

Hays Consolidated Independent School District

District Improvement Plan

2022-2023



Public Presentation Date: October 17, 2022

Mission Statement

The mission of Hays CISD is to educate, value, and nurture students through innovative and personalized educational experiences while celebrating our diversity.

(Adopted 8/29/2022)

Vision

All Hays CISD learners will be:

- * highly sought-after for college, career, or military
- * prepared for life and responsible citizenship
- * effective communicators and collaborators
- * resourceful and creative problem solvers

(Adopted 8/29/2022)

Core Beliefs

We believe:

- * Decision-making is student-focused
- * All students have the capacity to learn and be successful
- * A safe and secure environment is essential
- * Success is a shared investment that includes learners, educators, families and the community
- * In being an unrivaled employee-friendly organization
- * The allocation of resources will support high quality learning
- * High expectations for all lead to high achievement
- * Open communication, transparency, and accountability build trust
- * Success is dependent upon a commitment to lifelong learning
- * Diverse and differentiated opportunities further learning
- * Student success includes a well-rounded education that goes beyond standardized testing

(Adopted 8/29/2022)

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 including intervention and enrichment. The District will evaluate and address the needs of each student. Students will receive academic advising and shall utilize data, based upon aptitude, ability, and career inventory data to formulate their plan of study for high school credit beginning in the spring semester of their 5th grade year. Results from advising data will be shared with parents/guardians. Student academic performance, college and career readiness, character, and power skills will be evaluated to ensure success.

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, and the district's college/career readiness counts. In August 2023, the superintendent will present the student growth goals addressing Hays CISD approaches/meets/masters percentages on STAAR vs. the state performance.

Professional Development: The district will offer continuous, differentiated just-in-time professional development in all content areas to support our campus initiatives and student achievement goals. Campus administrators will conduct at least 60 minutes of walk-throughs per day.

Grade 5-12 Student Advising: Beginning in the spring semester of their 5th grade year and each year thereafter, students will engage in college and career exploration experiences. as well as begin to identify their strengths and career interests. With 7th graders and beyond, advising will involve data-driven conversations, based upon each individual learner's aptitude, ability, and career interest inventory data to assure that students are scheduled in the most rigorous courses for the upcoming school year and thus afforded opportunities in advanced courses as well as CTE specific matched interests. Parent/Guardian participation in the learning process and planning for success is also a key factor of student college and career readiness; thus, we will provide multiple opportunities throughout the year for parent/guardian engagement including direct access to our new CCR Platform -SchoolLinks and conversations about course planning and advanced course opportunities. In June 2023, the district will provide a comprehensive report showing evidence of the academic advising captured through the career interest profiler by campus and grade level.

College & Career Readiness: The district will use data from PSAT8 and PSAT to track student progress toward college readiness. SAT and TSIA2 will be utilized to assess college readiness along with attainment of college credit through advanced placement exams, dual credit, and dual enrollment courses. Career readiness will be assessed through the attainment of industry-based certification through CTE. The district will monitor progress throughout the 2022-2023 school year and will provide an update on college and career readiness to the Board in December 2022 for the final 2021 CCMR results.

Strategy 1 Details

Strategy 1: Reading: The district will continue to provide a streamlined, explicit phonics program for grades K-2 and Foundational Skills for 3-5. K-12 reading instruction is facilitated in a blended learning format that follows the research-based district curriculum that has been provided as a framework. K-3 teachers, instructional coaches, and district and campus administrators 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.

Strategy's Expected Result/Impact: mCLASS data will reflect that by the end of the year at least 62% of students will be at Tier 1 in Kindergarten, at least 67% of students will be at Tier 1 in First Grade, and at least 63% of students will be at Tier 1 in Second Grade.

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

3rd Reading will increase to 81% Approaches, 54% Meets, and 32% Masters.

4th Reading will increase to 83% Approaches, 57% Meets, and 28% Masters.

5th Reading will increase to 84% Approaches, 61% Meets, and 41% Masters.

6th Grade Reading will increase to 73% Approaches, 43% Meets, and 22% Masters.

