Hays Consolidated Independent School District

District Improvement Plan

2025-2026

Accountability Rating: B

Mission Statement

Hays CISD makes it 100% possible.

Knowledge. Inspiration. Dreams. Success.

Vision

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

• **C**ollege, career, or military ready.

• **I**nspired to be respectful and responsible citizens.

• **S**killed communicators and collaborators.

• **D**riven, creative problem solvers.

Value Statement

We believe:

• **H**igh expectations ignite potential

• **A**ll students and employees are empowered to make a difference

• **Y**esterday's limits are today's opportunities

• **S**afety and security are the foundation for success

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Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

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

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

High Priority

HB3 Goal

Evaluation Data Sources: CCMR Accountability
*TEA CCMR accountability data
*Dashboard development and analytics
*Attendance at parent nights, survey feedback, and social media engagement metrics

Career Readiness
*CCMR student trackers
*IBC student data and assessment records
*Tutoring participation data
*IBC exams data and participation rates

College Readiness
*TEA college readiness accountability data
*Campaign reach for website, newsletter, social media engagement, event attendance)
*Distribution of Advanced Academics Guides
*Professional development records
*Program participation
*Outcome data

Advising Services
*SchooLinks usage data
*Counselor training logs
*Advising conference records
*Student feedback surveys
*Annual program evaluation

Math and Reading/Language Arts
*STAAR and EOC results
*Interim assessments

*PLC documentation
*Tutoring and intervention records
*Instructional materials review

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

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 vertically aligned, 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 80% of students will be at Tier 1 in Kindergarten, at least 73% of students will be at Tier 1 in First Grade, and at least 67% of students will be at Tier 1 in Second Grade. Student achievement goals are based on our 2025 results with an increase of 3% Approaches, 2% Meets, and 1% Masters. When a subject reaches 90% Approaches, 60% Meets, or 30% Masters, our goal is to maintain those high percentages. STAAR RLA data will indicate improved performance in the following areas: 3rd grade reading will increase to 82% Approaches, 57% Meets, and 28% Masters 4th grade reading will increase to 86% Approaches, 58% Meets, and 28% Masters 5th grade reading will increase to 83% Approaches, 63% Meets, and 36% Masters 6th grade reading will increase to 80% Approaches, 57% Meets, and 28% Masters 7th grade reading will increase to 79% Approaches, 57% Meets, and 29% Masters 8th grade reading will increase to 86% Approaches, 61% Meets, and 33% Masters English I will increase to 73% Approaches, 58% Meets, and 19% Masters. English II will increase to 80% Approaches, 63% Meets, and 10% 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 70% of students will be at Tier 1 in Kindergarten, at least 64% of students will be at Tier 1 in First Grade, and at least 62% of students will be at Tier 1 in Second Grade. Student achievement goals are based on our 2025 results with an increase of 3% Approaches, 2% Meets, and 1% Masters. When a subject reaches 90% Approaches, 60% Meets, or 30% Masters, our goal is to maintain those high percentages. STAAR Math data will indicate improved performance in the following areas: 3rd grade math will increase to 70% Approaches, 44% Meets, and 18% Masters 4th grade math will increase to 71% Approaches, 47% Meets, and 23% Masters 5th grade math will increase to 76% Approaches, 46% Meets, and 21% Masters 6th grade math will increase to 74% Approaches, 36% Meets, and 14% Masters 7th grade math will increase to 43% Approaches, 16% Meets, and 2% Masters 8th grade math will increase to 73% Approaches, 50% Meets, and 20% Masters Algebra I will increase to 85% Approaches, 60% Meets, and 38% 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 2025 results with an increase of 3% Approaches, 2% Meets, and 1% Masters. When a subject reaches 90% Approaches, 60% Meets, or 30% Masters, our goal is to maintain those high percentages. STAAR Science data will indicate improved performance in the following areas: 5th grade science will achieve 63% Approaches, 24% Meets, and 9% Masters 8th grade science will achieve 79% Approaches, 51% Meets, and 20% Masters Biology will achieve 92% Approaches, 64% Meets, and 20% 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 social studies curriculum resources (Nystrom), 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 those from Social Studies School Services (Nystrom), 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 2025 results with an increase of 3% Approaches, 2% Meets, and 1% Masters. When a subject reaches 90% Approaches, 60% Meets, or 30% Masters, our goal is to maintain those high percentages. STAAR Social Studies data will indicate improved performance in the following areas: 8th grade Social Studies will increase to 59% Approaches, 30% Meets, and 16% Masters U.S. History will increase to 95% Approaches, 71% Meets, and 41% 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 25-26 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 5 staff development days throughout the 25-26 academic school year to assist with PLC implementation and collaboration. To support teachers with lesson planning, teacher leaders and PLC Leads for math, science, and social studies courses will utilize the 15 Day PLC Challenge and align it 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: MTSS and Intervention: Teachers will monitor student progress through regular universal screeners for reading and math. Based on data, all students will receive differentiated instruction within tier 1, 2, and 3 as determined by universal screener results and bi-weekly progress monitoring. **Strategy's Expected Result/Impact:** 100% of K-5 students will be administered a universal screener three times a year for reading. 100% of K-7 students will be administered a universal screener three times a year for math. 100% of our Pre-K students will be administered Letter Names/Sounds Assessment three times a year through CIRCLE and 1 time per nine-weeks through SkillBooks. **Staff Responsible for Monitoring:** Director of Academic Support

Strategy 7 Details

Strategy 7: College, Career, and Military Readiness: Middle school and high school counselors, in collaboration with their respective high school academic counselors, will provide students and families with activities and information designed to promote postsecondary readiness.

These opportunities include:

Informational events for students and families, such as Navigate Your Future Night, Paving the Way for Postsecondary Readiness Night, college application and financial aid sessions, and a Scholarship Fair.

Annual graduation planning for students in grades 7-12, including the creation, review, and/or update of individual graduation plans that outline career pathways and endorsements.

Career exploration opportunities for all secondary students to complete at least one career interest inventory or activity within SchooLinks.

College and Career Fairs, offered in-person and/or virtually, to expose students to diverse postsecondary options.

College and Career Center events, including informational sessions on college admissions hosted at each high school campus (available in person and/or virtually).

Ongoing college and career readiness tracking, with counselors and CCR support staff assisting students in completing key readiness steps and connecting them to college entrance exam preparation opportunities (PSAT 8/9, PSAT/NMSQT, SAT, ACT, TSIA2, and ASVAB).

Scholarship support, including encouragement for 11th and 12th grade students to apply for scholarships--particularly the College Board Opportunity Scholarships available for juniors and seniors.

SAT preparation, with 8th-11th grade students creating College Board accounts to access Khan Academy resources following receipt of their PSAT results from the fall administration.

AT THE ELEMENTARY SCHOOL LEVEL (K-5th Grades)
For the 2025-2026 school year, Hays CISD has expanded access to SchooLinks' Elementary College & Career Readiness platform. Elementary counselors are supporting students in early college and career exploration through interest and skills activities within SchooLinks, as well as by intentionally planning campus-based college and career showcase events. These efforts aim to spark curiosity, build awareness, and promote a strong foundation for postsecondary readiness among elementary students.
(Aligned with TEC 11.252, Section 33.005; counselors role in implementing a well-balanced comprehensive counseling program - INDIV PLANNING, GUIDANCE LESSONS, RESPONSIVE SERVICES & SYSTEMS SUPPORT)

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

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

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

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

Strategy 8 Details
Strategy 8: Career and Technical Education: To increase its college and career readiness indicator in the state accountability system, the district will increase the number of earned student industry certifications on the A-F list for accountability and increase the number of students identified as Completers in CTE Programs of Study. We will expand the CTE Showcase (COW Day) to include 7th grade students, increase the number of local businesses involved in Hire Hays (CREW Day) and will place a greater number of students in off-site internships. **Strategy's Expected Result/Impact:** 100% of CTE teachers will set T-TESS goals to include program and certification growth for the 2025-2026 school year. With the changes to TEA policy regarding IBCs, Hays CISD's goal is to maintain 100% of the IBC CCMR total from the 2025-26 school year. In 2025, 600 seniors graduated with an IBC and two classes (2 credits) in an aligned program of study. For 2026, the goal is for 600 seniors to be Program of Study Completers AND graduate with a program-aligned IBC on the TEA A-F List. **Staff Responsible for Monitoring:** Director of Career and Technical Education

