

# Hays Consolidated Independent School District

## District Improvement Plan

2024-2025



# Mission Statement

HAYS CISD MAKES IT  
**100% POSSIBLE**

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KNOWLEDGE • INSPIRATION • DREAMS • SUCCESS

*Hays CISD makes it 100% possible. (Knowledge spurs inspiration, which sparks dreams that lead to success.)*

EL DISTRITO HAYS CISD LO HACE  
**100% POSIBLE**

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CONOCIMIENTO • INSPIRACIÓN • SUEÑOS • ÉXITO

*(adopted 08/26/2024)*

# Vision

All Hays CISD learners will be:

- well prepared for college, career, or military;
- responsible citizens;
- effective communicators and collaborators; and
- resourceful and creative problem solvers.

*(Adopted 8/26/2024)*

# Core Beliefs

We believe we:

- are 100% committed to excellence, success, and safety.
- want all students to be excited, engaged, and inspired.
- want all families to feel welcome, included, and supported.
- want all teachers and employees empowered to make a difference.
- want all community members, taxpayers, and business partners to be involved, informed, and invested in student achievement.

*(Adopted 8/26/2024)*

# Goals

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

**Performance Objective 1:** Through attention to individual students' needs, each campus will demonstrate continuous improvement by showing academic growth and student engagement by providing targeted intervention, enrichment opportunities, and accelerating advanced academics. The district will evaluate and address the individual needs of each student. Student performances will be evaluated in academics; college, career, and life readiness; and character power skills education.

## High Priority

### HB3 Goal

#### Evaluation Data Sources: Student Achievement:

In January, a public hearing on TAPR will be held to summarize student academic performance/achievement, accessibility gaps, including the district's college, career, and military readiness counts. In June 2025, the superintendent will present the student growth goals addressing the Hays CISD approaches/meets/masters % vs. the state performance.

#### College & Career Readiness:

The district is committed to ensuring our students are fully prepared for college and career success by implementing the following strategies: In response to recent changes in the accountability system, we will prioritize students completing a robust career pathway in the 2024-25 school year, requiring them to earn three credits, including at least two Level II or higher courses, to ensure their certifications qualify toward CCMR. Additionally, we will leverage PSAT and student achievement data to increase participation in advanced coursework, enhancing college readiness through success in advanced placement exams, dual credit, and dual enrollment courses. To further support college readiness, seniors who have not met CCMR requirements will be enrolled in the Texas College Bridge program as a college prep course, equipping them with the skills and knowledge necessary for post-secondary success. The district will monitor progress and will provide an update on college readiness to the Board by January 2025 for the final 2023 CCMR results.

#### Leadership Development:

The district will implement a comprehensive onboarding process for new principals, ensuring they are well-equipped to lead their campuses effectively. Key departments, including Human Resources, Finance, Curriculum and Instruction, Maintenance and Operations, Student Information Systems, and Safety and Security, will provide essential presentations and support to familiarize new principals with critical operational and administrative functions. These meetings are vital for establishing a strong foundation, as they ensure that new principals understand district policies, resources, and procedures, allowing them to focus on instructional leadership and fostering a positive school environment. Through this collaborative onboarding process, we aim to empower new principals with the knowledge and tools necessary for success in their roles.

#### Communication:

The district will enhance communication channels to streamline processes and ensure clarity and transparency at all levels. By improving these avenues, we will make accurate and timely information easily accessible to staff, families, and community members. This includes developing a centralized platform where families and staff can quickly find information on school policies, events, and resources. By increasing access to information and strengthening the parent-school partnership, we aim to foster stronger community connections and encourage greater family involvement in the decision-making process.

#### Professional Development:

The district will implement a comprehensive and differentiated professional development (PD) plan aimed at increasing the frequency, quality, and choice of learning

opportunities for teachers and staff. This plan will enhance our PD offerings by providing tailored, high-quality sessions that address the diverse needs of our educators, ensuring they have the tools and knowledge to excel in their roles. By differentiating PD, we can better support individual growth, promote best practices, and ultimately improve student outcomes. The focus on increased choice empowers educators to select PD that aligns with their professional goals, fostering a culture of continuous improvement and innovation across the district.

#### Student Advising and Mental Health:

The district will implement a structured advising sequence, guiding students through career inventories and assessments from middle to high school. Key assessments from SchoolLinks "Find Your Path," "Learning Style," and "Would You Rather" will help students identify career clusters, learning preferences, and strengths, leading to the development of a 5-Year Plan of Study starting in seventh grade and updated each year. We will continue hosting events, such as COW Day, CREW Day, and Navigate Your Future, and share career interest data with parents to involve them in academic planning. By June 2025, the district will provide a comprehensive report on advising activities by campus and grade level.

#### Mathematics:

We will implement a 4-stage strategic mathematics professional learning plan designed to empower teachers to engage students and foster deep conceptual understanding. The plan begins by engineering an ecosystem that promotes continuous professional development and collaboration among educators. Next, we will establish a clear, measurable vision and actionable strategy for mathematics instruction across the district. A key focus will be on building teachers' capacity to strengthen students' conceptual understanding of mathematics. Finally, we will optimize our professional development structure and resources to ensure teachers have access to the necessary support. This strategic approach aims to create a cohesive mathematics teaching model and drive measurable improvements in student learning outcomes.

### Strategy 1 Details

**Strategy 1:** Reading Language Arts: K-12 reading and writing will be integrated and purposefully planned following the research-based district curriculum that has been provided as a framework. The district will continue to provide a streamlined, explicit phonics program for grades K-2 and Foundational Skills for 3-5. K-3 teachers who do not currently have House Bill 3 Credit are participating in the TEA Reading Academies this year to enhance their knowledge of the Science of Teaching Reading. The district literacy team will provide ongoing campus support in PLCs with content knowledge, the use of adopted materials, instructional delivery, the writing process, rubric calibration, and grammar.

