

HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES

Notice is hereby given that a meeting of the Board of Trustees of the Hays Consolidated Independent School District will be held on October 19, 2026 beginning at 5:30 PM at Hays CISD Merideth Keller Board Room, 21003 IH 35, Kyle, TX 78640.

If during the course of the meeting, discussion of any item on the agenda should be held in a closed session, the Board will adjourn to a closed session in accordance with the Texas Open Meetings Act, Texas Government Code Section 551, Subchapters D and E or Texas Government Code Section 418.183(f). Before any closed session is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions or decisions will be taken in open meeting. Policy BEC Legal attached.

The subjects to be discussed, considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

- A. CALL TO ORDER: Establish a quorum
- B. PLEDGE OF ALLEGIANCE TO UNITED STATES AND TEXAS FLAGS

United States Flag Pledge:

I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation, under God, indivisible, with liberty and justice for all.

Texas Flag Pledge:

Honor the Texas flag, I pledge allegiance to thee, Texas, one state under God, one and indivisible.

- C. MISSION STATEMENT
Hays CISD Makes it 100% Possible
- D. SOCIAL CONTRACT

The Board will:

Trust Positive and Noble Intent

Engage with Respect, Professionalism, and Purpose

Act with Accountability and a Growth Mindset

Model Unity as District Ambassadors

- E. PUBLIC FORUM

It is the policy of the Board that, if members of the public wish to address the Board in Public Forum, they must complete and submit the Request to Address the Board of Trustees form (green sheet). This form may be obtained at the entrance to the Boardroom and must be submitted to Tim Savoy, Chief Communication Officer, at the entrance prior to the start of the meeting. Public participation in Board meetings is limited to the Public Forum portion of the meeting agenda, as is provided in Board policy.

Please be aware that the audio and video of Public Forum are recorded as part of the recording of the entire meeting and is published on the District's website without alteration. A person who chooses to speak in Public Forum consents to the online publication of their comments.

- F. PUBLIC HEARING and presentation of the Hays CISD 2025-2026 Financial Integrity Rating System of Texas
(Presentation of the FIRST Information is scheduled for October 19, 2026)

- G. CLOSED SESSION

1. Discussion regarding matters related to the Search for Superintendent of Schools pursuant to Tx. Gov't Code Section 551.074
2. Deliberation regarding safety and security, including security personnel, systems, infrastructure, and/or devices, pursuant to Tx. Gov't Code Section 551.076

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3.	Deliberation regarding the Superintendent's recommendations for employment, resignations, extended leave, and personnel matters, pursuant to Tx. Gov't Code Section 551.074	
H.	RECONVENE IN OPEN SESSION - immediately following Closed Session	
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	Marivel Sedillo, Jaime Kinslow	
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	Per Board Policy BE all items listed as consent items are considered to be routine by the Board and shall be enacted with one motion. There shall be no separate discussion unless a Board member so requests, in which event the item shall be removed as a consent item and considered as an individual item on the regular agenda.	
1.	Consideration and possible adoption of the 2026-2027 District Improvement Plan containing District Performance Objectives and Student Performance Goals	37
	Marivel Sedillo	
2.	Review and possible approval of the Campus Improvement Plans containing Student Performance Objectives and Strategies	76
	Marivel Sedillo, Stephanie Norris	
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	Max Cleaver, Cassandra Behr, Anston Shockley	
b.	Consideration and possible approval of the purchase of Microsoft Products and Licenses - Software House International	82
	Alan Duerr	
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	Deborah Ottmers	
5.	Consideration and possible approval of Budget Amendments	87
	Deborah Ottmers	
6.	Consideration and possible approval of the Minutes of Board of Trustees Meetings	89
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	Christina Courson	
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a.	Consideration and possible approval of the Superintendent's recommendations to contractually employ Administrative Personnel	102
	Christina Courson, Dr. Eric Wright	
3.	Consideration and possible approval of a proposed plan to make Limited School Attendance Boundary Changes affecting Johnson High School, Lehman High School, Chapa Middle School, McCormick Middle School, Sunfield Elementary School, and Tom Green Elementary School	103
	Tim Savoy, Max Cleaver	
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	Christina Courson	
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	Max Cleaver, Nathan Wensowitch	

8.	Consideration and possible approval of the selection of a Design Professional for Turf and Track Replacement at Hays High School - CEI Engineering Associates Max Cleaver, Nathan Wensowitch	141
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	October 26, 2026 @ 5:30PM	
	November 16, 2026 @ 5:00PM	
	December 7, 2026 @ 5:00PM	
	<i>TUESDAY</i> , January 19, 2027 @ 5:30PM	
	January 25, 2027 @ 5:30PM	
	<i>TUESDAY</i> , February 16, 2027 @ 5:30PM	
	February 22, 2027 @ 5:30PM	
	March 29, 2027 @ 5:00PM	
	April 19, 2027 @ 5:30PM	
	April 26, 2027 @ 5:30PM	
	<i>TUESDAY</i> , May 11, 2027 @ 5:30PM	
	May 17, 2027 @ 5:30PM	
	June 21, 2027 @ 5:30PM	
	June 28, 2027 @ 5:30PM	
	July 26, 2027 @ 5:00PM - <i>Special Meeting: Superintendent Evaluation</i>	
P.	ADJOURN	

This notice was posted in compliance with the Texas Open Meetings act on: Tuesday, October 13, 2026 @ 2:30PM

Exceptions for Closed Meetings

A board may conduct a closed meeting for the purposes described in the following provisions.

Attorney Consultation

A board may conduct a private consultation with its attorney only when it seeks the attorney's advice about pending or contemplated litigation or a settlement offer or on a matter in which the duty of the attorney to the board under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with the requirement for open meetings. *Gov't Code 551.071* [See BE for permissible methods of communication for attorney consultations]

Real Property

A board may conduct a closed meeting to deliberate the purchase, exchange, lease, or value of real property if deliberation in an open meeting would have a detrimental effect on the board's position in negotiations with a third person. *Gov't Code 551.072*

Prospective Gift

A board may conduct a closed meeting to deliberate a negotiated contract for a prospective gift or donation to a district if deliberation in an open meeting would have a detrimental effect on the board's position in negotiations with a third person. *Gov't Code 551.073*

Personnel Matters

A board is not required to conduct an open meeting to deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee or to hear a complaint or charge against an officer or employee. However, a board may not conduct a closed meeting for these purposes if the officer or employee who is the subject of the deliberation or hearing requests a public hearing. *Gov't Code 551.074*

The closed meeting exception for personnel matters does not apply when a board discusses an independent contractor who is not a school employee, such as an engineering, architectural, or consultant firm, or when a board discusses a class or group of employees, not a particular employee. *Atty. Gen. Op. MW-129 (1980), Atty. Gen. Op. H-496 (1975)*

Note: For restrictions on attendance by student trustees at closed meetings, see AIC

Employee-Employee Complaints

A board is not required to conduct an open meeting to deliberate in a case in which a complaint or charge is brought against a district employee by another employee and the complaint or charge directly results in the need for a hearing. However, a board may not conduct a closed meeting for this purpose if the employee against whom the complaint or charge is brought makes a written request for an open hearing. *Gov't Code 551.082*

Student Discipline

A board is not required to conduct an open meeting to deliberate in a case involving discipline of a public-school child. However, a board may not conduct a closed meeting for this purpose if the child's parent or guardian makes a written request for an open hearing. *Gov't Code 551.082*

Personally Identifiable Student Information

A board is not required to conduct an open meeting to deliberate a matter regarding a student if personally identifiable information about the student will necessarily be revealed by the deliberation.

Directory information about a public-school student is considered to be personally identifiable information about the student for this purpose only if a parent or guardian of the student, or the student if the student has attained 18 years of age, has informed a district that the directory information should not be released without prior consent. [See FL]

This exception does not apply if an open meeting about the matter is requested in writing by a parent or guardian of the student or by the student if the student has attained 18 years of age.

Gov't Code 551.0821

Medical or Psychiatric Records

A board that administers a public insurance, health, or retirement plan is not required to conduct an open meeting to deliberate: 1. The medical records or psychiatric records of an individual applicant for a benefit from the plan; or 2. A matter that includes a consideration of information in the medical or psychiatric records of an individual applicant for a benefit from the plan. *Gov't Code 551.0785*

A board is not required to conduct an open meeting to deliberate:

1. The deployment, or specific occasions for implementation, of security personnel or devices, or
2. A security audit

Gov't Code 551.076

Security

A board is not required to conduct an open meeting to deliberate:

1. The deployment, or specific occasions for implementation, of security personnel or devices; or
2. A security audit.

Gov't Code 551.076

A board is not required to conduct an open meeting to deliberate:

1. Security assessments or deployments relating to information resources technology;
2. Network security information as described by Government Code 2059.055(b); or
3. The deployment, or specific occasions for implementation, of security personnel, critical infrastructure, or security devices.