Strategy 9 Details
Strategy 9: Advanced Academics: The district will use local, state, and national data along with enhanced messaging to recruit students into advanced academic classes. The district will provide pedagogical and content support for teachers of advanced classes. **Strategy's Expected Result/Impact:** The number of students engaged in advanced and college credit-bearing courses will increase by at least 3%. The number of college credits earned by high school students will increase by at least 3%. Districtwide student performance on measures of college readiness (SAT, ACT, TSIA2) will increase by at least 3%. **Staff Responsible for Monitoring:** Director of Curriculum and Instruction

Strategy 10 Details
Strategy 10: 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 2025-26 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 25-26 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 providing training and support in district and campus PLC's on a monthly basis. **Strategy's Expected Result/Impact:** The Eduphoria online catalog of workshops offered will list one or more professional development opportunities for teachers and/or administrators to deepen their knowledge in the district focus initiatives. 100% of our professional development offerings will be aligned to T-TESS, TPESS, and District goals/focus initiatives. **Staff Responsible for Monitoring:** Director of Professional Development

Strategy 11 Details
Strategy 11: Gifted and Talented: Utilize one referral and assessment window a year and use a varied battery of assessment instruments and processes to identify students as Gifted and Talented. **Strategy's Expected Result/Impact:** Demographic disparities in representation in those receiving Gifted and Talented services will close by at least 2% in underrepresented groups (African American, Hispanic, economically disadvantaged) in newly identified students. 100% of elementary students identified as G/T will begin service in same year as identified. 90% of secondary students will take advanced level courses in their identified G/T strength areas. **Staff Responsible for Monitoring:** Director of Curriculum and Instruction

Strategy 12 Details
Strategy 12: Multilingual: Emergent 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. Blanco Elementary, Camino Real Elementary, Science Hall Elementary, Tom Green, & Uhland Elementary are in the 4th year of implementing Teaching for Biliteracy strategies which leverages our bilingual students' full linguistic repertoire. Our newest elementary campus, Ramage Elementary, will also follow our biliteracy initiative. 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 2025-26 school year, 10% 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 13 Details
Strategy 13: Special Education: The district will implement research-based curriculum as the foundation for all core content areas across instructional settings and grade levels. For students requiring instruction aligned to TEKS prerequisite skills, specialized curriculum such as Unique Learning System, STAR, SOLER, and LINKS will be utilized. Specially designed instruction for students identified with dyslexia will meet the requirements outlined in the Dyslexia Handbook and will include the following research-based intervention programs: the Wilson Reading System, Basic Language Skills, Esperanza, and Reading by Design. Differentiated instruction will be purposefully planned through collaboration among Special Education, Curriculum & Instruction, Career and Technical Education, Advanced Academics, and the Office of Academic Support. This intentional, cross-departmental approach will continue to drive strong academic achievement and growth for all students with special needs in Hays CISD. Special education staff will share feedback on departmental support and training needs through the district created surveys. The Special Education leadership team will use input from surveys and TEA cyclical audit result to inform the planning of professional learning opportunities throughout the school year and summer. Current offerings include SAMA (crisis intervention training) for campus crisis teams, IEP goal development to include developing PLAAFPs, writing SMART goals, writing effective progress reports, transition planning, grading for students served in self contained classrooms, and completing report cards. The special education department will also offer specialized training for all staff--especially for autism and behavior--so they can respond effectively to diverse needs. In collaboration with the Curriculum and Instruction team, walkthrough instruments for specialized classrooms will be updated and included in the software systems used by school administrators. The special education team will provide opportunities for calibration with campus administrators to establish classroom norms. In collaboration with Region 13, the special education department will work to establish procedures for transition planning and create robust guidelines for 18 Plus programming. 18 Plus guidelines will include defining programming, establishing eligibility criteria, identifying attendance recommendations, and developing a handbook. To ensure strategic input, build trust, and enhance transparency, the special education department will facilitate a Special Education Parents Advisory Committee (SEPAC) and a Special Education Employee Advisory Committee (SEEC). Meetings will be offered in person with meeting notices sent via email. -SEPAC meeting dates and agendas/minutes will be posted on the Special Education website. -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. -SEEC meeting dates and agenda/minutes will be shared with committee members via a shared Google Drive. 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 2025-2026 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 2025-2026 school year, 100% of students receiving TEKS prerequisite curriculum will demonstrate a performance level of Satisfactory or Accomplished on STAAR ALT2. By the end of the 2025-2026 school year, the special education department will complete 100% of tasks identified in the TEA cyclical audit corrective action plan. **Staff Responsible for Monitoring:** Executive Director of Special Education

Strategy 14 Details
Strategy 14: 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 17 At-Risk criteria and the identification process will be provided to Campus PEIMS staff, Counselors, and Administrators to support timely and accurate identification. Accelerated Instruction: Any student identified as "at-risk" will be provided with accelerated instruction and additional supports to meet their academic and emotional needs to support grade promotion and/or graduation. Accelerated Instruction will be provided in accordance with HB 1416 (formerly HB 4545) for all students not meeting the minimum standard on state assessments. Accelerated instruction may also be offered to students who are identified as at-risk for not graduating. These accelerated instructional opportunities may be provided during the school year (before, after, or during the school day) or during summer school programs. Campuses will be provided with Compensatory Education funds and funded staff to support highly mobile and at-risk students in passing the STAAR test and graduating with their peers. 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. A part-time MKV Support Specialist position will continue to be funded through TEHCY Grant funds to address the needs of students and families. This role will also collaborate with Campus Counselors and the Clothes Closet to connect students with additional community resources that provide food and clothing support. **Strategy's Expected Result/Impact:** 100% of students meeting the "at-risk" criteria as defined by the TEA will be identified in PEIMS. 100% of students who did not meet the minimum passing standard on the STAAR test will be provided with accelerated instruction in accordance with HB 1416. 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 15 Details
Strategy 15: Pregnancy Related Services: The district will ensure that pregnant and parenting students have equitable access to academic support, health services, and counseling through Pregnancy-Related Services (PRS), so that they remain enrolled, engaged, and on track for graduation. The district will train secondary campus nursing and counseling staff to identify, support, and refer pregnant and parenting students for appropriate services. The district provides support services, including counseling support, and Compensatory Education Home Instruction (CEHI) to pregnant and parenting students. Together our nursing and counseling teams provide referrals to community services including Early Head Start, Texas Workforce Solution, WIC, and Medicaid. PRS support 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:** During the 2025-2026 school year, 100% of identified students receive access to support services (academic, counseling, health, and community referrals) documented in PRS records. At least 80% of students participating in PRS and CEHI will earn credits in core subject areas each semester. **Staff Responsible for Monitoring:** Director of Counseling Services

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

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

Evaluation Data Sources: Safety & Security:
*Incident Command System:
*Training rosters
*EOP campus review checklists
*Drill logs and After-action reports
*Annual Safety & Security summary

Safety & Security Summit:
*Training Agendas
*Post-training evaluations

District EOP:
*Final plan aligned to TSSC template

Perimeter Safety:
*Project logs and walkthrough checklists
*Incident data comparisons (pre/post upgrades).