**Strategy's Expected Result/Impact:** mCLASS data will reflect that by the end of the year at least 64% of students will be at Tier 1 in Kindergarten, at least 71% of students will be at Tier 1 in First Grade, and at least 60% of students will be at Tier 1 in Second Grade.

Student achievement goals are based on our 2024 results.

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

3rd grade reading will increase to 76% Approaches, 51% Meets, and 24% Masters  
4th grade reading will increase to 87% Approaches, 58% Meets, and 26% Masters  
5th grade reading will increase to 84% Approaches, 59% Meets, and 32% Masters  
6th grade reading will increase to 80% Approaches, 60% Meets, and 29% Masters  
7th grade reading will increase to 78% Approaches, 57% Meets, and 30% Masters  
8th grade reading will increase to 83% Approaches, 59% Meets, and 30% Masters  
English I will increase to 74% Approaches, 60% Meets, and 21% Masters.  
English II will increase to 83% Approaches, 68% Meets, and 12% Masters.

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

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

### Strategy 2 Details

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

**Strategy's Expected Result/Impact:** MAP data will reflect that by the end of the year at least 51% of students will be at Tier 1 in Kindergarten, at least 47% of students will be at Tier 1 in First Grade, and at least 47% of students will be at Tier 1 in Second Grade.

Student achievement goals are based on our 2024 results with an increase of 3% Approaches, 2% Meets, and 1% Masters.

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

3rd grade math will increase to 69% Approaches, 41% Meets, and 15% Masters

4th grade math will increase to 74% Approaches, 51% Meets, and 22% Masters

5th grade math will increase to 79% Approaches, 50% Meets, and 19% Masters

6th grade math will increase to 73% Approaches, 40% Meets, and 14% Masters

7th grade math will increase to 41% Approaches, 16% Meets, and 2% Masters

8th grade math will increase to 80% Approaches, 52% Meets, and 22% Masters

Algebra I will increase to 88% Approaches, 56% Meets, and 31% Masters.

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

### Strategy 3 Details

**Strategy 3: Science/STEM:** The district will focus on scientific inquiry in the form of qualitative and quantitative investigations and engineering design to drive conceptual understanding and an appreciation for the process of science. Professional development and campus support throughout the school year will focus on literacy strategies, math integration, and formative assessment to drive tiered instruction. Resources including district-designed curriculum, STEMscopes (K-5) and Savvas (6-Physics) will be utilized for increased literacy, investigations, and accessibility of content and skills for all students.

**Strategy's Expected Result/Impact:** Student achievement goals are based on our 2024 results with an increase of 3% Approaches, 2% Meets, and 1% Masters.

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

5th grade science will achieve 60% Approaches, 27% Meets, and 11% Masters

8th grade science will achieve 72% Approaches, 47% Meets, and 17% Masters

Biology will achieve 93% Approaches, 65% Meets, and 23% Masters.

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

#### Strategy 4 Details

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

**Strategy's Expected Result/Impact:** Student achievement goals are based on our 2024 results with an increase of 3% Approaches, 2% Meets, and 1% Masters.

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

8th grade Social Studies will increase to 62% Approaches, 34% Meets, and 17% Masters

U.S. History will increase to 96% Approaches, 73% Meets, and 38% Masters.

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

#### Strategy 5 Details

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

All Hays CISD instructional staff will continue participating in Professional Learning Communities (PLC) that are centered around the three big ideas - a focus on learning, collaboration, and student results. Professional Learning Communities will operate as self-sufficient teams and utilize the four critical questions of a PLC to collaborate and drive the teaching and learning process. To ensure PLCs are focused and efficient, all campus and district leadership will participate in the PLC Process and Graphic training that centers around teacher calibration and collaboration. To ensure teachers are prepared for consistent PLCs, all teachers will follow the before, during, and after PLC expectations outlined in the PLC Process and Graphic. All core content PLCs will meet at a minimum of once every other week throughout the 24-25 academic school year. Specials, electives, and CTE teachers will participate in their PLCs three to four times per semester. All PLCs will develop, implement, and utilize a Common Formative Assessment and data analysis protocol to drive the teaching and learning process at a minimum of once every other week. Campus and district leadership will monitor PLCs on a bi-weekly basis for correct implementation and progress and provide support and guidance as needed that builds the instructional capacity of teams. In addition, Professional Learning Communities will be given 6 staff development days throughout the 24-25 academic school year to assist with PLC implementation and collaboration. To support teachers with lesson planning, teacher leaders and PLC Leads will be trained on the 15 Day PLC Challenge and how that aligns with the Lesson Planning Guidelines and 5 Student Actions for Student Mastery.

**Strategy's Expected Result/Impact:** For universal screener data, end-of-year data will reflect that 50% of students will make projected or exceeds growth on the following exams:

Elementary Reading K-5: mCLASS

Secondary Reading 6-English III: MAP Growth

Elementary and Secondary Math K-Alg. II: MAP Growth

Elementary and Secondary Science K-Bio: MAP Growth

Secondary Social Studies 6-US History: Exploros

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

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

### Strategy 6 Details

**Strategy 6: Progress Monitoring:** Teachers will monitor student progress through regular universal screeners for reading and math.

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

100% of K-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 four times a year.

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

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

### Strategy 7 Details

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

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

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

### Strategy 8 Details

**Strategy 8: Data and Assessment:** The district will streamline assessment procedures to support teachers in the analysis of data and making real-time adjustments to classroom and student-specific instruction.

**Strategy's Expected Result/Impact:** The implementation of the district testing procedures, including the enhanced focus on writing across content areas and additional understanding of STAAR 2.0, will yield at least a 3% increase in student achievement on STAAR.