7th Grade Reading will increase to 83% Approaches, 58% Meets, and 39% Masters.

8th Grade Reading will increase to 87% Approaches, 62% Meets, and 42% Masters.

English I EOC will increase to 66% Approaches, 51% Meets, and 10% Masters.

English II EOC will increase to 75% Approaches, 61% Meets, and 8% Masters.

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

Staff Responsible for Monitoring: ELA Content Coordinators and District Literacy Specialists

Strategy 2 Details

Strategy 2: Math: The district will enhance math concepts, numerical fluency, and daily problem solving by streamlining the usage of DreamBox (K-5) and Numerical Fluency Resources (K-5th) in addition to researched based, TEKS-aligned and differentiated resources for a blended model of Tier 1 instruction. Strategic planning for secondary will focus on daily problem solving as well as fidelity to the curriculum and understanding of data analysis.

Strategy's Expected Result/Impact: MAP data will reflect that by the end of the year at least 62% of students will be at Tier 1 in Kindergarten, at least 67% of students will be at Tier 1 in First Grade, and at least 63% of students will be at Tier 1 in Second Grade.

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

3rd Grade Math will increase to 74% Approaches, 44% Meets, and 21% Masters.

4th Grade Math will increase to 74% Approaches, 43% Meets, and 23% Masters.

5th Grade Math will increase to 79% Approaches, 46% Meets, and 21% Masters.

6th Grade Math will increase to 72% Approaches, 37% Meets, and 14% Masters.

7th Grade Math will increase to 53% Approaches, 20% Meets, and 4% Masters.

8th Grade Math will increase to 76% Approaches, 44% Meets, and 15% Masters.

Algebra I will increase to 84% Approaches, 60% Meets, and 40% Masters.

Staff Responsible for Monitoring: Math Content Coordinators

Strategy 3 Details

Strategy 3: Writing: The district will ensure writing time is purposefully planned during the delivery of the research-based district curriculum. The District Literacy Team will provide ongoing campus support in PLCs with the writing process, rubric calibration, and grammar. Specific and targeted support for short and extended constructed responses in science and social studies courses will be provided throughout the year at campus and District PLCs.

Strategy's Expected Result/Impact: English End of Course data will indicate improved performance:

English I EOC will increase to 66% Approaches, 51% Meets, and 10% Masters.

English II EOC will increase to 75% Approaches, 61% Meets, and 8% Masters.

TTESS Dimension 2.2 Content Knowledge and Expertise

Staff Responsible for Monitoring: ELA Content Coordinators and District Literacy Specialists

Strategy 4 Details

Strategy 4: Science/STEM: The district will develop scientific inquiry to drive conceptual understanding by embedding technical writing and the "Claims, Evidence, Reasoning" strategy as a mode of communicating scientific understanding. Literacy in the content areas will be supported with professional development and lessons on the "Talk Read, Talk Write" strategy. Purposeful planning will emphasize the importance of hands-on manipulatives and lab experiences. Resources such as STEMscopes (K-8 and Biology) and McGraw-Hill and ScienceFusion textbooks will be utilized for increased literacy, lab, and differentiation opportunities.

Strategy's Expected Result/Impact: STAAR science data will indicate improved performance:

5th Grade Science will increase to 72% Approaches, 41% Meets, and 19% Masters.

8th Grade Science will increase to 77% Approaches, 48% Meets, and 24% Masters.

Biology will increase to 90% Approaches, 66% Meets, and 27% Masters.

Staff Responsible for Monitoring: Science Content Coordinators

Strategy 5 Details

Strategy 5: 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 digital resources, common formative assessments, DBQ Project resources, and coordinator support. Students will have the opportunity to connect real-world experiences with historical context to create a depth of knowledge.

Strategy's Expected Result/Impact: Social Studies STAAR and EOC scores and distinctions will indicate improved performance.

8th Grade Social Studies will increase to 63% Approaches, 33% Meets, and 18% Masters.

US History EOC will maintain at 91% for Approaches, increase to 76% for Meets, and 47% for Masters.

Social Studies STAAR will increase from one campus distinction to two.