Gov't Code 551.089

Cybersecurity

A board is not required to conduct an open meeting to deliberate a cybersecurity measure or policy. "Cybersecurity" means the measures taken to protect a computer, computer network, a computer system, or other technology infrastructure against unauthorized use or access. *Gov't Code 551.0761*

Critical Infrastructure Facility

A board is not required to conduct an open meeting to deliberate a contract solely intended to protect a critical infrastructure facility located in the jurisdiction of the district. "Critical infrastructure facility" means a communication infrastructure system, cybersecurity system, electric grid, electrical power generating

facility, substation, switching station, electrical control center, dam, natural gas and natural gas liquids gathering, processing, and storage transmission and distribution system, hazardous waste treatment system, water treatment facility, water intake structure, wastewater treatment plant, pump station, or water pipeline and related support facility, equipment, and property. *Gov't Code 551.0761*

Assessment Instruments

A board shall conduct a closed meeting to discuss or adopt individual assessment instruments or assessment instrument items. *Education Code 39.030(a)*

Emergency Management

A board is not required to conduct an open meeting to deliberate information confidential under Government Code 418.175– 418.182, relating to Homeland Security. However, a board must make a tape recording of the proceedings of a closed meeting held to deliberate the information. *Gov't Code 418.183(f)*

Economic Development Negotiations

A board is not required to conduct an open meeting:

1. To discuss or deliberate regarding commercial or financial information that the board has received from a business prospect that the board seeks to have locate, stay, or expand in or near a district and with which the board is conducting economic development negotiations; or
2. To deliberate the offer of a financial or other incentive to such a business prospect.

Gov't Code 551.087

Procedures for Closed Meetings

If a closed meeting is allowed, a board shall not conduct the closed meeting unless a quorum of the board first convenes in an open meeting for which proper notice has been given [see BE] and the presiding officer has publicly announced that a closed meeting will be held and has identified the section or sections of Government Code Chapter 551 (Open Meetings Act) or other applicable law under which the closed meeting is held. *Gov't Code 551.101*

Vote or Final Action

A final action, decision, or vote on a matter deliberated in a closed meeting shall be made only in an open meeting for which proper notice has been given. *Gov't Code 551.102* [See BE]

Certified Agenda or Recording

A board shall either keep a certified agenda or make a recording of the proceedings of each closed meeting, except for private consultation with a district's attorney. The certified agenda must include a statement of the subject matter of each deliberation, a record of any further action taken, and an announcement by the presiding officer at the beginning and end of the closed meeting indicating the date and time. A presiding officer shall certify that a certified agenda is a true and correct record of the proceedings. If a recording is made, it must include announcements by the presiding officer at the beginning and end of the meeting indicating the date and time. *Gov't Code 551.103*

"Recording" means a tangible medium on which audio or a combination of audio and video is recorded, including a disc, tape, wire, film, electronic storage drive, or other medium now existing or later developed. *Gov't Code 551.001(7)*

Closed meetings may not be recorded by an individual trustee against the wishes of a majority of a board. *Zamora v. Edgewood Indep. Sch. Dist., 592 S.W.2d 649 (Tex. App.—San Antonio, 1979, writ ref'd n.r.e.)*

Preservation

A board shall preserve the certified agenda or recording of a closed meeting for at least two years after the date of the meeting. If a legal action involving the meeting is brought within that period, the board shall preserve the certified agenda or recording while the action is pending. *Gov't Code 551.104(a)*

Public Access

A certified agenda or recording of a closed meeting is available for public inspection and copying only under a court order issued as a result of litigation involving an alleged violation of the Open Meetings Act. *Gov't Code 551.104(b), (c)*

Prohibitions

No board member shall participate in a closed meeting knowing that neither a certified agenda nor a recording of the closed meeting is being made. *Gov't Code 551.145*

No individual, corporation, or partnership shall without lawful authority disclose to a member of the public the certified agenda or recording of a meeting that was lawfully closed to the public. *Gov't Code 551.146*

No board member shall knowingly call or aid in calling or organizing a closed meeting that is not permitted under the Open Meetings Act, close or aid in closing a regular meeting to the public except as permitted under the Open Meetings Act, or participate in a closed meeting that is not permitted under the Open Meetings Act. *Gov't Code 551.144(a)*

Affirmative Defense

It is an affirmative defense to prosecution under Subsection 551.144(a) that a board member acted in reasonable reliance on a court order or a written interpretation of the open meetings law contained in an opinion of a court of record, the attorney general, or the board's attorney. *Gov't Code 551.144(c)*

DATE ISSUED: 11/11/2025

UPDATE 126

BEC(LEGAL)-P

HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Date: October 26, 2026

Agenda Item: E

Board Goal: N/A

Subject: Public Forum

Administrator Responsible/Position: Board Matter

A. Purpose of Agenda Item

☐ Action needed

☐ Information only

☒ Receive input

B. Authority for This Action:

☒ Local Policy BED

☒ Law or Rule

☐ N/A

The Board encourages comments from citizens of the District and from District employees.

Policy BED local states that audience participation at a Board Meeting is limited to the public comment portion of the meeting designated for that purpose. At all other times during a Board Meeting, the audience shall not enter into discussion or debate on matters being considered by the Board, unless requested by the presiding officer. An open forum will be conducted at each meeting. The Board shall allot approximately 30 minutes for comments from members of the public about school district concerns.

Any member of the public who wishes to address the Board in Public Forum must complete and submit the Request to Address the Board of Trustees form (green sheet). This form may be obtained at the entrance to the Board room and must be submitted to Tim Savoy, Chief Communication Officer, at the entrance prior to the start of the meeting. Public participation in Board meetings is limited to the Public Forum portion of the meeting agenda, as is provided in Board policy.

Board Policy DEC (LOCAL) sets the maximum time for any individual presentation as 5 minutes, unless decreased by the Board President prior to the start of public comment. In order to ensure efficiency in all meetings, our standard practice is to afford 3 minutes for speakers covering current agenda items and 2 minutes for speakers covering non-agenda items. Speakers with comments on posted agenda items will be called to speak first. Speakers with comments on items not posted for tonight's agenda will then be called to speak, if time permits.

Please be aware that the audio and video of Public Forum is recorded as part of the recording of the entire meeting and is published on the District's website without alteration. A person who chooses to speak in Public Forum consents to the online publication of their comments.

HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Date: October 26, 2026

Agenda Item: F

Board Goal: Finance

Subject: Public Hearing of the Hays CISD 2025-2026 Financial Integrity Rating System of Texas

Administrator Responsible/Position: Deborah Ottmers, Chief Financial Officer

A. Purpose of Agenda Item:

☐ Action needed

☒ Information only

☐ Receive input

B. Authority for This Action:

☐ Local Policy

☒ Law or Rule

☐ N/A

Title 19, Texas Administrative Code,
Chapter 109, subchapter AA

C. Goal or Need Addressed:

The Board will conduct a Public Hearing to discuss the Financial Integrity Rating System of Texas (FIRST). If members of the audience wish to address the Board regarding the FIRST, they may do so by requesting an opportunity to speak. Commentaries and/or questions are limited to the FIRST, and shall not exceed five minutes per speaker.

D. Summary:

☒ Previous board action relating to this item – October 2025 (presentation)

☒ Future action anticipated - Annually

☒ Background information –

This is the 22nd year of School FIRST, a financial accountability rating system for Texas school districts. Under School FIRST, every school district in Texas is required to prepare an annual financial management report that includes certain mandated information. A separate presentation/report is attached.

E. Comments Received:

☒ Cabinet

☐ DLT

☐ FBOC

☐ Teacher Org. Reps.

☐ Other

F. Administrative Recommendation:

There is no board action necessary. The school FIRST report/presentation is presented as an information item.

G. Fiscal Impact and Cost: Amount: N/A

H. Monitoring and Reporting Time Line:

Person responsible for evaluating this decision or action: Deborah Ottmers, Chief Financial Officer

I. Suggested Motion:

There is no board action necessary. The school FIRST report/presentation is presented as an information item.



Financial Integrity Rating System of Texas (FIRST)



**Public Hearing
October 19 and 26, 2026**

Data based on the Fiscal Year Ended June 30, 2025

PASSED

C – Meets Standard

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Financial Integrity Rating System of Texas

Overall Statistics

2025-2026 Status Counts

Status	Count	% Total	Enrollment	% Total Enrollment
Passed	999	98.13%	5,046,014	98.81%
Failed	19	1.87%	60,697	1.19%
Total	1,018	100.00%	5,106,711	100.00%

2025-2026 Rating Counts

Ratings	Count	% Total	Enrollment	% Total Enrollment
A = Superior Achievement	830	81.53%	4,320,587	84.61%
B = Above Standard Achievement	111	10.90%	431,428	8.45%
C = Meets Standard Achievement	58	5.70%	293,999	5.76%
F = Substandard Achievement	19	1.87%	60,697	1.19%
Total	1,018	100.00%	5,106,711	100.00%