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

**Results Driven Accountability**



### Strategy 9 Details

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

These opportunities will include:

- \*In-person and/or virtual events such as Navigate Your Future Night, Paving the Way for Postsecondary Readiness night and informational sessions on the college application and financial aid processes.
- \*Each school year, from 7th grade and beyond; walking students through the process of creating, reviewing and/or updating their Graduation Plans (to include career pathways and endorsement).
- \*Engaging and completing at least one career interests' inventory or activity within SchoolLinks.
- \*Opportunities to participate in College and Career Fairs (in-person and/or virtual).
- \*Field trips to colleges and universities.
- \*Each HS College & Career Center hosting college admissions' informational sessions for all students to access (in person and/or virtual).

Counselors and other secondary CCR support staff will assist students in tracking their progress in completing the college and career readiness (CCR) steps, including connecting them to preparation for college readiness exams: PSAT 8/9, PSAT/NMSQT, SAT, ACT, TSIA2 and/or ASVAB. 11th and 12th graders will be encouraged to apply for scholarships, in particular the College Board Opportunity Scholarships that are available for juniors and seniors. 8th, 9th, 10th, and 11th graders will create a College Board account to access Khan Academy for SAT prep after they have received PSAT scores from the fall administration of the exam.

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

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

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.

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

### Strategy 10 Details

**Strategy 10:** Career and Technical Education: To increase its college and career readiness indicator in the state accountability system, the district will increase the number of student industry certifications on the A-F list for accountability by enhancing COW Day (Career On Wheels Day) and CREW Day (Career Ready Educated Workforce/Senior Hiring Day), and placing more students in internships at the conclusion of a Program of Study.

**Strategy's Expected Result/Impact:** 100% of CTE teachers will include program growth and certification growth in their T-TESS goals for the 2024-2025 school year.

With the changes to TEA policy regarding IBCs, Hays CISD's goal is to maintain 90% of the IBC total from the 2023-24 school year. In 2024, 1111 seniors graduated with an IBC and one class in an aligned program of study. For 2025, the goal is for 1000 seniors to graduate with an IBC on the TEA A-F List and 2 courses in an aligned program of study.

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

### Strategy 11 Details

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

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

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

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

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

### Strategy 12 Details

**Strategy 12:** Professional Development: The district will provide a professional development plan that supports both individual professional growth and district-wide initiatives that foster student's academic growth. Utilizing in-person professional development sessions, along with some virtual and blended methodologies, teachers, administrators, aspiring administrators, and paraprofessionals will have the opportunity to meet their differentiated learning needs throughout the summer and 2024-25 academic school year. These professional development opportunities include: Leadership Retreat, Lead and Learn, Just-in-Time Professional Development opportunity to build content pedagogy and planning for upcoming units, ten days of Reading Academy offering to assist teachers with learning and applying the science of teaching reading, and the one district professional development day in August. In addition, Professional Learning Communities will be given 6 staff development days throughout the 24-25 academic school year to assist with PLC implementation and collaboration, which includes 4 campus professional development days. We will provide ongoing training and support for all PLC leads throughout the school year by hosting the two day 15 PLC Challenge training.

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

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

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

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

### Strategy 13 Details

**Strategy 13:** Gifted and Talented: Continue utilizing two assessment windows a year and use a varied battery of assessment instruments and processes to identify students as Gifted and Talented.

**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:** Coordinator of Gifted and Talented Services

### Strategy 14 Details

**Strategy 14:** Multilingual: Emergent Bilinguals: The district will use a bilingual instructional framework (dual language or transitional early-exit with an emphasis on biliteracy and purposeful bridging of the languages, depending on the bilingual campus and grade. All campuses will use Sheltered Instruction/Content-Based Language Instruction (CBLI) strategies for the purpose of developing academic language proficiency. The 5 elementary campuses are in the 3rd year of implementing Teaching for Biliteracy strategies which leverages our bilingual students' full linguistic repertoire. Purposeful planning will be developed in collaboration with Special Education, C&I, CTE, Advanced Academics, the Office of Academic Support and Campus Instructional Coaches and/or Campus Support Specialists. The ELlevation digital platform offers the Strategies component which supports differentiation for our Multilingual learners. Additional supports include strategic scheduling of Multilingual learners needing additional linguistic support and new arrival centers with access to the IXL online platform for beginner reading students. The Summit K12 digital platform will be used by the five bilingual campuses and our secondary ESL focused classrooms to promote the development of the four language domains (listening, speaking, reading, writing) which supports the TELPAS language state assessment.

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

By the end of the 2024-25 school year, 15% of Emergent Bilingual learners will increase one proficiency level using the composite score in 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 15 Details

**Strategy 15: Special Education:** The district will use the research-based district curriculum as a framework for all core content areas across all instructional settings and grade levels. Specialized curriculums including Unique Learning Systems, STAR, SOLER, and LINKS will be implemented for students who require instruction on TEKS prerequisite skills. Purposeful planning for differentiation will be developed in collaboration with Special Education, C&I, CTE, Advanced Academics, and the Office of Academic Support. This intentional and collaborative approach will continue to result in high academic achievement and growth for all students with special needs in Hays CISD.

Special education staff will provide feedback through the K-12 insight survey regarding the special department and training related needs that they may have. The Special Education leadership team will use this input to guide planning for professional learning opportunities through the year and summer. Some of the current offerings include SAMA (Crisis Intervention training) for Campus Crisis teams, IEP Goal/PLAAPF/Progress Report Writing, STAR Curriculum/Evidence Based Practices (EBPs) for students with Autism, Unique Learning System, and specialized instructional strategies for students with special learning needs.

In order to meet new state requirements, Dyslexia services are being transitioned fully to Special Education during the 2024-2025 school year. All students suspected of having characteristics of dyslexia will be evaluated under IDEA, and an ARD meeting will be held to review those results and any services and supports required to meet the individualized needs of the student. Specially designed instruction for dyslexia instruction will meet the requirements outlined in the Dyslexia Handbook and will include the following research-based intervention programs: the Wilson Reading System, Basic Language Skills, Esperanza, and Reading by Design.

