.

-Progress Monitoring: District and campus teams will regularly review dropout, leaver, recovery, and re-engagement data to monitor progress, identify trends or disparities, and determine areas requiring additional intervention or support.

Staff Responsible for Monitoring: Director of Student Services

Dropout Prevention:
High-Quality, College Readiness Instruction, Secondary to Postsecondary, Postsecondary Supports
- **Results Driven Accountability**

Strategy 5 Details

Strategy 5: Athletics:
The athletics department will increase participation rates by promoting participation opportunities at middle and high schools through student orientations, parent communication, and feeder programs; streamlining and aligning structures/systems to reduce barriers for students to enter and stay in athletics; and highlighting success stories and program benefits through campus and district communications to strengthen school identity.

The athletics department will strengthen coach mentorship and leadership development by providing coaching professional development focused on mentoring, leadership, and transformational relationships; promoting the 4 Pillars (Academic Success, Athletic Success, Participation, Character/Community/Celebrations) in all training and mentoring initiatives; and collecting annual student-athlete survey data to measure coach-athlete relationship quality.

The athletics department will expand CDL certified coaches by collecting data to identify sports/campuses with lower CDL-certified staff; partnering with Transportation to schedule CDL trainings and streamline certification, and providing incentives and recognition for newly certified CDL coaches.

The athletics department will promote a positive culture by publicly celebrating award recipients through district and campus communications; increasing awareness of recognition programs among coaches, athletes, and community partners, and incorporating recognition into district athletics events and celebrations. The athletics department will enhance character development programs by expanding partnerships with Character Matters, 2Words, and 360 Athletics to ensure access across all secondary campuses; training coaches and campus staff on program implementation; and monitoring program impact through student-athlete surveys and adjust supports accordingly.

The athletics department will improve facilities to support student success by collaborating with Facilities and district leadership to monitor project timelines and budgets; communicating facility updates and milestones to athletes, families, and the community; and gathering feedback from coaches and athletes to ensure facilities support program growth and safety.

Strategy's Expected Result/Impact: By May 2027, athletics and pre-athletics participation rates in grades 6-12 will increase from the 2025-2026 baseline of 54% to at least 56% (a 2% increase), as measured by district enrollment and participation data.

By May 2027, 100% of secondary athletic coaches will participate in at least two professional development sessions focused on transformational coaching and leadership, with 90% of surveyed student-athletes reporting positive connections with their coaches.

By August 2027, the number of CDL-certified coaches will increase by at least 20-24 new CDL drivers/coaches (10% growth from 2025-2026 levels), ensuring equitable coverage across sports.

By May 2027, 100% of secondary campuses will implement at least one character development program (Character Matters, 2Words, or 360 Athletics), with at least 80% of surveyed student-athletes reporting that the program positively influenced their experience.

Staff Responsible for Monitoring: Director of Athletics; Assistant Athletic Director

Strategy 6 Details

Strategy 6: Fine Arts:
The fine arts department will work in collaboration with the Construction Department to oversee the fine arts facility additions including the Fine Arts Gym at Lehman High School, new art and music rooms at Hemphill, Tom Green, Kyle and Fuentes Elementary Schools, new art rooms at McCormick and Wallace Middle Schools and a new dance studio at Simon Middle School. Provide input on the design of fine arts facilities for High School No. 4, Middle School No. 7 and elementary schools Nos. 18 and 19. Continue to monitor and support enrollment and participation to align with the "100% Hays" philosophy in order to increase and retain student enrollments in fine arts programs. Support the participation of students in local and regional events that lead to state and national awards for art, dance, music and theatre programs and the district. Implement the Teacher Incentive Allotment (TIA) in Fine Arts in 2026-27.

Strategy's Expected Result/Impact: The completion of the facility additions at Lehman High School, Hemphill, Tom Green, Kyle and Fuentes Elementary Schools, McCormick, Wallace and Simon Middle Schools will result in state of the art fine arts instructional spaces for the students and teachers at these campuses.

The secondary enrollments will increase by 2% in 2026-27 and maintain elementary art and music enrollments at 17 campuses.

The district will implement the first year of the Teacher Incentive Allotment (TIA) assessments in Fine Arts.