2025-2026 ALL RESULTS BY INDICATOR

Indicator	Result	Count	% of Districts	Enrollment	% Total Enrollment	
1	Yes	1015	99.71%	5,098,023	99.83%	
	No	3	0.29%	8,688	0.17%	
2	Yes	1018	100.00%	5,106,711	100.00%	
	No	0	0.00%	-	0.00%	
3	Yes	1017	99.90%	5,105,500	99.98%	
	No	1	0.10%	1,211	0.02%	
4	Yes	1017	99.90%	5,103,075	99.93%	
	No	1	0.10%	3,636	0.07%	
5	Yes	1016	99.80%	5,104,491	99.96%	
	No	2	0.20%	2,220	0.04%	
6	Yes	982	96.46%	4,888,749	95.73%	
	No	36	3.54%	217,962	4.27%	
7		10	849	83.40%	3,963,103	77.61%
		8	53	5.21%	522,402	10.23%
		6	38	3.73%	224,881	4.40%
		4	29	2.85%	174,598	3.42%
		2	19	1.87%	94,023	1.84%
		0	30	2.95%	127,704	2.50%
		10	861	84.58%	3,966,916	77.68%
8		8	60	5.89%	292,108	5.72%
		6	48	4.72%	380,050	7.44%
		4	33	3.24%	382,574	7.49%
		2	12	1.18%	79,845	1.56%
		0	4	0.39%	5,218	0.10%
		10	965	94.79%	4,800,460	94.00%
		0	53	5.21%	306,251	6.00%
10		10	857	84.18%	4,954,295	97.02%
		0	161	15.82%	152,416	2.98%
11		10	862	84.68%	3,686,305	72.19%
		8	91	8.94%	1,015,749	19.89%
		6	44	4.32%	252,533	4.95%
		4	16	1.57%	136,830	2.68%
		2	2	0.20%	6,179	0.12%
		0	3	0.29%	9,115	0.18%
12		10	729	71.61%	3,151,268	61.71%
		8	202	19.84%	1,521,216	29.79%
		6	53	5.21%	254,176	4.98%
		4	17	1.67%	107,689	2.11%
		2	13	1.28%	58,830	1.15%
		0	4	0.39%	13,532	0.26%
13		10	1018	100.00%	5,106,711	100.00%
14		10	991	97.35%	5,023,018	98.36%
		0	27	2.65%	83,693	1.64%
15		5	1008	99.02%	5,048,230	98.85%

		0	10	0.98%	58,481	1.15%
16	Yes		1000	98.23%	5,087,173	99.62%
	Nb		18	1.77%	19,538	0.38%
17	Yes		989	97.15%	4,966,249	97.25%
	Nb		29	2.85%	140,462	2.75%
18		10	981	96.37%	5,039,490	98.68%
		0	37	3.63%	67,221	1.32%
19		5	1013	99.51%	5,101,781	99.90%
		0	5	0.49%	4,930	0.10%
20	Yes		1018	100.00%	5,105,711	100.00%
	Nb		0	0.00%	-	0.00%
21	Yes		2	0.20%	6,683	0.13%
	Nb		1016	99.80%	5,100,028	99.87%

5 Answers By Indicator

Indicator	Yes	No	10	8	6	5	4	2	0	Total
1	1015	3	x	x	x	x	x	x	x	1,018
2	1018	x	x	x	x	x	x	x	x	1,018
3	1017	1	x	x	x	x	x	x	x	1,018
4	1017	1	x	x	x	x	x	x	x	1,018
5	1016	2	x	x	x	x	x	x	x	1,018
6	982	36	x	x	x	x	x	x	x	1,018
7	x	x	849	53	38	x	29	19	30	1,018
8	x	x	861	60	48	x	33	12	4	1,018
9	x	x	965	x	x	x	x	x	53	1,018
10	x	x	857	x	x	x	x	x	161	1,018
11	x	x	862	91	44	x	16	2	3	1,018
12	x	x	729	202	53	x	17	13	4	1,018
13	x	x	1018	x	x	x	x	x	x	1,018
14	x	x	991	x	x	x	x	x	27	1,018
15	x	x	x	x	x	1008	x	x	10	1,018
16	1000	18	x	x	x	x	x	x	x	1,018
17	989	29	x	x	x	x	x	x	x	1,018
18	x	x	981	x	x	x	x	x	37	1,018
19	x	x	x	x	x	1013	x	x	5	1,018
20	1018	x	x	x	x	x	x	x	x	1,018
21	2	1016	x	x	x	x	x	x	x	1,018

Last Updated: Tuesday, September 15, 2026 10:08:18 AM

Hays CISD
Schools FIRST
Preliminary Ratings

2025-2026 Ratings based on School Year 2024-2025 Data - District Status Detail

Name: **HAYS CONS ISD(105906)**

Status: **Passed**

Rating: **C = Meets Standard Achievement**

District Score: **78**

Publication Level 1: 8/6/2026 3:21:50 PM

Publication Level 2: None

Last Updated: 8/6/2026 3:21:50 PM

Passing Score: 70

#	Indicator Description	Updated	Score
1	Was the complete annual financial report (AFR) and data submitted to the TEA on or before February 27, 2026?	6/4/2026 18:18	Yes
2	Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)	6/4/2026 18:18	Yes
3	Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (= person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)	6/4/2026 18:18	Yes
4	Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies? (If the school district received a warrant hold and the warrant hold was not cleared within 30 days from the date the warrant hold was issued, the school district is considered to not have made timely payments	6/4/2026 18:18	Yes
5	Was the total net position in the governmental activities column in the Statement of Net Position (net of accretion of interest and premiums for capital appreciation bonds, net pension liability, and other post-employment benefits) greater than zero? (If it is not, the maximum points and highest rating that the school district may receive is 79 points, C = Meets Standard Achievement, unless the school district has an increase of students in membership over 5 years of 7 percent or more or 1,000 or more students in membership. If the school district has an increase of students in membership over 5 years of 7 percent or more or 1,000 or more students in membership, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)	6/4/2026 18:18	Ceiling Passed 1 Multiplier Sum Ceiling Passed
6	Was the average change in (assigned and unassigned) fund balances over 3 years less than a 25 percent decrease or did the current year's assigned and unassigned fund balances exceed 75 days of operational expenditures? (If the school district fails indicator 6, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)	6/4/2026 18:18	Ceiling Failed
7	Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)? See ranges below in the Determination of Points section.	6/4/2026 18:18	2
8	Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt? See ranges below in the Determination of Points section.	6/4/2026 18:18	8
9	Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days? See ranges below in the Determination of Points section.	6/4/2026 18:18	0
10	Did the school district average less than a 10 percent variance (90% to 110%) when comparing budgeted revenues to actual revenues for the last 3 fiscal years?	6/4/2026 18:18	10
11	Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? (If the school district's increase of students in membership over 5 years was 7 percent or more or 1,000 or more students in membership, then the school district passes this indicator.)	6/4/2026 18:18	10
12	What is the correlation between future debt requirements and the district's assessed property value?	6/4/2026 18:18	8

13	This indicator is not being evaluated.			10
14	<u>Did the school district not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? If the student enrollment did not decrease, the school district will automatically pass this indicator.</u>	6/4/2026 18:18		10
15	<u>Was the school district's actual average daily attendance (ADA) within the allotted range of the district's biennial ADA projection submitted to TEA by the school district? If the school district did not submit ADA projections to TEA, it must certify TEA's projections to pass this indicator. See ranges below in the Determination of Points section.</u>	6/4/2026 18:18		5
16	<u>Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function? (If the school district fails indicator 16, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)</u>	6/4/2026 18:18	Ceiling Passed	
17	<u>Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds and free from substantial doubt about the school district's ability to continue as a going concern? (The AICPA defines material weakness.) (If the school district fails indicator 17, the maximum points and highest rating that the school district may receive is 79 points, C = Meets Standard Achievement.)</u>	6/4/2026 18:18	Ceiling Passed	
18	<u>Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)</u>	6/4/2026 18:18		10
19	<u>Did the school district post the required financial information on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statutes, laws and rules that were in effect at the school district's fiscal year end?</u>	6/4/2026 18:18		5
20	<u>Did the school district's administration and school board members discuss any changes and/or impact to local, state, and federal funding at a board meeting within 120 days before the district adopted its budget?</u>	6/4/2026 18:18	Ceiling Passed	
21	<u>Did the school district receive an adjusted repayment schedule for more than one fiscal year for an over-allocation of Foundation School Program (FSP) funds because of a financial hardship?</u>	6/4/2026 18:18	Ceiling Passed	
				78 Weighted Sum
				1 Multiplier Sum (89 Ceiling)
				78 Score
Determination Of Rating				
A. Did the school district fail any of the critical indicators 1, 2, 3, or 4? If so, the school district's				
B. Determine the rating by the applicable number of points.				
A = Superior Achievement 90-100				
B = Above Standard Achievement 80-89				
C = Meets Standard Achievement 70-79				
F = Substandard Achievement <70				
No Rating = A school district receiving territory that annexes with a school district ordered by the commissioner under TEC 13.054, or consolidation under				
The school district receives an F if it scores below the minimum passing score, if it failed any critical indicator 1, 2, 3, or 4, if the AFR or the data were not both complete,				

Ceiling Indicators

Did the school district meet the criteria for any of the following ceiling indicators 4, 5, 6, 16, 17, 20, or 21? If so, the school district's applicable maximum points and

Determination of rating based on meeting ceiling criteria.	Maximum Points	Maximum Rating
Indicator 4 (Timely Payments) - School district was issued a warrant hold.	95	A = Superior Achievement
Indicator 5 (Total Net Position) - Negative total net position and do not have 7% or more or 1,000 or more increase in growth in students in membership over 5 years.	79	C = Meets Standard Achievement
Indicator 6 (Average Change in Fund Balance) - Response to indicator is No.	89	B = Above Standard Achievement
Indicator 16 (PEIMS to AFR) - Response to indicator is No.	89	B = Above Standard Achievement
Indicator 17 (Material Weaknesses) - Response to indicator is No.	79	C = Meets Standard Achievement
Indicator 20 (Property Values and Tax Discussion) - Response to indicator is No.	89	B = Above Standard Achievement
Indicator 21 (FSP Repayment Plan) - Response to indicator is Yes.	70	C = Meets Standard Achievement

2025-2026 RATINGS BASED ON 2024-2025 SCHOOL YEAR DATA INDICATOR TEST 6

Name: **HAYS CONS ISD (105906)**

Indicator: **Was the average change in (assigned and unassigned) fund balances over 3 years less than a 25 percent decrease or did the current year's assigned and unassigned fund balances exceed 75 days of operational expenditures? (If the school district fails indicator 6, the maximum points and highest rating that the school district may receive is 89 points, 8 = Above Standard Achievement.)**

Ceiling: Ceiling criteria met. The maximum points and highest rating that your school district may receive is 89 points, 8 = Above Standard Achievement.