HB 3 Compliance:
*SRO staffing rosters

Mental Health and Violence Prevention:
*Staffing rosters showing counseling and MH staff
*Counseling services annual evaluation

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 2025-2026 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 2026, 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 2025-2026 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 objectives that encompass the CASEL framework.(This may include a regular data review as part of the SEL curriculum that is unique to the student focused program in place on each campus); * Assuring that students are accessing the student SEL survey within SchooLinks (4th- 12th grades) and Check-Ins (Kinder -3rd grades) ; which are aligned with the key tenets of the CASEL mode.l. 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. (Aligned with TEC 11.252, Section 33.005; counselors role in implementing a well-balanced comprehensive counseling program - INDIV PLANNING, GUIDANCE LESSONS, REPONSIVE SERVICES & SYSTEMS SUPPORT) **Strategy's Expected Result/Impact:** 100% of campuses will implement an SEL program (aligned with the CASEL framework) 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, TCHATT Program/Dell Children's, Hill Country-MHDD, Cenikor Drug Prevention and other partnering agencies for additional support. The district will continue to train staff in suicide prevention and youth Mental Health First Aid, share the updated Suicide Action Plan, and obtain training for our Hays CISD Mental Health Crisis Response Team. (Aligned with TEC 11.252, Section 33.005; counselors role in implementing a well-balanced comprehensive counseling program - INDIV PLANNING, GUIDANCE LESSONS, REPONSIVE SERVICES & SYSTEMS SUPPORT) **Strategy's Expected Result/Impact:** No later than the end of September 2025, counselors at all 28 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 Psychological First Aid, ASIST (Suicide Risk Assessment & Response Training) by the end of the Fall 2025 semester. 100% of returning and/or new 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 the end of the Fall 2025 semester. 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 2026. 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 Raptor platform. **Staff Responsible for Monitoring:** Director of Counseling and College and Career Readiness

Strategy 4 Details

Strategy 4: Increasing Student Attendance and Reducing the Dropout Rate:
The district will strengthen Multi-Tiered Systems of Support for Attendance and provide Early Identification & Monitoring.
The district will use real-time attendance data (daily/weekly) to flag students showing emerging attendance concerns (missing 3-7 days) before they meet chronic absence thresholds. In addition, written parent notification requests for Attendance Intervention conferences will be generated and sent when a student reaches 3+ absences at the elementary level or 7+ absences at the secondary level, ensuring early intervention and family engagement prior to chronic absenteeism.
Attendance Intervention Specialists will conduct structured, agenda-based campus team meetings to evaluate weekly updated attendance data, monitor trends, address concerns, determine intervention steps, and assign follow-up actions.
Implement tiered intervention supports:
Tier 1: Districtwide awareness on attendance expectations and incentives that promote the link between attendance and achievement.
Tier 2: Weekly targeted communication with identified students/families to implement attendance improvement plans, in the form of in-person conference, phone call, email communication and/or home visit
Tier 3: Intensive case management with attendance intervention specialists, counselors, and communities in school for students with persistent barriers.

The district will expand Dropout Prevention and Re-Engagement Pathways and establish a district Leaver Team that consists of: Administrator, counselor, CIS, PEIMS, Attendance, teacher, Special programs to contact students coded as current leavers or potential leavers within 10-15 school days of identification. The district will expand alternative and flexible programming (Virtual/Hybrid Program, credit recovery, LOA, Phoenix program) to provide re-entry opportunities. The district will review dropout and leaver codes weekly, disaggregate by student subgroups, and require campus-level corrective action where disproportionate patterns exist. Document with administrative procedure forms. The district and campuses will partner with parents/guardians to establish frequent, strong communication and reinforce the value of school completion.

Strategy's Expected Result/Impact: Attendance:

-Campuses will hold weekly agenda-driven attendance team meetings, with at least 90% of meetings documented.
-100% of chronically absent students will have a documented intervention plan with assigned follow-up actions.
-District will achieve a minimum 2% reduction in chronic absenteeism compared to 2024-2025.
-Quarterly reviews will show that at least 80% of follow-up actions are completed within two weeks of assignment.
-Parent notification requests for Attendance Intervention conferences will be generated and sent in at least 95% of applicable cases (3+ absences elementary, 7+ absences secondary) to ensure timely outreach and consistent family engagement.

Dropout Prevention:

-The Leaver Team will contact 100% of identified leavers/dropouts within 10-15 school days.
-At least 70% of contacted students/families will be offered a re-engagement pathway.
-District dropout rate will decrease by 0.5-1% compared to 2024-2025.
-95% coding accuracy for leaver codes will be achieved, with decreased reliance on "Other" categories.
-Documented re-enrollment efforts will result in a 10% increase in recovered students compared to 2024-2025.

Staff Responsible for Monitoring: Director of Student Services

Strategy 5 Details
Strategy 5: Athletics: The athletics department will increase participation rates by promoting participation opportunities at middle and high schools through student orientations, parent communication, and feeder programs; streamlining and aligning structures/systems to reduce barriers for students to enter and stay in athletics; and highlighting success stories and program benefits through campus and district communications to strengthen school identity. The athletics department will strengthen coach mentorship and leadership development by providing coaching professional development focused on mentoring, leadership, and transformational relationships; promoting the 4 Pillars (Academic Success, Athletic Success, Participation, Character/Community/Celebrations) in all training and mentoring initiatives; and collecting annual student-athlete survey data to measure coach-athlete relationship quality. The athletics department will expand CDL certified coaches by collecting data to identify sports/campuses with lower CDL-certified staff; partnering with Transportation to schedule CDL trainings and streamline certification, and providing incentives and recognition for newly certified CDL coaches. The athletics department will promote a positive culture by publicly celebrating award recipients through district and campus communications; increasing awareness of recognition programs among coaches, athletes, and community partners, and incorporating recognition into district athletics events and celebrations. The athletics department will enhance character development programs by expanding partnerships with Character Matters, 2Words, and 360 Athletics to ensure access across all secondary campuses; training coaches and campus staff on program implementation; and monitoring program impact through student-athlete surveys and adjust supports accordingly. The athletics will improve facilities to support student success by collaborating with Facilities and district leadership to monitor project timelines and budgets; communicating facility updates and milestones to athletes, families, and the community; and gathering feedback from coaches and athletes to ensure facilities support program growth and safety. **Strategy's Expected Result/Impact:** By May 2026, athletics and pre-athletics participation rates in grades 6-12 will increase from the 2024-2025 baseline of 52% to at least 55% (a 3% increase), as measured by district enrollment and participation data. By May 2026, 100% of secondary athletic coaches will participate in at least two professional development sessions focused on transformational coaching and leadership, with 90% of surveyed student-athletes reporting positive connections with their coaches. By August 2026, the number of CDL-certified coaches will increase by at least 20-24 new CDL driver/coaches (10% growth from 2024-2025 levels), ensuring equitable coverage across sports. By May 2026, 100% of secondary campuses will implement at least one character development program (Character Matters, 2Words, or 360 Athletics), with at least 80% of surveyed student-athletes reporting that the program positively influenced their experience. **Staff Responsible for Monitoring:** Director of Athletics; Assistant Athletic Director

Strategy 6 Details
Strategy 6: Fine Arts: Work in collaboration with the Construction Department to oversee the fine arts facility additions at Lehman High School, Johnson High School and a variety of middle school and elementary campuses. Plan and design fine arts facilities for High School No. 4, Middle School No. 7 and future elementary campuses. Continue to monitor and support enrollment and participation to align with the "100% Hays" philosophy in order to increase and retain student enrollments in fine arts programs. Support programs' participation in regional contests that lead to state and national awards for art, dance, music and theatre programs and the district. Implement the Teacher Incentive Allotment (TIA) pilot in Fine Arts. The district has been recognized with various awards and distinctions from state level organizations. **Strategy's Expected Result/Impact:** The completion of the facility additions at LHS and JHS will result in state of the art fine arts instructional spaces for these two campuses and the vertical teams. The secondary enrollments will increase by 2% in 2025-26 and maintain elementary art and music enrollments at 17 campuses. The district will receive baseline data on TIA assessments in Fine Arts. **Staff Responsible for Monitoring:** Director of Fine Arts

Strategy 7 Details
Strategy 7: Student Engagement: The district will champion the 100% Hays motto to provide a vision for engagement. The district will encourage the participation of students in extra-curricular activities and school clubs. The district will ensure that that all students have equitable access to and opportunities for participation in these activities and leadership opportunities by encouraging campuses to offer a wide variety of clubs and activities, including interest-based and academic options to ensure every student finds a place to connect. Campuses may partner with local organizations, businesses, and higher education institutions to sponsor activities, mentorships, and service-learning opportunities that connect students with the broader community. **Strategy's Expected Result/Impact:** By May 2026, the district will increase student participation in extracurricular activities and clubs by 3% over the 2024-2025 baseline, as measured by activity rosters and student surveys, ensuring that at least 90% of students report being connected to at least one school-sponsored activity in alignment with the 100% Hays motto. **Staff Responsible for Monitoring:** District Academic Officers

Goal 3: Community, Parent, and Staff Relations: The district will promote a welcoming culture for parents, staff, and the broader Hays CISD community through positive engagement, public service, and responsive communication.