Staff Responsible for Monitoring: Director of Fine Arts

Strategy 7 Details

Strategy 7: Student Engagement: The district will champion the 100% Hays motto to provide a vision for engagement. The district will encourage the participation of students in extra-curricular activities and school clubs. The district will ensure that all students have equitable access to and opportunities for participation in these activities and leadership opportunities by encouraging campuses to offer a wide variety of clubs and activities, including interest-based and academic options to ensure every student finds a place to connect. Campuses may partner with local organizations, businesses, and higher education institutions to sponsor activities as well as mentorship and service-learning opportunities that connect students with the broader community.

Strategy's Expected Result/Impact: By May 2027, the district will increase student participation in extracurricular activities and clubs by 3% over the 2025-20265 baseline, as measured by activity rosters and student surveys, ensuring that at least 90% of students report being connected to at least one school-sponsored activity in alignment with the 100% Hays motto.

Staff Responsible for Monitoring: Executive Officers of Schools

Goal 3: Finance: The district will maintain a balanced budget, strategically manage limited state resources, and prioritize increasing the fund balance to support long-term financial stability. The Finance division will be the standard of excellence for effective and efficient financial planning and reporting while providing excellent customer service in a professional manner.

Performance Objective 1: Hays CISD will continue to ensure that all campus and district instructional expenditures are pre-approved, allowable, and directly aligned to the needs and strategies of the district and campus as outlined in their respective improvement plans that are reviewed annually by the Board of Trustees.

Evaluation Data Sources: Comprehensive Needs Assessment
District Improvement Plan
General Ledger
Student Achievement Data

Strategy 1 Details
Strategy 1: The district will maintain documented processes requiring pre-approval and evidence of alignment to District and Campus performance objectives before instructional expenditures are incurred. Additionally, Hays CISD will employ a flexible and responsive decision-making approach to adjust priorities as emerging needs arise, ensuring that fiscal decisions remain student-centered and within approved budget parameters. The district will continue providing training on fiscal compliance, needs assessment integration, and allowable cost determination to ensure that all spending decisions are both compliant and strategically focused on improving student outcomes. **Strategy's Expected Result/Impact:** By the end of the 2026-2027 school year, the district will maintain 100% compliance with local, state, and federal fiscal requirements by ensuring that all district and campus instructional expenditures are pre-approved and demonstrably aligned to improvement planning goals, as verified through purchasing approvals and documentation for both general and federal expenditures. **Staff Responsible for Monitoring:** Chief Financial Officer, Chief Academic Officer
Strategy 2 Details
Strategy 2: The Human Resources Department will partner with Finance to develop a strategic staffing plan for the next two years that addresses the realities of a depleted fund balance and an overextended personnel budget. **Strategy's Expected Result/Impact:** Develop a plan in collaboration with Finance to reduce the percentage of general operating expenditure budget devoted to personnel by 2% by the end of the fiscal year with a goal to decrease the percentage of the general operating expenditure budget devoted to personnel from 89% to 80% by 2028. **Staff Responsible for Monitoring:** Chief Human Resources Officer, Chief Financial Officer

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: $17,799,378.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

The District uses Compensatory Education funds to offer a variety of supplemental programs and positions to support the needs of at-risk students as identified in the Comprehensive Needs Assessment, including both direct and indirect (administrative) costs. Compensatory Education funds support an Intervention teacher at each campus to support the academic needs of at-risk students related to math and reading. The interventionists provide direct small-group instructional support to students identified through the MTSS process. The District also funds supplemental counselors (Mental Health Professional) and Communities in Schools staff at the Comprehensive High Schools, Live Oak Academy, and Impact Center to support the needs of students that extend beyond the capacity of the regular campus counselors. These funds also support Credit Recovery teachers at each of the Comprehensive High Schools. These funds support both Live Oak Academy and Impact Center including all costs related to these Alternative Education Placements for at-risk students. Campuses also receive a Compensatory Education budget to provide STAAR remediation, afterschool tutoring and accelerated instruction, and their Character Education programs.

Title I

Descriptor 1: Student Progress Monitoring and Supports

1.1: Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

Hays CISD implements a comprehensive, standards-aligned instructional program grounded in TEKS and supported by research-based curricula across all core subjects. Instruction is differentiated through Tier I core instruction, small-group intervention, and enrichment opportunities. Each campus reviews formative and summative data through PLCs to identify instructional adjustments that ensure all students—particularly those served under Title I—meet or exceed grade-level expectations.