The Special Education department will work collaboratively with the Human Resources department to develop and implement a robust plan to attract and retain certified and experienced candidates into vacant special education positions. This plan may include retention incentives and increased stipends for teachers as well as increased rates for highly qualified and trained substitute teachers who work in hard to fill vacancies.

The Special Education Parents Advisory Committee will meet monthly with Special Education leaders, with this meeting being open to all special education families. Each month's 90 minute meeting will offer a presentation from or about a community resource in addition to the regular meeting. This meeting will be offered in person with a zoom option with interpretation services in Spanish and ASL. Meeting notices will be sent via email to all Special Education parents as well as posted on the Special Education website. Meeting minutes will be posted and shared via email after the meeting in English and Spanish. The special education department will also continue to send out and post on their website a newsletter to all special education families on a quarterly basis in English and Spanish, providing updates on local and state level special education related topics, including policy changes, training opportunities, and resources for families.

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 opportunities.

**Strategy's Expected Result/Impact:** By the end of the 2024-2025 school year, students receiving special education services will demonstrate increased performance on the STAAR exam by 3% in Approaches, 3% in Meets, and 3% in Masters.

By the end of the 2024-2025 school year, students receiving TEKS prerequisite curriculum will demonstrate a performance level of Satisfactory or Accomplished on STAAR ALT2.

100% of Special Education vacancies will be filled and all students will receive their IEP required minutes and services from appropriately certified special education teachers, paraprofessionals, and instructional and related services personnel.

The K-12 insight survey results will reflect that both students and parents feel satisfied with the Hays CISD special education department services and communication.

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

### Strategy 16 Details

**Strategy 16: Highly Mobile and At-Risk:** All students who meet one of the fifteen at-risk criteria will be identified by the campus and their individual needs for additional academic or supportive services will be reviewed. Training on the 15 At-Risk criteria and the identification process will be provided to Campus PEIMS staff, Counselors, and Administrators to support timely and accurate identification. 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. Campuses will be provided with State Compensatory Education funds and funded staff to support the needs of highly mobile and at-risk students. Students who meet the criteria as students who are homeless or in foster/substitute care will be identified by campus counselors and provided with the resources to support school and life success.

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

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

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

### Strategy 17 Details

**Strategy 17: Pregnancy Related Services:** The district Pregnancy, Education and Parenting Program provides support services, including Compensatory Education Home Instruction (CEHI), to pregnant and parenting students. The PEP staff collaborates with other programs including Early Head Start, Texas State University, counselors, case managers, educators, and other staff who support pregnant and parenting students in their completion of requirements needed for graduation while learning to manage the responsibilities of parenthood. These services continue to be administered while the student is receiving CEHI services. A TEA Waiver is on file for CEHI services to be provided face-to-face in small groups on campus.

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

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

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

**Performance Objective 1:** A safe environment must include secure facilities, staff and student training, and our adopted standard response protocol. The district will partner with local, state, and federal entities to assure preparedness related to School Safety and Security. Safety and security requires commitment by everyone in our district and community.

**Evaluation Data Sources:** Safety and Security: The Board will receive regular safety and security updates including a review of district safety upgrades as well as an overview of district safety protocols and training.

Social Emotional Learning: All campuses will implement Social Emotional Learning (SEL) strategies with fidelity and embed SEL best practices across all academic areas. The district will capture information about the SEL Program implemented at each campus. SEL information will be presented in December 2024 to provide a district-wide update.

Student Engagement: Campuses will track and monitor student participation in extracurricular/club participation. Extra-curricular/club participation data will be presented to the Board of Trustees in December 2024. There will be a Fine Arts Showcase at the December 2024 Board of Trustees Meeting and an end of year Athletics review at the May 2025 Board of Trustees Meeting.

Discipline and Attendance: The district will track discipline and attendance from all campuses on an ongoing basis. Discipline and attendance information will be presented to the Board of Trustees in April 2025.

#### 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 2024-2025 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 2025, 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 2024-2025 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: Social Emotional Learning:** In alignment with the Texas Education Agency's Safe and Supportive Schools initiative, the district will continue to enhance positive campus climates through SEL models and program delivery that support the 5 competencies of the CASEL framework: self-awareness, self-management, relationship skills, responsible decision-making, social awareness.

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

- \* Delivery of SEL lessons with consistency and alignment with the program guidelines. (This may include a regular data review as part of the SEL curricular tools unique to the student focused program in place on each campus);
- \* Assuring that students are accessing the student SEL survey within SchoolLinks (5th-12th grades) and our district created SEL climate survey (for pre-k through 4th grades); which are both aligned with the key tenets of the CASEL mode.. 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 whole campus SEL program with student-focused social and emotional 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:** 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 enter into 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, TCHAT Program/Dell Children's, Hill Country-MHDD, Cenikor Drug Prevention and other partnering agencies for additional support. The district will continue to train staff in suicide prevention and youth Mental Health First Aid, share the updated Suicide Action Plan, and obtain training for our Hays CISD Mental Health Crisis Response Team. Hays CISD will use Title IV (Safe & Healthy Students) funds to continue 1.5 FTEs - Mental Health Professionals - in 2024-2025 to support the mental health and substance use needs of secondary students in the district. Hays CISD will use ARPA funds, which are due to end December 2024; which were sub-awarded by Hays County to support the creation of 1 FTE Mental Health Professional and to provide additional contracted mental health services to students for Spring 2024 and Fall 2024 (one school year).

**Strategy's Expected Result/Impact:** No later than the end of September 2024, counselors at all 27 campuses will present to campus staff about suicide prevention, referrals and protocols, and the CPS reporting process.

100% of all new counseling and Mental Health staff will complete the ASIST Suicide Risk Assessment & Response Training by early spring 2025.

100% of Counselors, Administrators, nurses, and all other mental health professionals at all campuses; including all other MH Professionals that provide additional support district-wide will complete Psychological First Aid Training by May 2025.

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 to 90% by May 2025.