Last Updated: 6/4/2026 6:18:43 PM

FORMULA

Field	Value
2022-2023 Assigned and Unassigned Fund Balances	43,195,685
2022-2022 Assigned and Unassigned Fund Balances	59,327,190
2021-2022 Assigned and Unassigned Fund Balances	59,327,190
2023-2024 Assigned and Unassigned Fund Balances	56,900,183
2022-2023 Assigned and Unassigned Fund Balances	43,195,685
2022-2022 Assigned and Unassigned Fund Balances	43,195,685
2024-2023 Assigned and Unassigned Fund Balances	52,897,611
2023-2024 Assigned and Unassigned Fund Balances	56,900,183
2023-2024 Assigned and Unassigned Fund Balances	56,900,183
Threshold for Three Year Percent Change in Fund Balances	4.25
2024-2023 Assigned and Unassigned Fund Balances	52,897,611
2024-2023 Total Expenditures	257,607,076
2024-2023 Capital Outlay	0
Excess Local Revenue Expenditure	0
365	
75	
Mathematical Breakdown: -0.2968 >= -0.25 Or 30,897,611 > 53,912,413.2827	



Financial Integrity Rating System of Texas

2025-2026 RATINGS BASED ON 2024-2025 SCHOOL YEAR DATA INDICATOR TEST 9

Name: HAYS CONS ISD (105906)

Indicator: Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days? See ranges below in the Determination of Points section.

Result/Points 0

Last Updated: 6/4/2026 6:18:43 PM

FORMULA

Field	Value
{	
{	
- Total Revenue	170,354,983
- Excess Local Revenue	0
}	
/	
{	
- Total Expenditures	257,927,878
- Facilities Acquisition and Construction	0
- Excess Local Revenue	0
}	
-	
1	
}	
>=	0
OR	
{	
+ Cash and Equivalents	24,152,080
+ Current Investments	0
- Excess Local Revenue	0
}	
/	
{	
- Total Expenditures	257,927,878
- Facilities Acquisition and Construction	0
- Excess Local Revenue	0
}	
>=	365
Acceptable Days Cash on Hand	60
>=	60

Mathematical Breakdown: 0.8327 >= 0 Or 34.2343 >= 68

RESULT DETERMINATION REFERENCE

DETERMINATION OF POINTS



Financial Integrity Rating System of Texas

2025-2026 RATINGS BASED ON 2024-2025 SCHOOL YEAR DATA INDICATOR TEST 12

Name: HAYS CONS ISD (105906)

Indicator: What is the correlation between future debt requirements and the district's assessed property value?

Result/Points 8

Last Updated: 6/4/2026 6:18:43 PM

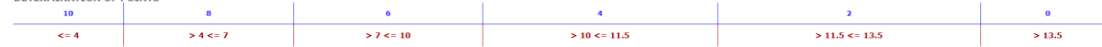
FORMULA

Field	Value
{	
+ Total Local and Intermediate Sources	90,636,689
/	
Total Revenue	98,179,473
}	
+ Long Term Liabilities	872,213,147
>=	100
/	
Assessed Property Value	18,363,560,407

Mathematical Breakdown: 4.3848

RESULT DETERMINATION REFERENCE

DETERMINATION OF POINTS



HCISD
Schools FIRST History



Rating	Year	Data	Year	Status	Rating Letter	Rating Category	Rating Score	Notes
2025	2026	2024	2025	Passed	C	Meets Standard	78/100	1, 2, 3, 4, 5
2024	2025	2023	2024	Passed	B	Above Standard	80/100	1, 2, 3, 4
2023	2024	2022	2023	Passed	A	Superior	96/100	
2022	2023	2021	2022	Passed	A	Superior	96/100	
2021	2022	2020	2021	Passed	A	Superior	92/100	
2020	2021	2019	2020	Passed	A	Superior	98/100	
2019	2020	2018	2019	Passed	A	Superior	98/100	
2018	2019	2017	2018	Passed	A	Superior	98/100	
2017	2018	2016	2017	Passed	A	Superior	90/100	
2016	2017	2015	2016	Passed	A	Superior	98/100	
2015	2016	2014	2015	Failed	A	Superior	100/100	
2014	2015	2013	2014	Passed	n/a	Pass	30/30	
2013	2014	2012	2013	Passed	n/a	Superior	70/70	
2012	2013	2011	2012	Passed	n/a	Superior	70/70	
2011	2012	2010	2011	Passed	n/a	Superior	69/70	
2010	2011	2009	2010	Passed	n/a	Superior	74/80	
2009	2010	2008	2009	Passed	n/a	Superior	80/80	
2008	2009	2007	2008	Passed	n/a	Superior	83/90	
2007	2008	2006	2007	Passed	n/a	Superior	84/90	
2006	2007	2005	2006	Passed	n/a	Superior	n/a	
2005	2006	2004	2005	Passed	n/a	Superior	n/a	
2004	2005	2003	2004	Passed	n/a	Superior	n/a	
2003	2004	2002	2003	Passed	n/a	Superior	n/a	
2002	2003	2001	2002	Passed	n/a	Superior	n/a	

Notes Not full points on...

- 1 Days Cash on Hand not sufficient
- 2 Revenues did not exceed Expenditures or cash on hand not available
- 3 Debt requirements to assessed property value not sufficient
- 4 Fund Balance decreased rapidly
- 5 Change in fund balance too low
- 6 Current Assets to Current Liabilities ratio for debt not adequate

<https://tea.texas.gov/finance-and-grants/financial-compliance/financial-integrity-rating-system-of-texas-first>

School FIRST Annual Financial Management Report

Title 19 Texas Administrative Code Chapter 109, Budgeting, Accounting, and Auditing Subchapter AA
Commissioner's Rules Concerning Financial Accountability Rating System, Section 109.100(q). Effective 8/1/2018.

The template has been established to help the districts in gathering their data and presenting it at their School FIRST hearing. The template may not be all inclusive.

Superintendent's Current Employment Contract

A copy of the superintendent's current employment contract at the time of the School FIRST hearing is to be provided.
In lieu of publication in the annual School FIRST financial management report, the school district may chose to publish the superintendent's employment contract on the school district's Internet site.
If published on the Internet, the contract is to remain accessible for twelve months.

Web Address: <https://www.hayscisd.net/site/handlers/filedownload.ashx?moduleinstanceid=18785&dataid=227130&FileName=Wright%20Contract%202024-2029.pdf>

Reimbursements Received by the Superintendent and Board Members - Fiscal Year 2024/2025

For the Twelve-Month Period

July 01, 2024 - June 30, 2025

Description of Reimbursements	Superintendent Dr. Eric Wright	Board Member District 2 Johnny Flores May 2026 end	Board Member District 3 Courtney Runkle	Board Member At Large Geoff Seibel	President Board Member District 4 Byron Severance	Board Member District 1 Raul Vela	Board Member At Large Vaness Petrea - May 2026 end	Board Member District 5 Esperanza Orocco
Meals								
Lodging		\$739.48	\$759.48	\$459.14	\$3,385.69	\$2,668.33	\$739.48	\$3,479.75
Transportation		\$116.94					\$162.42	
Motor Fuel								
Other/Registrations	\$2,041.06	\$659.73	\$1,040.32	\$139.72	\$2,679.95	\$1,982.60	\$729.03	\$936.00
Total	\$2,041.06	\$1,536.15	\$1,799.80	\$598.87	\$6,075.64	\$4,650.93	\$1,650.93	\$4,414.75

All "reimbursements" expenses, regardless of the manner of payment, including direct pay, credit card, cash, and purchase order are to be reported. Items to be reported per category include:

Meals – Meals consumed out of town, and in-district meals at area restaurants (outside of board meetings, excludes catered board meeting meals).

Lodging – Hotel charges.

Transportation – Airfare, car rental (can include fuel on rental, taxis, mileage reimbursements, leased cars, parking and tolls).

Motor fuel – Gasoline.

Other – Registration fees, telephone/cell phone, internet service, fax machine, and other reimbursements (or on-behalf of) to the superintendent and board member not defined above.