1.2: Identifying students who may be at risk for academic failure;

Campuses use multiple measures (universal screeners, common assessments, report card grades, attendance, discipline, and STAAR progress) to identify students at risk. Data are analyzed in MTSS meetings to determine needs and assign Tier II or Tier III interventions. Risk indicators are monitored quarterly within Eduphoria and Student Information System (TEAMS) dashboards.

1.3: Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards;

Title I funds support supplemental tutoring, instructional aides, supplemental summer accelerated learning, and targeted interventions. These services are coordinated with Compensatory Education and other Federal Grant Funded (i.e., ESSA and IDEA-B) initiatives to avoid duplication and maximize support for students not yet meeting challenging standards. Each campus with district input determines which programs will best meet the needs of their students and their specific school community.

1.4: Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;

The district prioritizes evidence-based strategies such as PLC data cycles, formative feedback loops, and social-emotional learning integration to strengthen academic programs. The district has utilized Title II funding to target the specific needs of our campuses identified for school improvement as well as those with the highest educationally disadvantaged populations. Campus Improvement Plans reflect aligned strategies targeting Reading/Language Arts, Math, PBIS and bullying/violence prevention, and attendance improvements to ensure safe and supportive learning environments.

Descriptor 2: Teacher Quality

Hays CISD ensures that all teachers meet state certification requirements and are assigned within their certification fields. Title II funds complement Title I by providing ongoing professional development in evidence-based instructional practices, formative assessment, and culturally responsive pedagogy. Ongoing Title II professional development has focused on high quality PLCs, focused classroom walkthroughs, and campus leader development to promote positive and supportive campus climates. Throughout the year, the district uses Title II funds to provide Just in Time training to core content teachers to support them in using data to align their classroom practice to the TEKS and district scope and sequence.

These trainings provide teachers with an opportunity to increase their skills with best practice strategies and TEKS aligned lessons that can be differentiated to meet the individual learning needs of the students in their classrooms. Mentoring and instructional coaching are provided for novice teachers through general fund and Title II funded Professional Development Specialists at the district level as well as through the New Teacher academy. Annual equity data reviews address any gaps in access to effective educators for our highest needs campuses.

Descriptor 3: School Improvement and Support Activities

All DIP and CIP plans are collaboratively developed with stakeholder input through the District Leadership Team (DLT) and Campus Leadership Teams (CLTs). DLT meeting agendas, minutes, and sign-ins are posted at hayscisd.net/DLT while campus CLT meeting documentation can be found in Plan4Learning. Comprehensive Needs Assessment data directly inform campus and district improvement goals, ensuring alignment to ESSA, TEA accountability targets, and Hays CISD Board of Trustee priorities.

Descriptor 4: Measure of Poverty

Hays CISD uses the percentage of students eligible for free or reduced-price meals under the National School Lunch Program to determine campus Title I eligibility and allocations. For CEP identified campuses, parent income survey data is used to inform the campus percentage of student who would otherwise qualify under the NSLP guidelines. Annual updates from PEIMS and Child Nutrition data guide equitable distribution of Title I funds across campuses using a rank-order process consistent with ESSA Section 1113.

Descriptor 5: Nature of Programs

Hays CISD operates Schoolwide Title I programs at 16 eligible elementary and middle school campuses with a low economic status of 40% or higher. Hays CISD does not serve students in grades 6-12 with Title 1 funds, except those students who are identified as McKinney-Vento eligible. There are no institutions for neglected or delinquent children within the Hays CISD boundaries. Each Schoolwide campus's plan outlines how Title I resources supplement—not supplant—core instruction by funding additional staff, instructional materials, parent engagement activities, and targeted academic supports aligned to identified campus needs.

Descriptor 6: Services to Homeless Children and Youth

The district's McKinney-Vento (TEHCY) liaison coordinates with campuses to ensure immediate enrollment, transportation, and access to Title I services for students experiencing homelessness. Title I funds provide supplemental tutoring, hygiene kits, and school supplies. Staff receive annual MKV training, and cross-program coordination occurs with Counseling, Transportation, Child Nutrition, and Federal Programs offices. The district also receives TEHCY funds which support the employment of a part-time MKV Support Specialist who is able to focus on providing community referrals to families and providing individualized support to students with regard to attendance, school based needs, and academic success.