Staff Responsible for Monitoring: Social Studies Content Coordinator

Strategy 6 Details

Strategy 6: Professional Learning Communities: All Hays CISD instructional staff will be assigned and participate in a Professional Learning Community (PLC) that is 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 student and teacher success, all campus and district leadership will participate in a PLC Leadership Summit to build leadership capacity and prepare the campus PLC training that all staff will attend in August. All core content PLCs will meet at a minimum of once every other week throughout the 22-23 academic school year. Some specials, electives, and CTE teachers may participate in their PLCs three 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 22-23 academic school year to assist with PLC implementation and collaboration.

Strategy's Expected Result/Impact: For elementary reading and writing, mCLASS data will reflect that 70% of students will be at Tier 1.

For middle school reading and writing, Reading Plus data will reflect that 50% of students will be on grade level or above.

For elementary and middle school mathematics, MAP Growth data will reflect that 66% of students will be on grade level or above.

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 7 Details

Strategy 7: 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-8 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.

Staff Responsible for Monitoring: Director of Academic Support

Strategy 8 Details

Strategy 8: Closing the Achievement Gap: Hays CISD will increase student achievement with the Emergent Bilingual and Special Education student populations.

Strategy's Expected Result/Impact: By the end of the 2022-23 school year, Emergent Bilingual and Special Education students will demonstrate increased performance on the STAAR exam, by 3% in Approaches, 3% in Meets, and 3% in Masters.

By the end of the 2022-23 school year, 10% of Emergent Bilingual learners will increase one proficiency level using the composite score in TELPAS.

Staff Responsible for Monitoring: Multilingual Program Director, Executive Officer of Special Education, Director of Special Education

Results Driven Accountability - Equity Plan

Strategy 9 Details

Strategy 9: Accelerated Instruction for At-Risk Students: Accelerated Instruction will be provided in accordance with HB 4545 for all students not meeting the minimum standard on state assessments. 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 will be provided the required supplemental instruction in accordance with TEA guidelines.

Staff Responsible for Monitoring: Deputy Academic Officers

Strategy 10 Details

Strategy 10: 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 new STAAR 2.0 benchmark assessments and timely professional development with campuses, 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 11 Details

Strategy 11: College, Career, and Life Readiness: College and Career Readiness Counselors in collaboration with all guidance counselors will provide students and parents with activities and information about post-secondary readiness. These opportunities will include:

- *Public in-person and/or virtual events such as Navigate Your Future Night and informational sessions on the college application and financial aid processes
- *Walking students through the process of creating and/or for upperclassmen, reviewing and updating their Personal Graduation Plans (to include career pathways and endorsement).
- *Career interests inventories within SchooLinks
- *College and Career Fairs (in-person and/or virtual)
- *Field trips to colleges and universities
- *A variety of college admissions informational sessions on high school campuses

Counselors and other secondary CCR support staff will assist students in tracking their progress in completing the college and career readiness (CCR) steps through preparation for college readiness exams: PSAT 8/9, PSAT/NMSQT, SAT, ACT, TSIA2 and/or ASVAB.

Strategy's Expected Result/Impact: All counselors will hold conversations with 90% of 9th -12th grade students on how to access post-secondary options and explore college and career opportunities.

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.

11th and 12th graders will be encouraged to apply for scholarships early on, in particular the College Board Opportunity Scholarships that are available for juniors and seniors.

The number of 12th grade students that submit at least one college application will increase by 10%.

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

Strategy 12 Details

Strategy 12: Career and Technical Education: To increase its college/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), placing more students in internships at the conclusion of a Program of Study, increasing the number of businesses participating in National Manufacturing Day.

Strategy's Expected Result/Impact: 100% of CTE teachers will include program growth and certification growth in their TTESS goals for the 2022-2023 school year.

Hays CISD will increase the number of students earning an IBC on the TEA A-F List from 282 seniors graduating in 2022 with an IBC to 492 seniors graduating in 2023 with an IBC.