Outside Compensation and/or Fees Received by the Superintendent for Professional Consulting and/or Other Personal Services

For the Twelve-Month Period

July 01, 2024 - June 30, 2025

Name(s) of Entity(ies)	Amount Received
	\$
Total	\$0.00

Compensation does not include business revenues generated from a family business (farming, ranching, etc.) that has no relation to school district business.

Gifts Received by Executive Officers and Board Members (and First Degree Relatives, if any) (gifts that had an economic value of \$250 or more in the aggregate in the fiscal year)

For the Twelve-Month Period

July 01, 2024 - June 30, 2025

	Superintendent Dr. Eric Wright	Board Member District 1 Johnny Flores May 2026 end	Board Member District 2 Courtney Runkle	Board Member District 3 Geoff Seibel	Board Member District 4 Byron Severance	Board Member District 1 Raul Vela	Board Member At Large Vaness Petrea - May 2026 end	Board Member District 5 Esperanza Orocco
Total	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Note – An executive officer is defined as the superintendent, unless the board of trustees or the district administration names additional staff under this classification for local officials.

Business Transactions Between School District and Board Members

For the Twelve-Month Period

July 01, 2024 - June 30, 2025

	Board Member District 1 Johnny Flores May 2026 end	Board Member District 2 Courtney Runkle	Board Member District 3 Geoff Seibel	Board Member District 4 Byron Severance	Board Member District 4 Raul Vela	Board Member At Large Vaness Petrea - May 2026 end	Board Member At Large Esperanza Orocco
Amounts	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Note – The summary amounts reported under this disclosure are not to duplicate the items disclosed in the summary schedule of reimbursements received by board members.

HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Date: October 19, 2026

Agenda Item: I

Board Goal: N/A

Subject: Superintendent's Report

Administrator Responsible/Position: Dr. Eric Wright, Superintendent of Schools

A. Purpose of Agenda Item:

☐ Action Needed

☒ Information Only

☐ Receive Input

B. Authority for This Action

☐ Local Policy

☐ Law or Rule

☒ N/A

C. Goal or Need Addressed: Share with Board and Community information regarding current events in the district.

D. Administrative Recommendation: N/A

HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Date: October 19, 2026

Agenda Item: J

Board Goal: Student Achievement

Subject: Student Achievement Report – Beginning of Year Data for mCLASS and MAP

Administrator Responsible/Position: Marivel Sedillo, Deputy Superintendent / Chief Academic Officer
Derek McDaniel, Executive Officer of Curriculum & Instruction
Jaime Kinslow, Interim Director of Assessment & Accountability

A. Purpose of Agenda Item:

☐ Action needed ☒ Information only ☐ Receive input

B. Authority for This Action:

☐ Local Policy: ☐ Law or Rule ☒ N/A

C. Goal or Need Addressed: Report on Hays CISD Beginning of Year data for mCLASS and MAP

D. Summary:

- ☒ **Previous board action relating to this item:** Annual report provided October 2025
- ☒ **Future action anticipated:** Continuing annual reporting is anticipated
- ☒ **Background information:** Universal screener assessments are administered three times per year: BOY, MOY and EOY

E. Comments Received:

☒ Cabinet ☐ DLT ☐ FBOC ☐ Teacher Org. Reps. ☒ Other: C&I

F. Administrative Recommendation: N/A – This agenda item is presented as information only.

G. Fiscal Impact and Cost: N/A

H. Monitoring and Reporting Time Line:

Person responsible for evaluating this decision or action: Marivel Sedillo

Evaluation method and timeline: BOY, MOY, and EOY

Next report to the Board: Spring semester, after MOY

I. Suggested Motion:

There is no suggested motion for this agenda item as it is presented for information only.

Student Achievement Report

BOY MAP, mCLASS, & CIRCLE

2026-2027



October 2026
Jaime Kinslow

¹⁹**Director of Assessment and Accountability**

BOY = Beginning of Year

BOY Universal Screeners

- Universal Screeners - early look at individual student achievement and growth
 - mCLASS
 - Reading: K-5
 - NWEA MAP
 - Math: K-Algebra II
 - Reading: 5-English III
 - Science: 5- Biology
- Data informs instruction, interventions, and enrichment
- Helps identify Tier I, II, and III supports, targeted instruction
- Connects to the Teacher Incentive Allotment (TIA) framework for some non-STAAR tested courses
- Using the BOY baseline data, we can measure²⁰ student progress at MOY to evaluate growth and realign interventions as needed #GrowthForAll

MAP Math: % at 50th Percentile or Higher

	22-23 BOY	22-23 EOY	23-24 BOY	23-24 EOY	24-25 BOY	24-25 EOY	25-26 BOY	25-26 EOY	26-27 BOY	26-27 EOY
Grade K	64%	55%	60%	48%	60%	61%	58%	59%	58%	
Grade 1	52%	49%	50%	44%	49%	52%	59%	57%	61%	
Grade 2	51%	48%	50%	44%	51%	51%	48%	55%	47%	
Grade 3	50%	58%	47%	55%	50%	58%	58%	61%	54%	
Grade 4	58%	58%	58%	52%	54%	52%	59%	63%	62%	
Grade 5	55%	52%	58%	46%	55%	49%	56%	63%	60%	
Grade 6 incl 6Adv	49%	49%	53%	43%	51%	45%	52%	50%	56%	
Grade 7 incl 7Adv	47%	42%	27%	25%	51%	44%	50%	47%	53%	
			*23-24 7ADV/8th did not take MAP							
Grade 8 does not incl 8adv (MS Alg1)	47%	33%	*23-24 7ADV/8th did not take MAP		32%	23%	29%	35%	27%	
Algebra 1^					40%	59%	40%	57%	49%	
Geometry^					39%	57%	39%	57%	33%	
Algebra 2^					48%	59%	40%	67%	41%	

Math (K-5)

Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

District Profile

Achievement by Grade

Hays CISD | Math K-12

Grade ↑	Achievement Fall 2026-2027 Median and Distribution	Average RIT	Number of Students
K	58th 16% 16% 21% 25% 22%	142	1610
Grade 1	57th 15% 14% 26% 27% 18%	160	1661
Grade 2	49th 17% 23% 26% 21% 13%	171	1619
Grade 3	54th 16% 20% 20% 24% 20%	185	1801
Grade 4	59th 12% 14% 26% 22 29% 19%	199	1746
Grade 5	60th 13% 17% 22% 28% 20%	208	1826

Math (6-8)

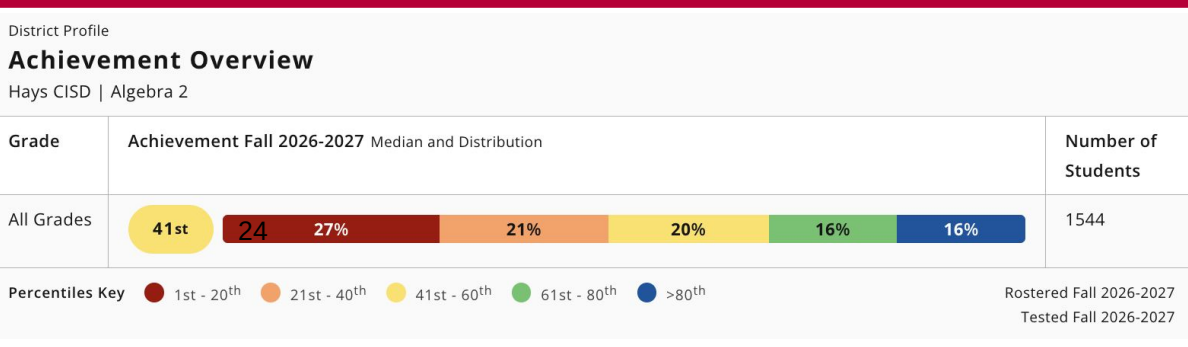
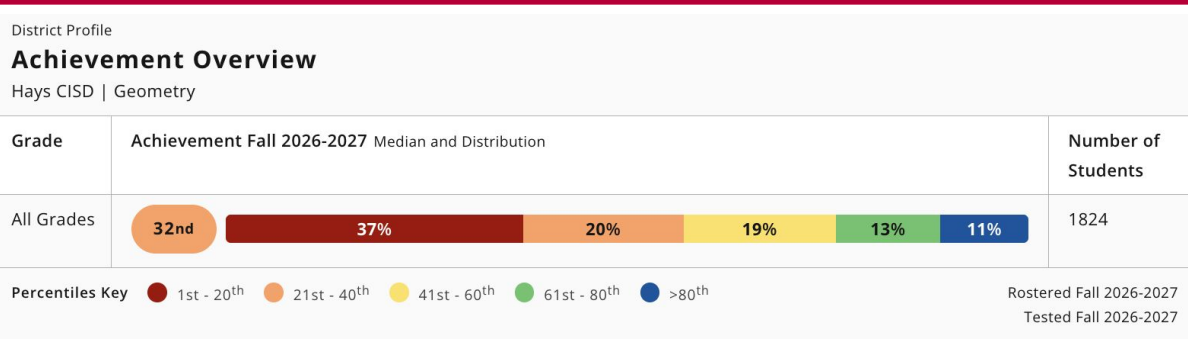
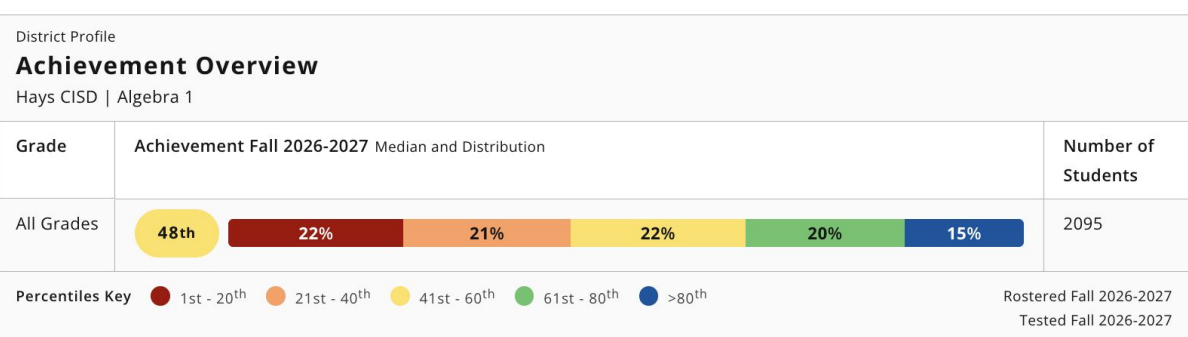
Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