Descriptor 7: Parent and Family Engagement Strategy

Parent and Family Engagement (PFE) is integrated into each Title I campus plan. The district PFE policy, campus PFE policies, and school-parent compacts are jointly developed and disseminated annually. Activities include family academic nights, opportunities for families to play an active role in their student's school life, and bilingual communication platforms to increase engagement in learning and decision-making processes. Feedback from annual surveys informs future planning.

Descriptor 8: Early Childhood Education Programs and Transition Plans

The district provides full-day Pre-K programs with certified teachers, aligned to the Texas Prekindergarten Guidelines. Collaborative transition meetings occur between Pre-K and Kindergarten teachers each spring. The district collaborates with HeadStart and local child-care providers to support smooth transitions through family orientation sessions and readiness assessments each Spring.

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program

Not applicable. Hays CISD does not operate Targeted Assistance Programs.

Descriptor 10: Middle to High School/High School to Postsecondary Transitions

10.1: Coordination with institutions of higher education, employers, and other local partners;

Hays CISD leverages Perkins V funding and local partnerships to expand career pathways and practicum placements. The CTE department has partnered with Austin Community College to offer the Central Texas Health Care Academy. This program will offer students the opportunity to begin a health care pathway in high school with an opportunity to apply the high school credits in order to earn a certificate and/or Associate's degree at ACC following graduation. The Department of Curriculum and Instruction collaborates with Austin Community College and the University of Texas to increase On-Ramps and dual-credit offerings. Counseling staff coordinate postsecondary readiness events and job-shadowing opportunities. Each year, the district hosts a College Fair, a Scholarship Fair, and additional opportunities for parents to learn more about post-secondary options and support for their students.

10.2: Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;

All students in middle school are advised as part of the individual Graduation Plan process of the advanced courses and CTE options that will be available to them in High School. All 8th grade students are transported by the district for a visit to the high school they will attend. During this visit, the students are provided a tour of the campus as well as conversations with campus staff and current students about the opportunities that will be available to them. At each Comprehensive High School there is a College and Career Counselor who is available to all students on campus for college advising and assessing student interests.

Descriptor 11: Discipline Disproportionality

The LEA provides ongoing professional learning to campus Administrators, Principals and Assistant Principals, regarding disciplinary laws and approved LEA practices including alternatives to classroom removal. Secondary campuses have continue to increase their implementation of Restorative Discipline practices. All campuses have PBIS practices in place including character education, student leadership development, and healthy decision making instruction.

Descriptor 12: Coordination and Integration

12.1: Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State;

District and campus level teams coordinate academic and CTE content to promote application of core skills through project-based learning and industry-relevant experiences. Dual-credit and certification programs align with regional labor demands. The district CTE department continues to work closely with labor groups and the Texas workforce commission to ensure that the programs offered by the district align to local in-demand occupations and industries.

12.2: Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit;

Students participate in internships, practicums, and career fairs in collaboration with local businesses and chambers of commerce. CTE teachers integrate industry partnerships into coursework, allowing students to earn credit while gaining authentic workplace experience. The district utilizes Perkins V funds to employ a Workforce Development Coordinator who collaborates with local employers to identify new partnerships and student practicum internship opportunities.

Descriptor 13: Other Proposed Uses of Funds

13.1: Assist schools in identifying and serving gifted and talented students;

The district uses state Gifted and Talented allotment funds to support GT identification, professional development, and parent awareness opportunities.

13.2: Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

District library services expand literacy and research opportunities with technology, research databases, and makerspaces. Librarians collaborate with teachers to promote reading and information literacy across grade levels.

Plan Notes

Implementation of the District Improvement Plan (DIP) rests primarily with the district level teams (Curriculum and Instruction, Finance, Safety and Security, Communications, and Human Resources) and the District Leadership Team (DLT). Special Education (IDEA-B), MTSS, Section 504, Emergent Bilingual (Title III), CTE (Perkins), College and Career, and Title I leaders work together to ensure a coordinated approach to supporting all learners and their families. This approach allows the district to design programs and goals that meet the differentiated needs of all learners, teachers, and campus administrators.

Strategies and measurable goals for the federal grant programs (IDEA-B, Perkins, Title I, Title II, Title III, and Title IV) are embedded in the DIP, along with the funding amounts for related expenditures. Strategies, goals, and expenditures are adjusted as needed based on data throughout the school year. The district monitors progress on each SMART goal and strategy by reviewing data, instructional practices, and intervention efforts with stakeholders during departmental meetings and DLT meetings. Progress reviews are documented in Plan4Learning as quarterly (nine week) formative reviews, followed by an end-of-year summative review and final evaluation. These reviews are shared with the Superintendent's Cabinet and the Board throughout the year, keeping the district and community informed and guiding next steps in the continuous improvement cycle.