Performance Objective 1: Hays CISD is committed to fostering strong, collaborative relationships with parents, staff, and the broader community by ensuring open communication, meaningful engagement, and shared responsibility for student success. Through ongoing partnerships, transparent practices, and inclusive opportunities for input, the district will create a supportive environment where every stakeholder plays a vital role in advancing academic achievement, student well-being, and districtwide safety.

Evaluation Data Sources: Human Resources - Staff Relations
*Vacancy and fill rates for hard-to-staff positions
*Annual staffing plan submissions and Superintendent/Board updates
*PEIMS staffing ratios and AFR data on % of budget for personnel
*Insurance Plan updates
*Staff communication artifacts and employee satisfaction surveys
*Training participation records, feedback surveys, and leadership retention/promotion data

Communications & Community Relations
*Attendance logs, surveys, and media/social metrics from major events
*Board blog/agenda documentation of Hays Education Foundation updates.
*Website analytics
*Communication Artifacts
*Customer service training survey results and staff/parent satisfaction data
*Volunteer participation rates
*Awards/recognitions earned

Parent Engagement:
*Annual parent surveys
*Participation data for campus and district events
*Monitoring communication effectiveness

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 28 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. The Communication Office will continue the process of transitioning the district and campus websites to a new platform including streamlining the user experience. **Strategy's Expected Result/Impact:** In the Fall of 2025, the Communication Office will assist with the development of informational materials and election documents for the Tax Rate Election called for by the Board of Trustees. Conduct a naming process for elementary #18, comprehensive high school #4, and other facilities or parts of facilities as appropriate Conduct the process to create recommended school calendars for the upcoming next two years. Process will be supported by the District Leadership Team (DLT) and parent and community surveys. The Board will have the final vote on calendars no later than the February 2026 business meeting. 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. **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 (PK to Kinder, 5th to 6th grade, and 8th to 9th grade), Multilingual (Emergent Bilingual) Family Events, Math and Literacy nights, social-emotional learning events, Special Education Parent Events, Dyslexia Parent Night, Mental Health and Substance Use Information Sessions for families (Coordinated between MKV office and Counseling Department/Substance Use Prevention Clinician through our City of Kyle/Hill Country MHDD partnership). Parents from Title 1 campuses will have the opportunity to give input on the LEA's Title 1 Parent and Family Engagement Policy. The district will hire a Family Engagement Specialist to be funded by Title 1 (60%) and Title III - Immigrant Funds (30%) to support districtwide Parent engagement events to support families on Title 1 campuses as well as families of students enrolled in NAC programs. A Growing program that continues to expand since its inception in the Fall of 2023 is the Raising Highly Capable Kids (RHCK) 12 week parenting and support group program, for this Fall 2025 semester, 7 separate sessions are being made available for parents/guardians both in English and Spanish at 7 different campuses in the district, with the flexibility of both daytime and early evening sessions. **Strategy's Expected Result/Impact:** By the end of May 2026, each campus will hold at least 4 parent engagement events, and the district will hold at least 8 events. By the end of May 2026, 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. By May 2026, the Parent Engagement Specialist will host at least 5 events with at least 50 families attending each event. **Staff Responsible for Monitoring:** Director of Federal Programs

Strategy 3 Details
Strategy 3: The Human Resources Department will partner with Finance to develop a strategic staffing plan for the next three years that addresses the realities of a depleted fund balance and an overextended personnel budget. **Strategy's Expected Result/Impact:** * Develop a draft plan in collaboration with Finance with two potential options, dependent upon whether or not the TRE passes, to reduce the percentage of general operating expenditure budget devoted to personnel by 2% by the end of the fiscal year. Additionally, the plan would have strategies to decrease the percentage of general operating expenditure budget devoted to personnel from 89% to 80% by 2028. A draft plan will be shared with the Superintendent by October 10. A final plan would be provided to the Superintendent, by December 5 when we know the outcome of the TRE, the updated PEIMS snapshot data, and the annual financial report from 2024-2025. If TRE Passes: * In November, the district would implement changes in Frontline for pay increases, including retroactive pay, for the December payroll. * In January, the district would reinstate the K4 Capacity Incentive from that month forward. * In February, the district would draft updated staffing formulas for the 26-27 year, working in partnership with Finance to ensure appropriate financial support. * In March, the district would begin marketing critical positions for 26-27 school year based upon updated staffing formulas. If TRE Does Not Pass: * In November, the district would begin discussions to identify appropriate cuts in staff and programming. The district would also institute a formal hiring freeze for non-essential positions, first eliminating positions through attrition. * In December, the district would provide information to the Board regarding suggested cuts in staffing and programming. Additionally, the district would explore the cost and benefit of contracting services vs keeping services in-house. * In January, the Board would consider declaring financial exigency, providing the district the ability to implement a reduction in force. * In February, the district would begin notifications to affected staff. Fall 2028 * Decrease the percentage of general operating expenditures budget devoted to personnel from 87% to 80% by 2028. **Staff Responsible for Monitoring:** Chief Human Resources Officer, Chief Financial Officer

Strategy 4 Details
Strategy 4: Human Resources will partner with the Chief Financial Officer and the Superintendent to launch efforts towards a self-funded insurance plan for employees. **Strategy's Expected Result/Impact:** Identify best options for district employees and begin required processes to make the change for open enrollment 2026. **Staff Responsible for Monitoring:** Chief Human Resources Officer, Chief Financial Officer

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: $16,000,000.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

The District will use Compensatory Education funds to support an Intervention teacher at each campus to provide 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. The District will also fund a supplemental Outreach Counselor (Mental Health Professional) and a Communities in Schools staff person at each Comprehensive High School to support the needs of students that extend beyond the capacity of the regular campus counselors.

Title I

Descriptor 1: Student Progress Monitoring and Supports

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

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

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

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

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

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

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

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

Descriptor 2: Teacher Quality

Hays CISD ensures that all teachers meet state certification requirements and are assigned within their certification fields. Title II funds complement Title I by providing ongoing professional development in evidence-based instructional practices, formative assessment, and culturally responsive pedagogy. Ongoing Title II professional development has focused on high quality PLCs, focused classroom walkthroughs, and campus leader development to promote positive and supportive campus climates. Mentoring and instructional coaching are provided for novice teachers through a Title II funded New Teacher Coach at the district level as well as the New Teacher academy. Annual equity data reviews address any gaps in access to effective educators for our highest needs campuses.

Descriptor 3: School Improvement and Support Activities

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

Descriptor 4: Measure of Poverty

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

Descriptor 5: Nature of Programs

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

Descriptor 6: Services to Homeless Children and Youth

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

Descriptor 7: Parent and Family Engagement Strategy

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

Descriptor 8: Early Childhood Education Programs and Transition Plans

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

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program

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

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

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

Hays CISD leverages Perkins V funding and local partnerships to expand career pathways and practicum placements. The Director of Curriculum and Instruction collaborates with Austin Community College and the University of Texas to increase OnRamps and dual-credit offerings. Counseling staff coordinate postsecondary readiness events and job-shadowing opportunities. Each year, the district hosts a College Fair, a Scholarship Fair, and additional opportunities for parents to learn more about post-secondary options and support for their students.

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

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

Descriptor 11: Discipline Disproportionality

The LEA provides ongoing professional learning to campus Administrators, Principals and Assistant Principals, regarding disciplinary laws and approved LEA practices including alternatives to classroom removal. A number of secondary campuses have increased their implementation of Restorative Discipline practices. All campuses have PBIS practices in place including social emotional learning and healthy decision making curriculums.