Grade ↑	Achievement Fall 2026-2027 Median and Distribution	Average RIT	Number of Students
Grade 6	55th 16% 20% 22% 21% 21%	211	1902
Grade 7	52nd 18% 19% 22% 22% 19%	217	1794
Grade 8	35th 29% 29% 27% 13% 2	213	1069

Algebra I

Geometry

Algebra II



MAP Science: % at 50th Percentile or Higher						
	24-25 BOY	24-25 EOY	25-26 BOY	25-26 EOY	26-27 BOY	26-27 EOY
Grade 5	65%	68%	64%	65%	63%	
Grade 6	62%	64%	63%	68%	61%	
Grade 7	63%	66%	55%	71%	56%	
Grade 8	59%	60%	52%	69%	56%	
Biology^	49%	51%	52%	64%	48%	

EISA

^Biology data includes all students in any grade level where the course is taken

Science (5-8)

Biology

District Profile

Achievement by Grade

Hays CISD | Science K-12

Grade ↑	Achievement Fall 2026-2027 Median and Distribution	Sort by -- select an option --	Average RIT	Number of Students
Grade 5	60th 13% 15% 24% 28% 20%		203	1811
Grade 6	59th 15% 14% 22% 24% 25%		206	1923
Grade 7	53rd 16% 18% 22% 22% 22%		208	1845
Grade 8	57th 17% 20% 17% 24% 22%		211	1835

Percentiles Key
1st - 20th
21st - 40th
41st - 60th
61st - 80th
>80th

Rostered Fall 2026-2027
Tested Fall 2026-2027

District Profile

Achievement Overview

Hays CISD | Life Sciences

Grade	Achievement Fall 2026-2027 Median and Distribution	Number of Students
All Grades	48th 21% 20% 21% 21% 17%	1722

Percentiles Key
1st - 20th
21st - 40th
41st - 60th
61st - 80th
>80th

Rostered Fall 2026-2027
Tested Fall 2026-2027

[More information about this chart](#) ✓

MAP Reading: % at 50th Percentile or Higher						
	24-25 BOY	24-25 EOY	25-26 BOY	25-26 EOY	26-27 BOY	26-27 EOY
Grade 5					56%	
Grade 6	53%	55%	53%	46%	53%	
Grade 7	47%	54%	45%	42%	46%	
Grade 8	49%	52%	45%	46%	44%	
English I	45%	53%	50%	65%	54%	
English II	51%	60%	55%	70%	57%	
English III^	37%	51%	25%	71%	38%	

EISA

^English III data includes all students in any grade level where the course is taken

Reading (5-8, English I-III)

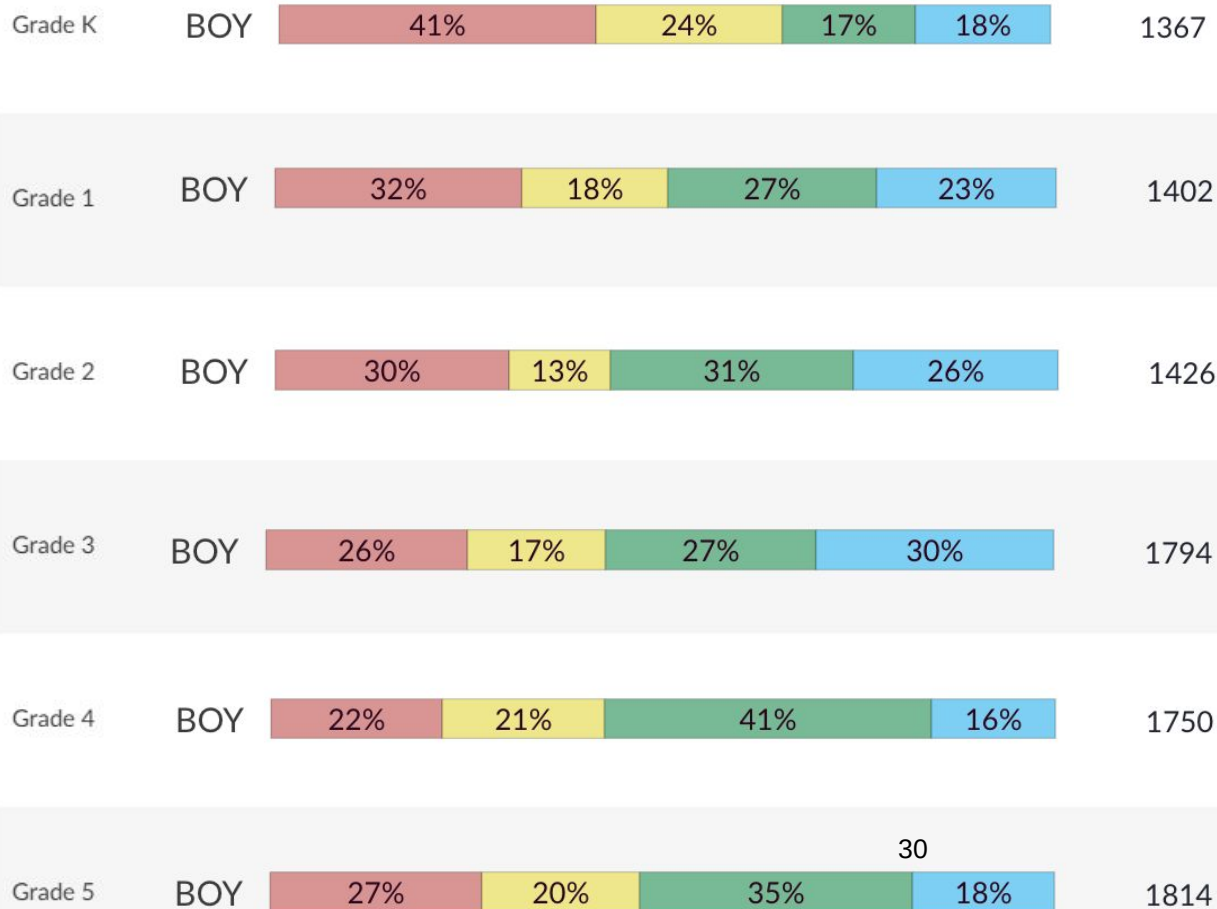
Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

Hays CISD | Reading

Grade ↑	Achievement Fall 2026-2027 Median and Distribution	Average RIT	Number of Students
Grade 5	56 th 	204	1765
Grade 6	50 th 	208	1906
Grade 7	47 th 	210	1813
Grade 8	44 th 	212	1829
Grade 9	52 nd 	216	1840
Grade 10	55 th 	219	1737
Grade 11	39 th 	212	984

mCLASS DIBELS: At or Above Benchmark								
	23-24 BOY	23-24 EOY	24-25 BOY	24-25 EOY	25-26 BOY	25-26 EOY	26-27 BOY	26-27 EOY
Grade K	35%	61%	32%	67%	32%	69%	35%	
Grade 1	45%	68%	47%	70%	45%	70%	50%	
Grade 2	48%	57%	55%	64%	54%	63%	58%	
Grade 3	52%	55%	50%	57%	57%	62%	57%	
Grade 4	53%	53%	52%	48%	55%	52%	57%	
Grade 5	49%	57%	51%	58%	49%	58%	53%	

DIBELS: Dynamic Indicators of Basic Early Literacy Skills (English)