Principal and/or designees (admin designee for violence/discipline related incident) and counselor & Mental Health Professionals (for self-harm/mental health concerns) will address alerts that are raised through Lightspeed and/or Hays HopeLine with immediate and consistent follow-through 100% of the time. Documentation is also required to be completed on the Navigate 360 platform.

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

#### Strategy 4 Details

**Strategy 4: Increasing Student Attendance:** The district will support multi-tiered intervention systems. The district Attendance Intervention Specialists will collaborate with students at risk of dropping out and stakeholders to provide intervention, support, and a plan for the school year. The district and campuses will work together to ensure that pupils with attendance problems are identified as early as possible to provide appropriate support services and interventions.

- Together, district and campus teams will identify and respond to grade level and student subgroup patterns of chronic absence and truancy, and they will identify and address factors contributing to chronic absenteeism and habitual truancy, including suspension and expulsion.
- The district will focus on creating a culture that links attendance and academic achievement by unpacking the data, providing professional development, engaging parents, and working with community providers to identify strategies to remove barriers to attendance.
- Attendance Intervention Specialists will communicate roles and responsibilities to campus staff and stake holders, to ensure there is clear communication and support for all parties involved. This will include being available on campus for one day each week to support campuses directly.
- Communications and Attendance Intervention Specialists will partner to ensure information about the importance of attendance is shared from the district level through the use of social media, emails, and other available communication vehicles.

**Strategy's Expected Result/Impact:** The district will improve from a 93.92% BOY attendance rate to a 94.5% attendance rate in May 2025.

Increased attendance rate will result in fewer students who need Truancy Prevention Measures, stronger relationships with families, and parents who are educated on the importance of daily attendance.

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

#### Strategy 5 Details

**Strategy 5: Student Engagement:** The district will encourage the participation of students in extra-curricular activities and clubs, both in person and virtually. The district will implement the 100% Hays motto to provide a vision for engagement.

**Strategy's Expected Result/Impact:** The district will increase the number of students participating in extra-curricular activities as evidenced by the overall engagement score on the K12 Insight Survey question "I participate in extra-curricular activities" increasing from 2.68 to at least 3.0.

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

#### Strategy 6 Details

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

**Strategy's Expected Result/Impact:** Athletics/pre-athletics participation rates in grades 6-12 will increase by 4% from our current 23-24 school year level of 44% to 48% in the 24-25 school year.

Increase the number of CDL bus driving coaches by 10 % of our total of 240+ (24).

**Staff Responsible for Monitoring:** Director of Athletics/ Assistant AD



### Strategy 7 Details

**Strategy 7:** Fine Arts: Oversee the fine arts facility additions at Lehman High School and Johnson High School. Plan and design fine arts facilities for High School No. 4 for a future bond. 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.

**Strategy's Expected Result/Impact:** The secondary enrollments will increase by 3% in 2024-25. The enrollment in 2023-24 was 9742 and will increase to at least 10,034.

The completion of the facility additions at LHS and JHS will result in enhanced fine arts instructional spaces for these two campuses.

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

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

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

**Evaluation Data Sources:** The Board will receive timely updates on community and staff outreach. An employee engagement survey will be given and the Board will see the results AND how they will be addressed.

Staff will receive targeted training, after a process review, in the areas of customer service and community relations. HCISD will develop strategies and systems to make this the best place to work, and the plan will be presented to the Board in November.

During the December and June Board meetings, the board will receive a report of the recommendations made to Dr. Wright by the Diversity Advisory Council.

### Strategy 1 Details

**Strategy 1: School Community Involvement:** The Communication Office will continue to excel at an award-winning level in providing the essential services to include: news and communication, media relations, district customer service, community relations, volunteer services, foundation support, website and emergency alert systems, district special events and projects, elections, public information, district photography and digital media services, staff and student awards and recognition, district advertising initiatives, intergovernmental relations, interdepartmental support, and support for the Board of Trustees. The Communication Office at Hays CISD will lead a number of projects and outreach activities this school year to engage the Hays CISD community with the district and its 27 campuses. Through the use of the district website, social media resources, and local media outlets (radio, newspaper, and television), the Communication office will highlight district staff and student successes and the focus on fighting fentanyl and promoting the use of seatbelts on Hays CISD buses through the Seatbelt Buddy Campaign throughout the school year.

**Strategy's Expected Result/Impact:** As the district prepares to open Ramage Elementary School (ES#17) in August 2025 to accommodate student population growth, the Communication Office will assist with the branding of the elementary school as well as engage with the community during the naming, ribbon cutting to ensure that stakeholders have the opportunity to provide input to the district. The Office will also prepare for the dedication of both the Helen Alcala Child Nutrition Center and the Meredith Keller Board Room.

In the Fall of 2024, the Communication Office will assist with the development of informational materials and election documents for any bond elections called for by the Board of Trustees. The Office will coordinate the rezoning process to accommodate the addition of Ramage Elementary and to address growth patterns for neighboring campuses.

The Communication Office will continue the process of transitioning the district and campus websites to a new platform with a launch slated for Fall 2024.

The Volunteer Coordinator will continue to grow the Volunteers in Public Schools (VIPS) Program, ensuring that every VIP receives a badge and tracks their volunteer hours using that badge during the 2024-2025 school year.

**Staff Responsible for Monitoring:** Volunteer Coordinator and Communication Director

### Strategy 2 Details

**Strategy 2:** Family Engagement / Parent Involvement: Campuses and district departments will provide a variety of opportunities throughout the school year to engage parents in the education of their students. All parents will receive regular updates about their student's academic progress and related needs (Progress Reports, Report Cards, MTSS progress reports, etc). Parents will be provided advance notice of upcoming events via multiple methods of communication (school newsletter, campus/district websites, social media) and in languages understood by parents. Family engagement events may include College and Career Planning Events, Parent Literacy classes (In coordination with Community Action), Campus Transition events (5th to 6th grade and 8th to 9th grade), Multilingual (Emergent Bilingual) Family Events, Math and Literacy nights, social-emotional learning events, Special Education Parent Events, Dyslexia Parent Night, Mental Health and Substance Use Information Sessions for families (Coordinated between MKV office and Counseling Department). Parents from Title 1 campuses will have the opportunity to give input on the LEA's Title 1 Parent and Family Engagement Policy.