Staff Responsible for Monitoring: Director of Career and Technical Education

Strategy 13 Details

Strategy 13: 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 14 Details

Strategy 14: 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 2022-23 academic school year. These professional development opportunities include Leadership Institute, Lead and Learn, Fusion Technology, Differentiation Conference, PLC Live Institute, and the two district professional development days in August. In addition, Professional Learning Communities will be given 6 staff development days throughout the 22-23 academic school year to assist with PLC implementation and collaboration, which includes 3 professional development days.

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, TPSS, 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 15 Details

Strategy 15: Gifted and Talented: Increase assessment windows 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.

Staff Responsible for Monitoring: Coordinator of Gifted and Talented Services

Goal 2: Hays CISD is dedicated to the safety 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 and state entities to assure preparedness. Specific areas addressed are physical and cybersecurity, data privacy, campus access, detecting and reporting possible threats, and local and global crises. The district will be compliant with all local, state, and federal laws and regulations related to school safety and security. All exterior doors will be locked and properly numbered. Emergency response updates will be communicated timely, as appropriate. We will maintain an environment of trust between adults and all students.

Evaluation Data Sources: District Safety: The Board will receive a brief narrative posted in Board Blog addressing the updated EOP, including plans for a cybersecurity coordinator along with an overview of district safety protocols and training by the end of September. All staff will attend relevant training and district administration will report to the Board throughout the year on this topic. Student data around discipline and attendance will also be captured and an update provided to the Board. Specific attention will be given to the communication of district safety efforts (both physical and training) to our community. The board, staff, and community will receive updated COVID19 plans as they occur.

Mentoring and Extra-Curricular Participation: An overview of student character development, including extra-curricular/club participation, mentoring relationships and social/emotional supports will be reported through a Board Blog in November. The report will include the participation rates/numbers by campus for SEL programs including person/position responsible on each campus. Student data around discipline and attendance will also be included.

Social Emotional Learning: All campuses will implement Social Emotional Learning (SEL) strategies with fidelity. The district will hire a designated SEL Specialist to support SEL implementation and provide district-wide professional development to ensure proper SEL best practices are evident across the campus/district. The district will capture information about the SEL Program implemented at each campus. Campuses will track and monitor student participation in extra-curricular/club participation, and the district will track discipline, attendance on an on-going basis. SEL information will be presented in November 2022 to provide a district-wide update.

| Strategy 1 Details |
|---|
| <p>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 include, but are not limited to, establishing strong communication channels with area emergency operations departments, managing the School Resource Officer program, providing safety and security training, managing security coverage, updating the Emergency Operations Procedures, and conducting safety audits.</p> <p>Strategy's Expected Result/Impact: All campuses will have completed their triennial safety and security audit and submitted all required reports in accordance with Texas School Safety Center procedures by the end of the 2022-2023 school year.</p> <p>By May 2023, each campus will have an established Behavioral Threat Assessment team that is fully trained and prepared to respond to any campus behavioral threats.</p> <p>By May 2023, all campus exterior doors will be numbered.</p> <p>All campuses will complete all mandatory drills by the end of the 2022-2023 school year.</p> <p>Staff Responsible for Monitoring: Chief Safety and Security Officer</p> |

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.

Strategy's Expected Result/Impact: 100% of campuses will implement SEL programs and student-focused initiatives.

The SEL Specialist (ESSER) will support the effective implementation of SEL programs and initiatives to ensure that the following occur:

* SEL lessons are delivered 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);

* SchoolLinks SEL student survey data aligns with the key tenets of the CASEL model; and

* Growing our Mentoring relationships are a key focus on campuses this school year. The SEL Specialist in partnership with the Volunteer Coordinator will support this mentoring program with the goal being to grow mentoring relationships by at least 25% this school year.

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 counseling and mental health services to support identified student needs regarding early mental health intervention, suicide prevention, conflict resolution, use of tobacco, and drug/violence prevention and intervention. The district will integrate best practices on grief-informed and trauma-informed care. The district will enter into MOUs with Communities in Schools, Texas State School of Social Work, Seedling Foundation, Con Mi Madre, TCHAT from Dell Children's, Hill Country-MHDD and Cenikor Drug Prevention for additional support. The district will continue to train staff in suicide prevention, update the Suicide Action Plan, and obtain training for our Hays CISD Mental Health Crisis Response Team.