Descriptor 12: Coordination and Integration

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

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

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

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

Descriptor 13: Other Proposed Uses of Funds

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

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

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

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

Addendums

Hays CISD Federal Grant Planning
2025-2026

Title I, Part A –Planning Amount: $2,603,286

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 difficulty 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
- Ramage 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 Communities in Schools staff on multiple Title 1 elementary and middle schools. Title I, Part A services are also provided to eligible private school students at Private Non-Profit Campuses.

Title I, Part C Education of Migratory Children – Planning Amount: $10,729

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 Region 13 Education Service Center to provide support for migrant students and their families.

Title II, Part A– Planning Amount: $523,308

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 Funds) – Planning Amount: $491,442
Title III, Part A (Immigrant Funds) – Planning Amount: $38,480

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 – Planning Amount $196,719

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 an additional Mental Health Professional Staff position (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 summer TEKS aligned core content enrichment opportunities 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 & Technical Educ. Act – Perkins V – Planning Amount: $168,150

The intent and purpose of the 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. Perkins funds also support students who chose to participate in CTE Leadership and Competition Activities at the State and National Level 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) – Planning Amount: $14,811

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 Support Specialist position, excess costs related to providing out-of-district school of origin transportation costs, and to provide grant approved emergency supplies for students. Students identified as homeless by the campus counselor have access to the MKV 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 Formula Grant – Planning Amount: $3,839,639
IDEA-B Preschool Formula Grant – Planning Amount: $44,238

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 specialized special education teachers, related service providers, and IEP support positions. Funds are also used 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.

Hays CISD
2025-2026 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 UES, one of the Title I campuses identified for School Improvement.
- New Teacher Mentors at the District Level (1.0 FTEs) to provide ongoing 1:1 support and small group professional learning for teachers in the district who are new to the profession. This person will lead the new Teacher Academy.
- 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. These learning opportunities will focus on core content areas and align to DIP goals.
- 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.
- TAPHERD Physical Education professional development for selected PE teachers to access state level training to ensure that they are implementing high quality lessons.
- Subs for teachers to attend a KAGAN training that is being grant funded by a different source. KAGAN cooperative learning professional development is an on-going district level initiative to ensure that all teachers are implementing high quality lessons that are TEKS aligned and highly engaging. Administrators have been trained to look for these instructional strategies as part of their regular classroom walkthroughs.

2025-2026 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, 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 (excerpt from Hays CISD Student Parent Handbook)
- Board Policy: FFI
- Board Policy: FDB

Child Abuse and Neglect

- Hays CISD Child Abuse and Trafficking (excerpt from Hays CISD Student Parent Handbook)

Coordinated Health Program

- Hays CISD Wellness Plan

Dating Violence

- Board Policy: FFH Local
- Board Policy: FFH Legal

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
- 2025-2026 Professional Development plan

School Library Programs
- https://sites.google.com/g.hayscisd.net/hayscisdlibraryservices/home

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)

GOALS
2025-2026
Curriculum & Instruction

<u>Student Achievement</u> – Through attention to individual students' needs, each campus will demonstrate continuous improvement by showing academic growth and student engagement.

Focus Area	Performance Goals/Key Performance Indicators
College and Career Readiness	**By the End of the 25-26 School Year: The district will increase their CCMR results by 6%**
	By December 2025: Explore a user-friendly online dashboard to provide parents with resources and updates on college and career readiness. ● Collaborate with IT and Communications to design the dashboard. ● Include checklists by grade level, event calendars, and financial aid info. ● Promote dashboard during parent nights and on social media. ● Translate resources into multiple languages. ● Monitor dashboard analytics and adjust content based on usage.
Career Readiness	**By June 2026: increase the district's percentage of IBC Completers by 3% from 27% in 2025 to 30% in 2026.** ● Monitor CCMR student trackers monthly with counselors and administrators through our Academic meetings. ● Analyze CCMR data by student group and campus to identify trends and gaps. ● Regularly monitor students' progress toward IBC readiness through counseling. ● Increase CTE industry-based certifications opportunities. ● Formative and summative assessments ● Individualized assessment feedback ● Assessment preparation and support (tutoring, practice, alignment)
College Readiness	**By October 2025: Update and enhance the district website to include a dedicated advanced academics section for families and students.** ● Highlight AP, dual credit, GT, honors, and enrichment opportunities. ● Post how-to guides, FAQs, and success stories. ● Link to resources, deadlines, and applications. ● Conduct regular reviews to keep content current. ● Collect user feedback to improve navigation and content clarity.
	Throughout the 25-26 School Year: Strategically increase parent and student awareness of advanced academic opportunities by launching a district-wide campaign and tracking engagement across campuses. ● Develop and distribute an annual Advanced Academics Guide. ● Create a calendar with parent information nights at each secondary campus. ● Share opportunities via newsletters, social media, videos, and school apps. ● Include student and parent testimonials in outreach materials. ● Track attendance and feedback from events and adjust strategies as needed.
	By June 2026: Increase the percentage of students meeting college-readiness by 3% *from 41% to 44% in 2026.* ● Provide professional development for AP and OnRamps teachers on advanced academic instruction. ● Use data to identify underrepresented students for participation in advanced coursework. ● Offer weekend and summer academic readiness academies. ● Offer SAT prep workshops and TSI boot camps at all high schools during school year and summer. ● Monitor and compare district progress to state and regional data annually. ● Provide instruction in TSIA2 and SAT test-taking strategies during designated prep sessions.
Advising Services (7th-12th Grades)	**By the End of the 25–26 School Year: 90% of students in grades 5-12 will participate in academic and college advising sessions through full implementation of SchooLinks.** ● Train 100% of the counselors on SchooLinks tools ● Create a college/career advising calendar per grade level for the 2026-2027 school year. ● Require at least one advising conference per semester per student. ● Include goal setting and college/career interest inventories in advisory periods. ● Evaluate the advising program annually for effectiveness through student feedback. ● Develop a comprehensive advising calendar that includes sessions during advisory periods.

GOALS
2025-2026
Curriculum & Instruction

Focus Area	Performance Goals/Key Performance Indicators
Math and Reading/Language Arts	**By May 2026: Increase the percentage of students performing at the "Meets Grade Level" standard in math and RLA by 2% districtwide, relative to the State and Regional averages.** ● Provide targeted writing and math intervention support across grade levels. ● Implement writing across the curriculum initiatives. ● Track student progress through CFAs and other interim assessments. ● Provide coaching and PLCs focused on effective math and writing strategies. ● Align instructional materials with TEKS and STAAR readiness standards.
Writing	**By the End of the 25-26 School Year: The district will increase the percentage of elementary students scoring a 4 or higher on Extended Constructed Responses (ECRs) from 45% to 47%, and the percentage of secondary students scoring a 6 or higher on Extended Constructed Responses (ECRs) from 53% to 55%.** ● Provide district and/or campus based professional development across the district on writing process through core content. ● Teach and model the writing process – Guide students through planning, drafting, revising, and editing in grades 2^{nd} -10^{th}. ● Use mentor texts and daily writing – Show strong examples and give frequent practice to encourage students to answer the prompts. ● Give focused feedback – Target 1–2 key improvements for each piece of writing.
	By May 2026: Increase the percentage of students demonstrating expected or accelerated growth in Domain IIA by 3% districtwide, relative to the State and Regional averages. ● Use MAP and local assessment data to identify students in need of accelerated support. ● Provide individualized intervention plans based on student growth projections. ● Train STAAR-tested area teachers on growth-focused instruction and progress monitoring in PLCs throughout the year. ● Implement tutoring and acceleration programs during and after school. ● Monitor growth data at the end of each interim assessment
Leadership Development	**By the End of the 25–26 School Year: All campus administrators will participate in leadership development sessions to strengthen leadership capacity through the application of strategies in coaching, PLCs, and professional practice, with principals selecting up to three targeted areas for continued growth**. ● Principals ○ Provide monthly leadership workshops aligned to TEA Principal Standards and district priorities through ILT and Studio Sessions. ○ Create leadership PLCs by level (elementary, middle, high) focused on instructional leadership, data use, and staff development. ○ Use rotating facilitators (district leaders, external experts, high-performing principals) to model diverse perspectives. ○ Administrators will select up to three targeted areas of growth and develop an implementation plan. ○ Maintain leadership journals/scrapbooks for administrators to document reflections and link new learning to daily practice. ○ Conduct mid-year and end-of-year leadership showcases where principals present evidence of growth. ● Assistant Principals ○ Provide monthly leadership development through AP Institute