**Strategy's Expected Result/Impact:** By the end of May 2025, each campus will hold at least 4 parent engagement events, and the district will hold at least 8 events.

By the end of May 2025, each Title I Schoolwide campus will have held an Annual Title I Meeting (offered twice before October 14) 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

### Strategy 3 Details

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

**Strategy's Expected Result/Impact:** The HR department will capture baseline data on average hiring times, review workflows to identify areas in need of greater efficiency, and reduce the average hiring time by 10% in the next hiring season for 25-26.

100% of district leaders will be trained by March 2025 on how to improve diversity in leadership as the HR department develops protocols to support this work and grow candidate pools internally and externally.

100% of new hires from January 1, 2025, will receive revamped district onboarding to better set them up for a successful transition into Hays CISD.

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

# State Compensatory

## Budget for District Improvement Plan

**Total SCE Funds:** \$8,000,000.00

**Total FTEs Funded by SCE:** 7

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

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

# Title I

## 1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment is housed in Plan 4 Learning for the LEA and for each campus. The needs assessment process is undertaken annually in the Spring and summer for the LEA and for each campus.

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

The District and each Campus plan is developed in collaboration with all required stakeholders. Meeting documentation for the DIP can be found online at [hayscisd.net/DLT](https://hayscisd.net/DLT) . CLT meeting information can be found in Plan4Learning.

## 2.2: Regular monitoring and revision

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

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

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

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

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

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

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

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

Students who meet one or more of the 15 at-risk criteria set out by the TEA are identified in PEIMS by the PEIMS clerk and Campus Counselor. These students are provided additional services and supports through State Compensatory Education funds, MKV funds, or other dedicated funds to meet their needs. Services and supports may include additional tutoring or academic intervention, supplemental counseling, emergency supplies and clothing, and community referrals. Campus staff listen to students and families, and they respond to student needs as they become aware of them. District MKV and Counseling staff as well as Clothes Closet and HaysHope2Go volunteers are available to support campus teams and students whenever necessary. Hays CISD recognizes that in order for students to be academically successful, the district must address the needs of the whole student.

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

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

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

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

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

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

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

N/A

# Addendums

## 2024 - 2025 Hays CISD District Improvement Plan Policy & Procedure Document List

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

### **Bullying Prevention**

- Bullying Procedures
- Board Policy: [FFI](#)
- Board Policy: [FDB](#)

### **Child Abuse and Neglect**

- Hays CISD Child Abuse and Trafficking

### **Coordinated Health Program**

- Hays CISD Wellness Plan (Approved Nov. 2022)

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

- Planning and Decision Making
- Board Policy: [BQA](#)

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

- [Impact Student Handbook](#)
- Board Policy: [FOC](#)
- Board Policy: [FOCA](#)

### **Dropout Prevention**

- Dropout and Truancy Procedures

### **Dyslexia Treatment Program**

- Dyslexia in Hays CISD

### **Gifted and Talented Services**

- Hays CISD GT Handbook

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

- Hays CISD SRO Job Duties
- Security Guard Job Description



**Title I, Part C Migrant**

- Migrant PFS Action Plan

**Multi-tiered System of Support Program**

- HCISD MTSS Process

**Retaining High Quality Teachers and Paraprofessionals**

- 2024-2025 Professional Development plan

**School Library Programs**

- FRS Librarians Framework
- HCISD Library Overview

**Section 504 Services**

- Section 504 Referral Procedures

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

- [Hays CISD Student Parent Handbook](#) (in English and Spanish)
- [Hays CISD Student Code of Conduct](#) (in English and Spanish)

# Hays CISD Student Achievement Goals 2024-2025



	STATE 2024 RESULTS			REGION 13 2024 RESULTS			HAYS CISD 2024 RESULTS			2024-2025 DISTRICT GOAL		
	App	Me	Ma	App	Me	Ma	App	Me	Ma	App	Me	Ma
3 Reading	72	46	20	72	48	22	73	49	23	76	51	24
3 Math	69	41	15	69	43	18	66	39	14	69	41	15
4 Reading	80	50	22	79	52	25	84	56	25	87	58	26
4 Math	68	45	21	67	45	21	71	49	21	74	51	22
5 Reading	78	54	29	81	61	36	81	57	32	84	59	32
5 Math	76	49	19	76	51	22	76	48	18	79	50	19
5 Science	57	26	11	59	29	13	57	25	10	60	27	11
6 Reading	75	55	25	75	57	28	77	60	28	80	60	29
6 Math	70	37	13	69	40	16	70	38	13	73	40	14
7 Reading	72	52	28	73	55	33	75	55	30	78	57	30
7 Math	53	32	10	47	27	7	38	14	1	41	16	2
8 Reading	78	54	28	79	57	33	80	57	29	83	59	30
8 Math	70	40	15	71	47	23	77	50	21	80	52	22
8 Science	68	42	16	70	47	22	69	45	16	72	47	17
8 Soc. Stu.	58	31	16	61	36	21	59	32	16	62	34	17
English I	67	54	17	68	56	21	71	58	20	74	60	21
Algebra I	79	45	25	77	45	27	85	54	31	88	56	31
Biology	91	58	19	90	62	25	93	65	22	93	65	23
English II	75	60	9	75	62	12	80	68	11	83	68	12
US History	95	69	37	95	71	42	96	73	38	96	73	38

SY2425 goals are based on an increase of 3% at the Approaches Level, 2% at Meets, and 1% at Masters over Spring 2024 results. When a subject reaches 90% Approaches, 60% Meets, or 30% Masters, our goal is to maintain those high percentages.