Strategy's Expected Result/Impact: 100% of all staff will complete all portions of the SafeSchools Online Training Series by January 9th. No later than the end of September, counselors will present to staff about suicide prevention, referrals and protocols; as well review the CPS reporting process.

Counselors, Admin designee, nurses and all other mental health professionals at all campuses, including ESSER funded MH Professionals that provide additional support district-wide; will complete Psychological First Aid Training through Hill Country-MHDD.

To assure 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% by May 2023.

Principal and/or designees (admin designee for violence/discipline related incidents and counselor for self-harm/mental health concerns) will address alerts that are raised through Lightspeed and submitted through Hays HopeLine. Documentation is now required 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 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 pupil 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.

Strategy's Expected Result/Impact: The district will improve from a 90.53% BOY attendance rate to a 96% attendance rate in May 2023.

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 21-22 school year level of 29% to 33% in the 22-23 school year.

Staff Responsible for Monitoring: Director of Athletics

Strategy 7 Details

Strategy 7: Fine Arts:

Increase enrollment and participation to align with the "100% Hays" philosophy.

Run audit of enrollment to ensure all secondary students are meeting the fine arts course requirements.

Strategy's Expected Result/Impact: To build fine arts programs, at the end of 2022-23, overall fine arts enrollments will increase by 5% from 16,134 to 16,940. This will require retention of current students and increased recruitment activities especially for incoming sixth and ninth graders.

During 2022-2023, an audit will establish baseline data of meeting the TAC requirement of taking fine arts in middle school.

Staff Responsible for Monitoring: Director of Fine Arts

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

Performance Objective 1: Hays CISD will cultivate a culture of positive engagement and public service, requiring empathy, visibility, trust, and communication. Effective communication through all appropriate avenues is a priority, and staff will be offered training in these areas. Our district is committed to increasing customer service and client engagement, both internally and externally. The Board will receive an annual update regarding proposed recommendations made to the Superintendent received from the Diversity Advisory Council regarding efforts to improve our diversity and inclusion initiatives to remove systemic obstacles for all students.

Evaluation Data Sources: Staff will be offered 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.

The Board will receive timely updates on community and staff outreach. The Board will also receive timely calendar updates regarding district events, as appropriate.

An employee engagement survey will be given, and the results AND how they will be addressed will be shared with the Board.

The Board and community will have the opportunity to view the latest "Wright this Minute" video each week.

Strategy 1 Details

Strategy 1: School Community Involvement: Hays CISD will conduct community outreach through in-person visits to local businesses and organizations in the community with the goal of district partnership. The VIPS (Volunteers in Public Schools) Rewards program is under construction, and will include many of the aforementioned businesses. VIPS badge printing is progressing, of which every volunteer will receive to ensure campus security and proper documentation of volunteer hours. The district mentor program has begun the beginning phases, with the goal of every district employee providing mentorship to a student. The Hays PTA has had their executive board meeting and council meeting, with individual campus meetings to follow, highlighting plans for community involvement and fundraising. Hays Clothes Closet and Hays Hope 2 Go are notified of any donations received through central office, to make certain that the organization is able to distribute the resources out to those in need. All of these volunteer services and projects are communicated to the community via the district website, social media, and print media.

Strategy's Expected Result/Impact: By the end of December 2022, Hays CISD will have 30 new community businesses/organizations registered as district partners and delivering tangible services such as donations, sponsorships, discounts, scholarships, special event presence, individual campus involvement, volunteer opportunities, and more.

All Volunteers (VIPS) will receive a badge and track their volunteer hours using that badge by the end of the 2022-2023 school year.

By the end of the 2022-2023 school year, successful community engagement will open up opportunities for students and their families, which will ultimately result in an overall cohesive, supportive and strong district-community relationship as reflected by student and parent feedback in the K-12 Insight Survey. Students will benefit greatly from a healthy, community-driven atmosphere.