District Leadership Team

Committee Role	Name	Position
Business Rep	Danielle Engelke	Community Action - Headstart Lead
Business Rep	Gus Alvarado	A+ Fed Credit Union - Branch Manager
Community Rep	Mary Helen Martinez	Community Member
Community Rep	Wendy Saenz	Community Member
Parent	Natalia Almanza	Lehman HS Feeder
Parent	Jennifer Lopez	Johnson HS Feeder
Parent	Trish Jarrott	Johnson HS Feeder
Parent	Tiffany Koch	Hays HS Feeder
District level Non-Teaching Professional	Vanessa Holmes	C&I Elem. Science Coord
HS Non-Teaching Professional	VACANT VACANT	VACANT
MS Non-Teaching Professional	Stephanie Carter	SMS AP
Element Non-Teaching Professional	Elizabeth Lara	CES Principal
Teacher	Jennifer Barber	Impact
Teacher	Nat Romo	LOA
Teacher	Sam Reese	LJS
Teacher	Erica Weden	JHS
Teacher	Michelle Dowell	HHS
Teacher	Juan Carlos Vasquez	WMS
Teacher	Ashley McDonald	SMS
Teacher	April Venzor	MMS
Teacher	Bryeanna West	DMS
Teacher	Christina Miranda	CMS
Teacher	Ziggy Santana	BMS
Teacher	Sheila Guzman	UES
Teacher	Michelle Steininger	TGES
Teacher	Julie Juarez	TES
Teacher	Yolanda Argueta	SHES

Committee Role	Name	Position
Teacher	Tony Diez	SES
Teacher	Kristian Batac	RES
Teacher	Jackie Bittner	RPES
Teacher	Wendy Rodriguez	NES
Teacher	Kelsey Murray	KES
Teacher	Sarah Moss	HES
Teacher	Samantha Phinney	FES
Teacher	Kimberly Norton	EGES
Teacher	Virginia Martinez	CRES
Teacher	Katy Garcia	CHES
Teacher	Sara Allen	CES
Teacher	Brandi Snead	BES
Teacher	Glenda Maag-Medel	BVES
DLT Facilitator	Stephanie Norris	Dir of Federal Programs
District Administrator	Marivel Sedillo	Chief Academic Officer
Superintendent	Dr. Eric Wright	Superintendent

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student Services	8/3/2026	Stephanie Norris	10/2/2024
Child Abuse and Neglect	Director of Counseling	8/3/2026	Stephanie Norris	10/2/2024
Coordinated Health Program	Director of Student Nursing Services	8/3/2026	Stephanie Norris	10/2/2024
Dating Violence	Director of Student Services	8/3/2026	Stephanie Norris	1/29/2025
Decision-Making and Planning Policy Evaluation	Director of Federal Programs	8/3/2026	Stephanie Norris	10/2/2024
Disciplinary Alternative Education Program (DAEP)	DAEP Principal	8/3/2026	Stephanie Norris	10/2/2024
Dropout Prevention	Director of Student Services	8/3/2026	Stephanie Norris	10/2/2024
Dyslexia Treatment Program	Director of Special Education	8/3/2026	Stephanie Norris	10/2/2024
Title I, Part C Migrant	Director of Multilingual Education	8/5/2024	Stephanie Norris	10/2/2024
Student Welfare: Discipline/Conflict/Violence Management	Director of Student Services	8/3/2026	Stephanie Norris	10/2/2024
Student Welfare: Crisis Intervention Programs and Training	Director of Counseling	8/3/2026	Stephanie Norris	10/2/2024
Section 504 Services	Director of Academic Support	8/5/2024	Stephanie Norris	10/2/2024
Gifted and Talented Services	GT Coordinator	8/3/2026	Stephanie Norris	10/2/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief Safety and Security Officer	8/3/2026	Stephanie Norris	10/2/2024
School Library Programs	Director of C&I	8/3/2026	Stephanie Norris	10/2/2024
Multi-tiered System of Support (MTSS) Program	Academic Support Coordinator	8/3/2026	Stephanie Norris	1/29/2025