GOALS
2025-2026
Curriculum & Instruction

Focus Area	Performance Goals/Key Performance Indicators
New Leader Onboarding Curriculum	**Starting August 2025: Each new assistant principal, principal and director will be assigned an experienced mentor and/or coach. Each will receive job-embedded coaching throughout the 2025-2026 school year.** ● The district will utilize the Effective Schools Framework (ESF) as the onboarding curriculum which includes the essential actions for principals. ● Define leadership competencies and district expectations. ● Design a yearlong onboarding calendar with monthly topics. ● Assign experienced mentors to each new leader. ● C&I and DAOs will provide access to district systems, resources, and templates. ● Evaluate onboarding success through feedback surveys and performance data. ● The AP meetings will include a professional development and leadership component. ● Second year principals will receive a structured monthly check-in (outside of ILT) by their DAO to support their leadership development.
Accountability and Documentation of Administrators	**Starting October 2025: HR will train 100% of all district administrators on effective and timely documentation.** ● Develop a standardized documentation tool or platform. ● Train administrators on expectations and timelines. ● Include documentation in monthly leadership meetings and check-ins. ● Align documentation with campus improvement plans and evaluations. ● Monitor and provide feedback on documentation quality and follow-through.

Hays CISD Student Achievement Goals 2025-2026

	STATE 2025 Results			REGION 13 2025 Results			HAYS CISD 2025 Results			2025-2026 District Goal		
	App	Me	Ma	App	Me	Ma	App	Me	Ma	App	Me	Ma
3 Reading	82	54	24	82	54	24	79	55	27	82	57	28
3 Math	69	44	19	69	44	19	67	42	17	70	44	18
4 Reading	82	54	24	82	54	24	83	56	27	86	58	28
4 Math	68	45	23	68	45	23	68	45	22	71	47	23
5 Reading	77	58	30	77	58	30	80	63	36	83	63	36
5 Math	72	45	21	72	45	21	73	44	20	76	46	21
5 Science	59	21	2	59	21	2	60	22	8	63	24	9
6 Reading	75	54	28	75	54	28	77	55	27	80	57	28
6 Math	71	37	15	71	37	15	71	34	13	74	36	14
7 Reading	74	52	27	74	52	27	76	55	28	79	57	29
7 Math	53	32	11	53	32	11	40	14	1	43	16	2
8 Reading	80	57	31	80	57	31	83	59	33	86	61	33
8 Math	68	44	17	68	44	17	73	48	19	76	50	20
8 Science	71	46	18	71	46	18	76	49	19	79	51	20
8 Soc. Stu.	56	30	16	56	30	16	56	28	15	59	30	16
English I	67	52	16	67	52	16	70	56	18	73	58	19
Algebra I	76	47	29	76	47	29	82	58	38	85	60	38
Biology	91	62	21	91	62	21	92	64	19	92	64	20
English II	72	57	9	72	57	9	77	63	9	80	63	10
US History	94	68	37	94	68	37	95	71	41	95	71	41

SY2526 goals are based on an increase of 3% at the Approaches Level, 2% at Meets, and 1% at Masters over Spring 2025 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

College Readiness

(Lagging Data)

		Class of 2022		Class of 2023 Goal		Class of 2023 Actual		Class of 2024 Goal		Class of 2024 Actual		Class of 2025 Goal	
		# Met	%age	# Met	%age	# Met	%age	# Met	%age	# Met	%age	# Met	%age
TSI Criteria (Met TSI criteria in BOTH ELA/Reading and Mathematics)		445	31	550	31	612	37	656	40	730	41	779	44
TSI Criteria ELA/Reading	Met TSI criteria for at least one indicator in ELAR	660	45	941	53	975	60	1033	63	1033	58	903	51
	Met TSIA criteria - ELAR	271	19	267	15	308	19	361	22	281	16	390	22
	Met SAT criteria - ELAR	520	36	640	36	640	39	689	42	675	38	726	41
TSI Criteria Math	Met TSI criteria for at least one indicator in Math	471	32	589	33	678	40	705	43	786	44	832	47
	Met TSIA criteria - Math	243	17	242	14	242	18	344	21	384	22	443	25
	Met SAT criteria - Math	251	17	320	18	322	20	377	23	331	19	407	23
AP/IB Examination Met criterion score on an AP/IB exam in any subject		284	19	276	15	276	17	328	20	307	17	354	20
Dual Course Credits Earned credit for ≥ 3 hours in ELA or Maths or 9 hours in any subject		133	9	203	11	214	13.0	262	16	216	12.0	336	19.0
OnRamps Dual Enrollment Course Completed an OnRamps course & qualified for ≥3 hours in any subject		17	1.0	50	4.0	100	6.0	148	9.0	135	8.0	195	11.0

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

IBC	Class of 2025	Class of 2026
Completers	27%	30%

CCMR %	Class of 2024	Class of 2025	Class of 2026
District	80%	75%	81%

TELPAS	2026 Goal
1st GRADE	53%
2nd GRADE	34%
3rd GRADE	67%
4th GRADE	52%
5th GRADE	64%
6th GRADE	38%
7th GRADE	62%
8th GRADE	46%
9th GRADE	42%
10th GRADE	42%
11th GRADE	37%
12th GRADE	40%

TELPAS Writing changed how TEA calculated the English Language Proficiency (ELP) for 2023-2025. TEA plans to revert to prior methodology for comparing Composite Scores for 2026 TELPAS ELP.

CIRCLE Reading & Math

	2025 EOY On Track	2026 EOY Goal
Pre-K	77%	80%

mCLASS Reading

	2025 EOY TIER 1	2026 EOY Goal
ENG LIT - K	67%	70%
ENG LIT - 1	70%	73%
ENG LIT - 2	64%	67%
SPN LIT - K	75%	78%
SPN LIT - 1	64%	67%
SPN LIT - 2	71%	74%
mCLASS K-2	67%	70%

MAP Math

	2025 EOY TIER 1	2026 EOY Goal
MATH - K	67%	70%
MATH - 1	61%	64%
MATH - 2	59%	62%
MAP K-2	63%	66%

"On Track" for CIRCLE

Avg or Higher Achievement

At Benchmark or Higher for mCLASS

	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%	36%	39%	42%
White	67%	69%	71%	73%	75%
Asian	73%	75%	75%	77%	79%
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%	32%	35%	38%
White	58%	60%	62%	64%	66%
Asian	58%	60%	62%	64%	66%
Special Education	19%	22%	25%	28%	31%
EB	28%	31%	31%	34%	37%
EcoDis	27%	30%	33%	36%	39%

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

HB3 requires that school boards set 5-year goals in the areas of Grade 3 Reading, Grade 3 Math, and CCMR.

Goals can be adjusted at any point during the 5-year period as new data becomes available.