At or Above State & Region	Above State
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## College and Career Readiness

(Lagging Data)

	Class of 2022		Class of 2023 Goal		Class of 2023 Actual		Class of 2024 Goal		Class of 2025 Goal		
	# Met	%age	# Met	%age	# Met	%age	# Met	%age	# Met	%age	
<b>TSI Criteria (Met TSI criteria in BOTH ELA/Reading and Mathematics)</b>	445	31	550	31	612	37	656	40	725	43	
<b>TSI Criteria ELA/Reading</b>	Met TSI criteria for at least one indicator in ELAR	660	45	941	53	975	60	1033	63	1112	66
	Met TSIA criteria - ELAR	271	19	267	15	308	19	361	22	421	25
	Met SAT criteria - ELAR	520	36	640	36	640	39	689	42	758	45
<b>TSI Criteria Math</b>	Met TSI criteria for at least one indicator in Math	471	32	589	33	678	40	705	43	775	46
	Met TSIA criteria - Math	243	17	242	14	242	18	344	21	404	24
	Met SAT criteria - Math	251	17	320	18	322	20	377	23	438	26
<b>AP/IB Examination</b> Met criterion score on an AP/IB exam in any subject	284	19	276	15	276	17	328	20	388	23	
<b>Dual Course Credits</b> Earned credit for ≥ 3 hours in ELA or Maths or 9 hours in any subject	133	9	203	11	214	13.0	262	16	TBD	TBD	
<b>Industry-Based Certifications</b> Earned an IBC from approved list while in high school	403	28	949	53	940	58	820*	50*	893*	53*	
<b>OnRamps Dual Enrollment Course</b> Completed an OnRamps course & qualified for ≥3 hours in any subject	17	1.0	50	4.0	100	6.0	148	9	TBD	TBD	

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

TELPAS	2025 GOAL
1st GRADE	59%
2nd GRADE	38%
3rd GRADE	77%
4th GRADE	58%
5th GRADE	74%
6th GRADE	38%
7th GRADE	59%
8th GRADE	61%
9th GRADE	42%
10th GRADE	39%
11th GRADE	40%
12th GRADE	32%

TELPAS Writing changed how TEA calculated the English Language Proficiency (ELP) for 2023 and 2024. TEA plans to revert to prior methodology for comparing Composite Scores for 2025 TELPAS ELP.

### CIRCLE Reading & Math

	2024 EOY On Track	2025 EOY Goal
Pre-K	72%	75%

### mCLASS Reading

	2024 EOY TIER 1	2025 EOY Goal
ENG LIT - K	61%	64%
ENG LIT - 1	68%	71%
ENG LIT - 2	57%	60%
SPN LIT - K	77%	80%
SPN LIT - 1	65%	68%
SPN LIT - 2	74%	77%

### MAP Math

	2024 EOY TIER 1	2025 EOY Goal
MATH - K	48%	51%
MATH - 1	44%	47%
MATH - 2	43%	46%

### HB 3 Required Goals (5 Year Plan)

	Grade 3 Reading (Meets GL)				
	2024	2025	2026	2027	2028
All Students	49%	51%	53%	55%	57%
Hispanic	41%	44%	47%	50%	53%
African American	33%	36%	39%	42%	45%
White	67%	69%	71%	73%	75%
Asian	73%	75%	77%	79%	81%
Special Education	25%	28%	31%	34%	37%
EB	32%	35%	38%	41%	44%
EcoDis	38%	41%	44%	47%	50%

	Grade 3 Math (Meets GL)				
	2024	2025	2026	2027	2028
All Students	39%	41%	43%	45%	47%
Hispanic	31%	34%	37%	40%	43%
African American	29%	32%	35%	38%	41%
White	58%	60%	62%	64%	66%
Asian	58%	60%	62%	64%	66%
Special Education	19%	22%	25%	28%	31%
EB	28%	31%	34%	37%	40%
EcoDis	27%	30%	33%	36%	39%

	Met CCMR Criteria				
	2024	2025	2026	2027	2028
All Students	80%	82%	84%	86%	88%
Hispanic	77%	80%	83%	86%	89%
African American	70%	73%	76%	79%	82%
White	88%	90%	92%	94%	96%
Asian	86%	88%	90%	92%	94%
Special Education	78%	81%	84%	87%	90%
EB	64%	67%	70%	73%	76%
EcoDis	80%	83%	86%	89%	92%

HB3 requires that school boards set 5-year goals in the areas of Grade 3 Reading, Grade 3 Math, and CCMR. Goals are being adjusted with 2024 being our new baseline for our 5-year HB3 Goals.



#GrowthForAll

## **Hays CISD**

### **2024-2025 Federal Grant Planning**

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

The intended program beneficiaries are students who experience difficulties mastering the state academic achievement standards. Each Title I campus completes a comprehensive needs assessment (CNA) each year. The CNA is then used to review and revise their campus improvement plan with input from parents, community members, teachers, principals and other school leaders, so that all students are provided opportunities to meet the challenging State academic standards. All Title I campuses and the LEA must create a Family Engagement Plan that includes the annual revision of the Parent and Family Engagement Policy. Each Title I campus must also annually review and revise their Parent-School Compact that identifies the roles of parent, school, and student stakeholders in the learning process.

- **Title I Schoolwide campuses in Hays CISD include:**

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

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

Title I, schoolwide campuses utilize their Federal allocations for activities that meet campus-specific needs as identified in the Campus Needs Assessment and the Campus Improvement Plan. These activities may include academic parent engagement activities, professional development, social emotional learning programs, tutorials, supplemental instructional coaching for teachers and additional targeted teacher planning days, supplemental intervention supports for students, computer-aided instruction, and extended learning opportunities for TEKS reteach/mastery including before and after school tutorials, Saturday intensive learning camps, and summer school.