Staff Responsible for Monitoring: Volunteer Coordinator

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. 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. Parent engagement events may include College and Career Planning Events, Parent Literacy classes, Transition events (5th to 6th grade and 8th to 9th grade), Math and Literacy nights, and social-emotional learning events.

Strategy's Expected Result/Impact: By the end of May 2023, each campus will hold at least 3 parent engagement events and the district will hold at least 2 events during the 2022-2023 school year.

By the end of May 2023, each Title I Schoolwide campus will have held an Annual Title I Meeting (offered twice before November 2022) and a Spring Title I Evaluation Meeting (offered twice before June 2023), 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: Attract and Retain Highly Qualified Staff: Human Resources will develop career opportunities within Hays CISD for students, employees, and individuals from other industries who aspire to become educators.

Strategy's Expected Result/Impact: By April 2023, Hays CISD will have well articulated educator pipelines published in key communication mediums.

Staff Responsible for Monitoring: Chief Human Resources Officer

Strategy 4 Details

Strategy 4: Diversity: The Hays CISD Diversity Committee will review policies and procedures to ensure that there are no practices in place that would create barriers for any student group.

Strategy's Expected Result/Impact: By the end of May 2023, student diversity of extracurricular and academic groups will increase by 10% for underrepresented groups.

Staff Responsible for Monitoring: Deputy Academic Officers

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 HCISD District Improvement Plan:

| Title | Person Responsible | Review Date | Completed By | Completed On |
|--|---|-------------|------------------|--------------|
| Bullying Prevention | Director of Counseling Services | 10/6/2022 | Stephanie Norris | 10/6/2022 |
| Communicating Student Achievement to Parents | District Academic Officers | 10/5/2022 | Stephanie Norris | 10/5/2022 |
| Coordinated Health Program | Director of Student Health Services | 10/5/2022 | Stephanie Norris | 10/5/2022 |
| Customer Service | Chief Officer of Communication | 9/8/2022 | Stephanie Norris | 10/5/2022 |
| Digital Learning | Director of Digital Learning | 10/5/2022 | Stephanie Norris | 10/5/2022 |
| Disciplinary Alternative Education Program (DAEP) | Director of Student Support Services | 9/8/2022 | Stephanie Norris | 10/5/2022 |
| Dropout Prevention | Director of Student Services | 9/8/2022 | Stephanie Norris | 10/5/2022 |
| Dyslexia Treatment Program | Director of Academic Support | 10/5/2022 | Stephanie Norris | 10/5/2022 |
| English Learners | Director of Multilingual Education & Migrant Programs | 9/8/2022 | Stephanie Norris | 10/5/2022 |
| Gifted and Talented Services | Director of Advanced Academics | 9/8/2022 | Stephanie Norris | 10/5/2022 |
| Homeless and Foster Care Youth Support Programs | Homeless & Foster Liaison | 10/5/2022 | Stephanie Norris | 10/5/2022 |
| Job Description for Peace Officers, Resource Officers & Security Personnel | Director of Safety & Security | 10/27/2022 | Stephanie Norris | 10/27/2022 |
| Title I, Part C Migrant | Director of Multilingual Programs | 10/5/2022 | Stephanie Norris | 10/5/2022 |
| Multi-tiered System of Support (MTSS) Program | Director of Academic Support | 9/8/2022 | Stephanie Norris | 10/5/2022 |
| Pregnancy Related Services | PEP Coordinator | 9/8/2022 | Stephanie Norris | 10/5/2022 |

| Title | Person Responsible | Review Date | Completed By | Completed On |
|--|--|-------------|------------------|--------------|
| School Library Programs | Director of Digital Learning | 10/5/2022 | Stephanie Norris | 10/5/2022 |
| Section 504 Services | Director of Academic Support | 10/5/2022 | Stephanie Norris | 10/5/2022 |
| Special Education Services | Executive Officer of Special Education | 10/5/2022 | Stephanie Norris | 10/5/2022 |
| Student Welfare: Discipline/Conflict/Violence Management | Director of Student Support Services | 9/8/2022 | Stephanie Norris | 10/5/2022 |