*Change in IBC rules affected CCMR growth

Domain IIA	2025 %	2026 Goal
Overall	68	71
Reading	68	71
Math	67	70

STAAR Writing	2025 %	2026 Goal
Elementary ECR score 4 or Higher	45%	50%
Secondary ECR score 6 or Higher	53%	58%

GOALS
2025-2026
Finance

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

Focus Area	Performance Goals/Key Performance Indicators
Financial Status Reporting	**25/26 School Year** • Create a status report indicating "where we are" compared to "where we should be". Rebuild community trust of the HCISD finances by providing and teaching clear and concise financial information from knowledgeable employees. The district must be financially sustainable to meet current financial obligations as well as save for future years for growth and increased costs. Periodic status reports will be provided.
	25/26 School Year • Improve fiscal management of anticipated budget deficits. Cash flow will be monitored daily and monthly. Funds are required to pay the General Operating payroll and other bills during the year. Financial recovery plan includes obtaining a $31.5 million Tax Anticipation Note (TAN) in August 2025, and pass a Tax Rate Election (TRE) in November 2025. This TRE will increase the M&O tax rate by 12 cents which will provide approximately $26 million more in General Funds annually. Additional funding will allow the district to appropriately fund the educational program to include staff, programs, safety, and rebuild the fund balance within 3 years. Starting in year 4, the additional funds will continue to fund increased staff and programs and new schools and save for future cost increases for this district that grows 5% more annually.
	25/26 School Year • Create user-friendly reports that are simple to digest, covering budget amendments and robust budget presentations. Annual and periodic financial statements will be provided and explained as we complete the 24/25 fiscal year, work through 25/26 and to provide a balanced budget for 26/27.
	25/26 School Year • Create a quarterly status report of outlying fund balance growth. Periodic anticipated fund balance reports will be provided and monitored showing encumbrances from fund balance.
Build Leadership Capacity	**25/26 School Year** • Build leadership capacity within the Finance Team. Employees will be provided with embedded learning opportunities from their CFO and other staff. They will be provided opportunities to acquire professional development through TASBO mentoring webinars, other webinars, classes, programs, and conferences. Will be hiring for open positions as necessary and training for succession planning.
Financial Transparency	**25/26 School Year** • Provide increased transparency related to the cost of opening a new school, and how that impacts our budget. Estimated General Fund costs will be provided as needed.

	25/26 School Year
	• Develop a plan to address
	  ○ salary compression when making changes to pay grades
	  ○ stipends
	  ○ health care costs
	Compensation Plan is developed annually. The HR and Finance divisions will collaborate during 25/26. Compensation and stipends will be included on the 26/27 compensation plan. Working with third party administrator to consider bringing a self-funded health insurance plan that will provide lower premiums for the district and employees and provide better coverage.

GOALS
2025-2026
Safety & Security

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

Focus Area	Performance Goals/Key Performance Indicators
Incident Command System (ICS)	**First 60 Days of School Year:** Establish, train, evaluate, and update the utilization of the Incident Command System (ICS) at the campus level for all administrative staff. This initiative will involve comprehensive engagement from the Safety & Security (S&S) team, with support from the School Resource Officer (SRO) division. Each campus EOP will be reviewed in the first 60 days of school to determine compliance.
	End of 25-26 School Year: Each drill conducted by the campus will be reviewed via the established drill criteria, prepared after-action report and evaluated for testing and successfully completing the ICS standards. HCISD campuses each have 13 mandatory drills during the school year. All will be evaluated.
Safety & Security Summit	**Summer 2026:** Our new website is restrictive in the creation of a centralized S&S clearinghouse. The S&S team, in collaboration with C&I and IT has pivoted by developing an internal system for our staff. This includes robust training at an annual event and throughout the school year as needed. The training provides district administrators with access to key S&S materials, instruction, and collaborative discussion to ensure compliance, consistency, and completeness across all campuses. This material is updated and enhanced as additional information becomes available or is needed. Additionally, the SRO and S&S teams are developing targeted presentations for specific student populations to address a rise in illegal violations, particularly the increase in VAPE/e-cigarette incidents.
District Emergency Operations Plan (EOP)	**October 2025:** Develop a new District Emergency Operations Plan (EOP) based on the Texas School Safety Center (TSSC) template. This will be completed by October 2025 for submission to TSSC.
Enhance Perimeter Safety	**Throughout the 25/26 School Year:** The goal is to protect students during school hours, special events, and after-hours activities. This strategy will include the installation and/or improvement of access control systems (e.g., access cards), surveillance cameras, and perimeter fencing. Successful implementation will require collaboration among multiple HCISD departments. These areas are following district processes, dates and contractor capabilities. This is a fluid process.
Leverage Grant and Bond Funding	**Throughout the 25/26 School Year:** In collaboration with the Finance Dept, and Bond Personnel, our team will continue to identify and leverage grant and bond funding to exceed the minimum safety standards outlined by the Texas Legislature and Texas Education Agency (TEA). The district remains committed to implementing higher safety standards that reflect our local expectations and needs.
HB 3 Compliance	**Multi-year goal** for 100% compliance: Current positions: 15 positions (14 filled). Requesting Hays County hire for current open schools (2 each HS, 1 each school): • 25/26 SY – staff five additional officers • 26/27 SY – staff six additional officers

GOALS
2025-2026
Communication

<u>Community Relations</u>: The district will promote a welcoming culture through positive engagement, public service, and responsive communication.

Focus Area	Performance Goals/Key Performance Indicators
Community Relations & Engagement	**Dedication of the Merideth Keller Board Room:** Prepare for the celebration, honoring its namesake
	August 2025 – Ribbon Cutting at Elementary # 17 - Ramage ES • Prepare for the celebration of the opening of this campus and honoring its namesake
	25/26 School Year – Hays Education Foundation • Provide the opportunity for the Hays Education Foundation to update the Board of Trustees at the September and April Board meetings *We changed this to 1X a year/like other organizations/programs and having them update us via board blog*
	25/26 School Year: Webpage • Streamline the user experience related to the new website, for example fixing broken links that are within the control of the district once the district has been made aware that a link is broken • Consider chatbot using AI to help users navigate District resources for search engine optimization (cost dependent)
Support Growth Processes & Initiatives	**Spring 2026 – School Naming** • Detailed review and potential changes to current district building naming policy • Conduct a naming process for elementary #18, comprehensive high school #4, and other facilities or parts of facilities as appropriate • Research and consider options to sell naming rights to parts of facilities or entire schools
	Spring 2026 – Expansion of FBOC and Bond Projects Website Presence • Build out the Facilities and Bond Oversight Committee page to a complete website of its own similar to a campus rather than just a page. This site would feature additional construction project tracking pages and a robust bond history page.
Special Projects	**Fall 2025 – Tax Rate Election (TRE)** • Prepare information and coordinate the election process for a potential TRE on the November ballot, should the Board choose to call for the election.
	2025/2026 School Year – Customer Service Support • Continue to provide customer service training and support for District campuses and departments in the form of a Customer Service Crew Summit.
	2025/2026 School Year – Administrative Procedure Process • Create a public facing platform to make district administrative procedures accessible. Additionally, codify the process by which procedures are adopted and updated. And, maintain the archive of procedure changes.
	Spring 2026 – Create the 2026/2027 and 2027/2028 School Calendars • Conduct the process to create recommended school calendars for the upcoming next two years. Process will be supported by the District Leadership Team (DLT) and parent and community surveys. The Board will have the final vote on calendars no later than the February 2026 business meeting.
	Spring 2026 – Enhancements to Volunteer Programs • Reengage the district's status as an awarding organization for the President's Volunteer Service Awards Program if it is reinstated at the federal level. The program appears to be suspended at this time by the current administration. If not, explore other potential volunteer recognition opportunities that are based on the number of service hours, or create a local program for volunteers and students that is similar. Assist students with volunteer opportunities and help recording hours that will apply toward their transcripts.

GOALS
2025-2026
Communication

Focus Area	Performance Goals/Key Performance Indicators
Excellence in Essential Duties	**2025/2026 School Year – Continue to Provide Award Winning Products** • The Communication Department 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 request processing, 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.