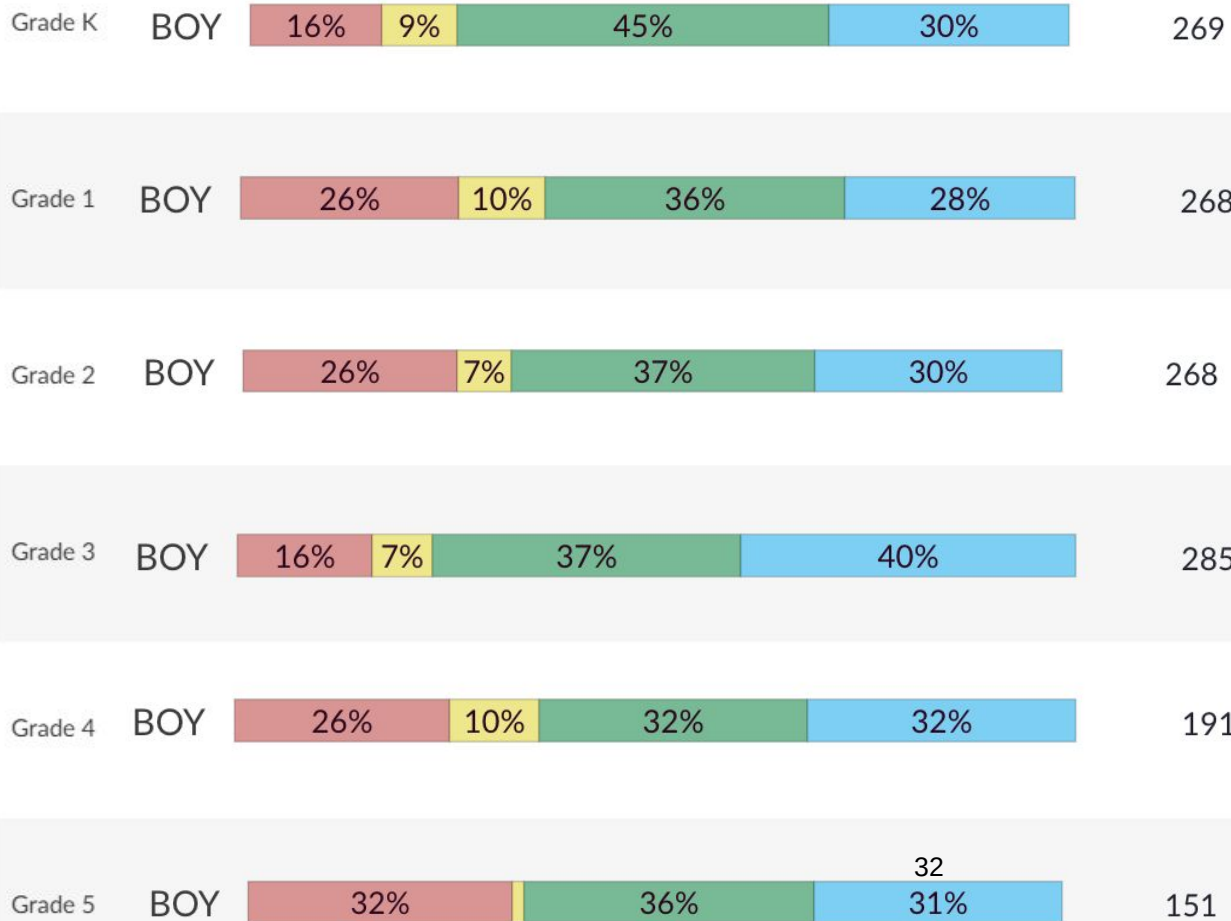


Above Benchmark
At Benchmark
Below Benchmark
Well Below Benchmark

mCLASS Lectura: At or Above Benchmark								
	23-24 BOY	23-24 EOY	24-25 BOY	24-25 EOY	25-26 BOY	25-26 EOY	26-27 BOY	26-27 EOY
Grade K	82%	79%	76%	75%	76%	84%	75%	
Grade 1	66%	67%	54%	61%	52%	64%	63%	
Grade 2	68%	74%	66%	71%	65%	73%	67%	
Grade 3	68%	64%	73%	65%	73%	75%	77%	
Grade 4	45%	58%	51%	57%	58%	65%	64%	
Grade 5	42%	82%	57%	65%	52%	62%	66%	

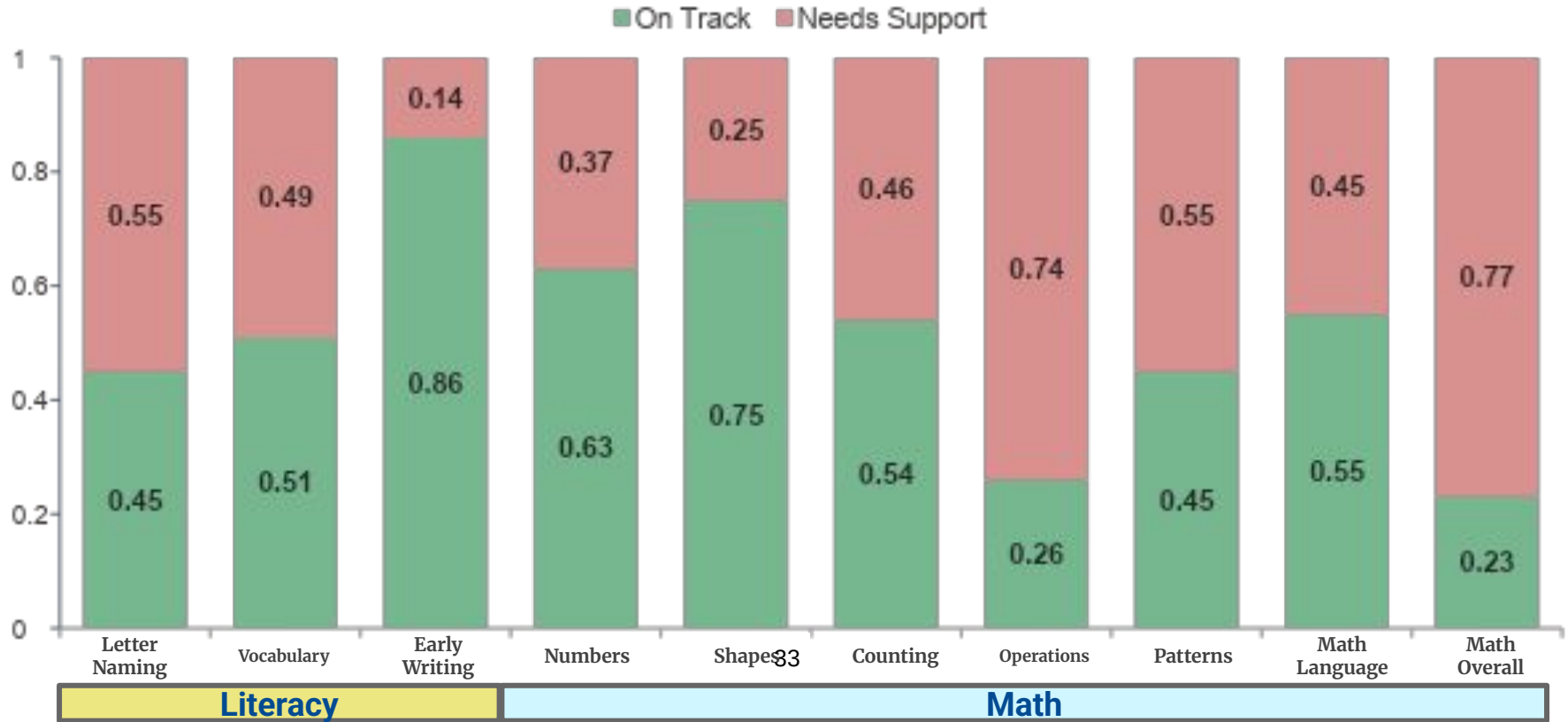
*Numbers in data sets decrease as students transition from Spanish to English.

Lectura (Spanish)



Above Benchmark
At Benchmark
Below Benchmark
Well Below Benchmark

CIRCLE (Pre-K)



BOY Wave 1, Grades EE and PK, English administration, all campuses. Monitor and Out of Range were 0% on every measure.

Supporting Student Growth & Achievement

Data Walls & Mastery Trackers

- Help teachers individualize instruction and set student growth goals.
- Provide real-time data for instructional adjustments and student conferences.

Campus Support & PLC Collaboration

- Ongoing presentations and PLC sessions to strengthen data use and instructional alignment.
- Focus on using MAP, STAAR, and local assessments to drive planning.

Interventions & Progress Monitoring

- Targeted supports based on student needs.
- Frequent progress checks to ensure growth for all learners.