### **Title I LEA Reservation Activities**

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

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

**Title II, Part A** – Hays CISD utilizes Title II, Part A funds to increase student academic achievement through improving teacher and principal quality and increasing the number of highly qualified teachers in classrooms and qualified principals and assistant principals in the district; and, uphold high expectations to improve student academic achievement. The intended beneficiaries of Title II funds are teachers and principals, including assistant principals, and as appropriate, administrators, pupil services personnel, and paraprofessionals. The district focuses the utilization of Federal funds on two activities: recruiting, hiring, developing, and retaining effective personnel that impact instruction and learning; and, providing professional development and coaching. The needs of highest poverty campuses and campuses involved in the school improvement process are prioritized for grant activities.

**Title III, Part A (ELA and Immigrant Funds)** – The purpose of these funds is to ensure that English learners (ELs) and immigrant students attain English proficiency and develop high levels of academic achievement in English, supporting all English learners in meeting the same challenging State academic standards that all children are expected to meet. Hays CISD utilizes Title III, Part A funds to provide supplemental resources to ensure that children who are English learners, including immigrant children and youth, attain English proficiency at high levels in academic subjects and can meet the same challenging State academic standards that all children are expected to meet. Hays CISD focuses the use of these funds on providing supplemental instructional resources for English Language Learning, supplemental language learning support staff, and Parent and Family Engagement activities for families of English learners and immigrant students.

**Title IV, Part A** - The purpose and intent of the Title IV, Part A, is to increase the capacity of local educational agencies (LEAs), campuses, and communities to provide all students access to a well-rounded education, to improve academic outcomes by maintaining safe and healthy students, and to improve the use of technology to advance student academic achievement. Hays CISD utilizes Title IV to fund the creation of 1.5 additional Mental Health Professional Staff positions (Safe and Healthy Students), to support professional development to increase the effective use of technology through the implementation of high-quality blended learning in classrooms across the district (Effective Use of Technology), and to support the

participation of all students in well-rounded educational activities through supplemental Reading Instructional Materials and through payment for certain activity fees so that all student have the opportunity to participate in well-rounded learning opportunities (Well Rounded Education Opportunities). The needs of highest poverty campuses and campuses involved in the school improvement process are prioritized for grant activities.

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

**Texas Education for Homeless Children and Youth (TEHCY)** - The purpose of the Texas Education for Homeless Children and Youth (TEHCY) grant is to facilitate the identification, enrollment, attendance and academic success of homeless children and youth by removing barriers and promoting school stability for students experiencing homelessness. Hays CISD utilizes these TEHCY grant funds will be combined with Title 1 MKV reservation funds to fund the following activities: Payroll for part-time MKV Family Support Specialist position, some of the excess costs related to providing out-of-district school of origin transportation costs, and for emergency supplies for students. Students identified as homeless by the campus counselor have access to the MKV Family Support Specialist whose role it is to assist them with referrals to community agencies as well as to support them in obtaining school supplies, emergency clothing, access to free meals through the HCISD Child Nutrition Department, and transportation to and from their campus of origin. The MKV Family Support Specialist works closely with the Clothes Closet and Hays Hope 2 Go to provide clothing and nutritional assistance to students.

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

**State Compensatory Education Allotment** – The goal of the State Compensatory Education (SCE) state allotment program is to provide supplemental funding to reduce disparity in performance on assessment instruments or disparity in the rates of high school completion between educationally disadvantaged students, at-risk students, and all other students. Hays CISD utilizes these funds to support students who qualify as at-risk in accordance with the Texas Education Code through the provision of accelerated and intensive programs of instruction (tutoring, small-group reading and math intervention, and credit recovery), instructional services and supports at the Impact Campus (DAEP) and Live Oak Academy (AEP), Pregnancy Related services including CEHI services and a child care center for student parents, and for Mental Health (Crisis) Counselors for the 3 comprehensive high schools. The use of these funds is evaluated annually as part of the District and Campus Improvement Plans.

## **Hays CISD**

### **2024-2025 Title II Prioritization of Funds**

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

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

Title II funds are prioritized to meet the needs of Hays CISD campuses with the highest percentages of low-income students and campuses that have been identified for school improvement. When coaching or professional learning opportunities are paid for by Title II funds, The Director of Professional Development ensures that these campuses have an opportunity to participate in any relevant opportunities.

In June, the Director of Professional Development along with the Curriculum and Instruction team review achievement growth scores, walkthrough data, and training feedback forms to determine the effectiveness and impact of Title II activities on student learning and teacher effectiveness. This evaluation is documented in the summative review of the Professional Development Strategy in the District Improvement Plan.

For 2024-2025 Hays CISD will use Title funds to support the following initiatives:

- School Leader Coaching for all 4 Title I campuses identified for School Improvement (These funds will supplement the ESF Grant funds received by the 4 campuses. This coaching will supplement the Coaching provided by the Vetted Improvement Partner.)
- New Teacher Mentors/Instructional Coaches (2.0 FTEs) to provide ongoing 1:1 support and small group professional learning for teachers in the district who are new to the profession.
- Just in Time Professional Development offered throughout the year to targeted teacher groups at key points in the curriculum or assessment cycle. Title II funds may be used to support contracted presenters and substitute teachers for teachers to be able to attend the trainings.
- Math Professional Development to increase teacher knowledge and implementation of best practice instructional practices in an effort to increase student achievement in math at campuses with greatest numbers of struggling learners in the Math content area.
- Summer Planning to pay master teachers from across the district to come together to review student data and revise the district's curriculum planning documents and targeted lessons to increase teacher effectiveness and student achievement.
- Teacher Directed Professional Learning mini-grants to support individual teachers in their TTESS professional learning and growth goals and/or the campus' professional development plan. Funds will be prioritized to support Hays CISD campuses with the highest low-income percentages and those identified for school improvement. Teachers must commit to implementing the learning in their classroom to be evidenced by Administrator Walkthroughs and/or presenting the new learning to their PLC or campus colleagues for implementation.