GOALS
2025-2026
Human Resources

<table>
<tr><th>Focus Area</th><th>Performance Goals/Key Performance Indicators</th></tr>
<tr><td rowspan="3">Strategic Staffing</td><td>25/26 School Year
Continue to build upon the previous year's success of a 23% reduction in hiring time to identify other potential efficiencies to reduce the onboarding workflow from interview to start date, specifically with hard-to-fill positions. The Chief HRO will provide an update to the Board at end of year.</td></tr>
<tr><td>Beginning October 2025
Partner with the Finance Department to develop a draft strategic staffing plan for the next three years that addresses the realities of a depleted fund balance and an overextended personnel budget that includes two potential options, dependent upon whether or not the TRE passes, to reduce the percentage of general operating expenditure budget devoted to personnel by 2% by the end of the fiscal year. Additionally, the plan would have strategies to decrease the percentage of general operating expenditure budget devoted to personnel from 89% to 80% by 2028.
A draft plan will be shared with the Superintendent by October 10. A final plan would be provided to the Superintendent, by December 5 when we know the outcome of the TRE, the updated PEIMS snapshot data, and the annual financial report from 2024-2025.
<u>If TRE Passes</u>:
In November, the district would implement changes in Frontline for pay increases, including retroactive pay, for the December payroll.
In January, the district would reinstate the K4 Capacity Incentive from that month forward.
In February, the district would draft updated staffing formulas for the 26-27 year, working in partnership with Finance to ensure appropriate financial support.
In March, the district would begin marketing critical positions for 26-27 school year based upon updated staffing formulas.
<u>If TRE Does Not Pass</u>:
In November, the district would begin discussions to identify appropriate cuts in staff and programming. The district would also institute a formal hiring freeze for non-essential positions, first eliminating positions through attrition.
In December, the district would provide information to the Board regarding suggested cuts in staffing and programming. Additionally, the district would explore the cost and benefit of contracting services vs keeping services in-house.
In January, the Board would consider declaring financial exigency, providing the district the ability to implement a reduction in force.
In February, the district would begin notifications to affected staff.</td></tr>
<tr><td>Fall 2028
Decrease the percentage of general operating expenditures budget devoted to personnel from 87% to 80% by 2028.</td></tr>
<tr><td rowspan="3">Self-Funded Insurance Plan</td><td>Fall 2025
Partner with the Chief Financial Officer and the Superintendent to begin exploring options for self-funded insurance plan for employees</td></tr>
<tr><td>Spring 2026
Identify best options and begin required processes; begin communication end of spring</td></tr>
<tr><td>Summer 2026
Launch New Health Insurance</td></tr>
<tr><td>Enhance Onboarding</td><td>Spring 2026
Partner with Professional Development/C&I to develop training & enhanced onboarding for leaders and aspiring leaders—instructional and non-instructional, launching by Spring 2026.</td></tr>
</table>

GOALS
2025-2026
Operations

Focus Area	Performance Goals/Key Performance Indicators
Planning and Construction	• Implement 2025 Bond Plan by 2029 • Continuously develop Bond support details for 2027 Bond Program • Provide clear and consistent communication, specifically in the event of a construction price change prior to each Board Meeting • Identify general fund costs to be recoded to interest and sinking fund by June 1, 2026, if required • Improve way finding when campuses are under construction within 30 days of mobilization based on vetted life-safety plan • Promotion of “Bonds at Work” signage on work sites within 30 days of mobilization • Prioritize Academic-based projects with FBOC input based on Demographic Data for 2027 Bond • Continuously leverage staff and resources for project/program management
Transportation	• Finish “seatbelt” plan by receiving additional buses when 2025 Bond funds are available • Continuously develop positive culture in the department • Continue to support annual staff development through participating in professional organizations and events • Continuously grow and improve communication and collaboration with campuses and other district entities
Custodial Services	• Continuously monitor Senior Head Custodian positions at ASC/LHS, JHS/CHES, HHS/LOA • Implement ABM custodial staffing at Ramage by school start Fall 2025 • Begin succession planning for Custodial Director in 2025 for 2028 handoff • Conduct Annual Hazardous communication training for all current team members per State of Texas Requirements and within 30 days of employment for new hires.
Maintenance	• Continuously Improve staff training and development • Transition to new Commercial Maintenance Management System (Brightly) to track equipment history, schedule maintenance, and manage inventory effectively, including warranty by school start Fall 2025 • Complete action items related to security audits within timeline allowed by state • Maintain Cycle Replacement Plans annually
Mechanical, Electrical and Plumbing	• Continue and improve MEP comprehensive asset management plan to track equipment lifespans, schedule replacements, and manage spare parts inventory. Including bond support by school start Fall 2025 • Continuously develop a hybrid preventive maintenance program combining in-house teams and contractors to ensure MEP system efficiency, longevity, and safety across all district facilities. • Provide ongoing annual training and development opportunities for maintenance staff to enhance their skills ensure they are equipped to handle tasks and address potential knowledge gaps. • Continue to conduct annual campus-based energy audits to identify specific areas for improvement. • Develop Bond Support Details for 2027 Bond
Grounds and Pest Control	• Train district staff annually on IPM principles and practices, emphasizing their roles in reporting pest sightings and implementing preventative measures like proper sanitation and waste management. • Continuously enhance water conservation and reducing irrigation needs. • Continuously cross-Train Grounds and Athletic Grounds maintenance teams starting March 2025 • Continuously develop bond support details for 2027 Bond Cycle

GOALS
2025-2026
Technology

Focus Area	Performance Goals/Key Performance Indicators
Advance Phase 2 of the Sound Systems Project.	**End of 25/26 School Year:** This multi-phase project aims to standardize and upgrade audio systems in gyms and cafeteria stages across all campuses. This project ensures consistent functionality and ease of use, enabling campuses to host meetings, trainings, performances, and athletic events. The 2025 Bond will fund Phase 2. • Hays HS Bales Gym • Hays HS Red Gym • Lehman HS Silver Gym • Lehman HS Blue Gym • Barton MS Gym • Dahlstrom MS Gym • Simon MS Gym • Wallace MS Gym
Begin Districtwide Network Switch Upgrade	**End of 25/26 School Year:** Initiate a comprehensive network upgrade across all campuses upon the release of the 2025 Technology Bond funds. These switches are the foundation that supports telephones, security cameras, wireless, and network access. The current switches are at end-of-life, no longer capable of receiving security updates or hardware repairs. The new switches will support phones, security systems, wireless access, and instructional technologies—ensuring stable and secure connectivity for students, staff, and administrators. • Lehman HS • PAC • Facilities • Transportation • Child Nutrition
Support District Construction Projects	**End of 25/26 School Year:** The Technology Department will continue to be an active participant in Hays CISD's construction initiatives. In a rapidly growing district, planning for technology integration within construction projects is crucial. We will collaborate with consultants on network design for new schools and facility additions. Conduct on-site walkthroughs to verify proper implementation of technology infrastructure. Deploy and configure essential network hardware including routers, switches, wireless access points, servers, and security cameras. • Johnson HS Addition • Lehman HS Fine Arts Addition • Hemphill ES Additions and Renovations • Kyle ES Additions and Renovations • Tom Green ES Additions and Renovations Planning and collaboration with Construction/Architects for: • Fuentes ES • Elementary #18 • Middle School Additions and Renovations • High School Additions and Renovations • High School #4 • Multipurpose Activity Centers
Campus Safety and Emergency Preparedness	**Late August 2025:** Partner with the Chief Safety and Security Officer and other departments to implement and support safety technologies that mitigate risks and enhance emergency response capabilities. The Technology Department will assist with the conversion from Navigate 360 to the Raptor Emergency Management System. We will support the implementation and deployment of the panic button software to all staff computers. • Raptor Alertus Emergency Management Program: Live Test and Implementation

GOALS
2025-2026
Technology

Focus Area	Performance Goals/Key Performance Indicators
Enhance Cybersecurity Posture	**Throughout 25/26 School Year:** With over 200,000 threats blocked daily, Hays CISD must remain vigilant against evolving cyberattacks. The Technology Department will continue to implement solutions that improve threat detection, support advanced encryption, enhance user authentication methods, and foster a culture of cybersecurity awareness within our school district.
Technology Funding Opportunities	**Throughout the 25/26 School Year:** Secure sustainable funding for technology remains an ongoing challenge. The Technology Department will continue to seek alternative funding sources and grant opportunities. We will leverage available E-Rate Category 2 and bond funds to deliver technology resources for the Hays CISD. We will continue to align funding strategies with district goals to ensure equitable access to technology resources across all campuses.