Parent Outreach & Communication

- Personalized letters and updates sharing student achievement and growth.
- Encouraging parent engagement through key guiding questions:
 - *How is my child achieving?*
 - *How is my child growing?*
 - *What are the next steps?*

BOY mCLASS and MAP Campus Data Linked Below

[mCLASS DIBELS](#)

[mCLASS Lectura](#)

[NWEA MAP](#)

[CIRCLE English](#)

[CIRCLE Spanish](#)

HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Date: October 26, 2026

Agenda Item: K

Board Goal: As listed on following pages

Subject: Consideration and Possible Approval of Consent Agenda

Administrator Responsible/Position: Dr. Eric Wright, Superintendent

A. Purpose of Agenda Item:

☒ Action needed

☐ Information only

☐ Receive input

B. Authority for This Action:

☒ Local Policy:

☐ Law or Rule

☐ N/A

BE – Board Meetings

Board Policy BE states that the consent agenda shall include items of a routine and/or recurring nature grouped together under one action item. For each item listed as part of a consent agenda, the Board shall be furnished with background material. All such items shall be acted upon by one vote without separate discussion, unless a Board member requests that an item be withdrawn for individual consideration. The remaining items shall be adopted under a single motion and vote

C. Goal or Need Addressed: As listed on attached pages

D. Summary:

☒ Previous board action relating to this item - Ongoing

☒ Future action anticipated - Monthly

☒ Background information – The following items are presented for approval

1. Consideration and possible adoption of the 2026-2027 District Improvement Plan containing District Performance Objectives and Student Performance Goals
2. Review and possible approval of the Campus Improvement Plans containing Student Performance Objectives and Strategies
3. Procurements
 - a. Consideration and possible approval of the One-Year Contract Extension for Bulk Fuel Purchase – SC Fuels
 - b. Consideration and possible approval of the purchase of Microsoft Products and Licenses – Software House International
4. Consideration and possible acceptance of the Certified Property Tax Levy Roll for the 2026 Tax Year
5. Consideration and possible approval of Budget Amendments
6. Consideration and possible approval of the Minutes of Board of Trustees Meetings

E. Comments Received:

☒ Cabinet

☐ DLT

☐ FBOC

☐ Teacher Org. Reps.

☐ Other

F. Administrative Recommendation:

The Superintendent recommends the Board approve consent agenda items as presented.

G. Fiscal Impact and Cost: Per individual items attached

H. Suggested Motion:

I move that the Hays CISD Board of Trustees approve the consent agenda, as presented.

HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Date: October 26, 2026

Agenda Item: K.1

Board Goal: Student Achievement

Subject: Consideration and possible adoption of the 2026-2027 District Improvement Plan Containing District Performance Objectives and Student Performance Goals

Administrator Responsible/Position: Marivel Sedillo, Deputy Superintendent / Chief Academic Officer
Stephanie Norris, Director of Federal Programs and Grants

A. Purpose of Agenda Item:

☒ Action needed

☐ Information only

☐ Receive input

B. Authority for This Action:

☒ Local Policy:

☒ Law or Rule

☐ N/A

BQ (Legal) - Planning and Decision-Making Process

C. Goal or Need Addressed: All annual district goals are embedded in the DIP

D. Summary:

☒ **Previous board action relating to this item:** The 2025-2026 District Improvement Plan was adopted in October 2025

☒ **Future action anticipated:** Annual adoption is anticipated

☒ **Background information:** District policy BQ(LEGAL) states that the Board of Trustees shall annually approve District Performance Objectives and shall ensure that the District and Campus Plans are mutually supportive to accomplish the identified objectives and support the stated goals and objectives under Texas Education Code Chapter 4. This aligns to TEC Sec. 11.251 that requires the board of trustees to ensure that a district improvement plan (and improvement plans for each campus) are developed, evaluated, and revised annually.

E. Comments Received:

☒ Cabinet

☒ DLT

☐ FBOC

☒ Teacher Org. Reps.

☒ Other: Principals

F. Administrative Recommendation: The administration recommends approval of the DIP, as presented.

Advantages and benefits of this proposal: Annual requirement to ensure that the district continues to make progress each year

Expected results in terms of student benefit/achievement: Expect to see student growth based on the activities implemented to support the performance objectives approved by the Board of Trustees.

Effect of this action on other parts of the system: These performance objectives and student performance goals guide the work that the District prioritizes each year.

Consequences of not approving this recommendation: The district chiefs will be required to revise and put forth objectives next month for the Board to review.

G. Fiscal Impact and Cost: N/A

H. Monitoring and Reporting Time Line:

Person responsible for evaluating this decision or action: Marivel Sedillo

Evaluation method and timeline: 3 quarterly formative reviews following each 9-week grading period and an annual summative review following the end of the school year.

Next report to the Board: Fall 2027

I. Suggested Motion:

I move that the Hays CISD Board of Trustees adopt the 2026-2027 District Improvement Plan, containing District performance objectives and student performance goals, as presented and discussed.

Hays Consolidated Independent School District

District Improvement Plan

2026-2027

Accountability Rating: B



Mission Statement

Hays CISD makes it 100% possible.

Knowledge. Inspiration. Dreams. Success.

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

Vision

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

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

Beliefs

We believe:

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

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Goals

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

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

High Priority

HB3 Goal

Evaluation Data Sources: Math and Reading/Language Arts

- *STAAR and EOC results
- *Universal screeners
- *Professional Development and PLC documentation
- *Tutoring and intervention records
- *Instructional materials review

Writing

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

College and Career Readiness (CCMR)

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

Student Advising Services

- *SchoolLinks student engagement & usage data
- *Counselor advising logs and conference records
- *Student feedback surveys
- *Annual program review

Strategy 1 Details

Strategy 1: Reading/Language Arts:

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

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

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

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

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

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

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

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

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

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

College Readiness data will indicate improved performance in the following areas: 44

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

Met SAT criteria in reading/language arts will increase from 41% to 46%

Staff Responsible for Monitoring: RLA Content Coordinators

Dropout Prevention:

High-Quality, College Readiness Instruction

- **Results Driven Accountability**

Strategy 2 Details

Strategy 2: Mathematics:

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

Students will engage in learning experiences that promote procedural fluency characterized by flexibility, efficiency, and accuracy while building deep mathematical understanding. To achieve this, the district will identify, develop, and implement a vertically aligned framework of high-frequency, concept-based fluency strategies and mathematical models that support student learning across grade levels.

To strengthen mathematical reasoning and problem-solving skills, the district will prioritize the implementation of Daily Problem-Solving across all grade levels, with a targeted emphasis on increasing consistency and rigor at the secondary level. Daily Problem-Solving will provide students with regular opportunities to engage in meaningful mathematical tasks, discuss and defend their thinking with peers, and utilize a variety of strategies and models to solve complex problems. Instruction will focus on students' reasoning processes, mathematical discourse, and application of concepts rather than solely on correct answers, rote procedures, or prescribed algorithms, helping students develop the critical thinking skills necessary for success in advanced coursework, college readiness assessments, and future careers.

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

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

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

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

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

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

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

Staff Responsible for Monitoring: Math Content Coordinators

Dropout Prevention:

High-Quality, College Readiness Instruction
- **Results Driven Accountability**

Strategy 3 Details

Strategy 3: Science/STEM:

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

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

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

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

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

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

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

5th grade science will increase to 33% Meets, and 14% Masters

8th grade science will increase to 60% Meets, and 32% Masters

Biology will increase to 77% Meets, 37% Masters

Staff Responsible for Monitoring: Science Content Coordinators

Dropout Prevention:

High-Quality, College Readiness Instruction

- **Results Driven Accountability**

Strategy 4 Details

Strategy 4: Social Studies:

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

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

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

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

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

8th grade Social Studies will increase to 32% Meets, and 17% Masters

U.S. History will increase to 73% Meets, and 39% Masters.

Staff Responsible for Monitoring: Social Studies Content Coordinator

Strategy 5 Details

Strategy 5: Professional Learning Communities and Lesson Planning Guidelines:

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

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

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

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

Elementary Reading (K-5): mCLASS

Secondary Reading (Grades 5-English III): MAP Growth

Elementary and Secondary Mathematics (K-Algebra II): MAP Growth

Elementary and Secondary Science (5-Biology): MAP Growth

Secondary Social Studies (Grades 6-U.S. History): Exploros

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

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

Staff Responsible for Monitoring: Executive Officer of Curriculum and Instruction

Strategy 6 Details

Strategy 6: MTSS and Intervention:

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

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

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

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

Staff Responsible for Monitoring: Director of Curriculum and Instruction

Strategy 7 Details

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

SECONDARY SCHOOL LEVEL (Grades 6-12)

Campus counselors, in collaboration with the CCMR campus team will provide students and families with comprehensive information, resources, and opportunities designed to support postsecondary planning and readiness.

Key initiatives include:

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

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

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

College, Career & Military Readiness Tracking: Monitor students' progress toward key CCMR milestones and provide targeted advising, resources, and support to help students complete readiness requirements and access preparation opportunities for the PSAT 8/9, PSAT/NMSQT, SAT, ACT, TSIA2, and ASVAB.

Scholarship & Financial Aid Support: Promote scholarship awareness and application opportunities, with targeted outreach to students in grades 11-12, including College Board Opportunity Scholarships and other local, state, and national scholarship opportunities.

SAT & Academic Readiness: Support students in grades 8-11 in establishing College Board accounts and accessing personalized SAT preparation resources following the fall PSAT administration.

ELEMENTARY SCHOOL LEVEL (Grades K-5)

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

Key initiatives include:

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

Integrating college and career exploration into the comprehensive counseling program.

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

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

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

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

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

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

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

Dropout Prevention:

Secondary to Postsecondary, Postsecondary Supports

Strategy 8 Details

Strategy 8: Career and Technical Education:

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

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

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

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

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

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

Staff Responsible for Monitoring: Director of Career and Technical Education

Dropout Prevention:

High-Quality, College Readiness Instruction, Secondary to Postsecondary

Strategy 9 Details

Strategy 9: Advanced Academics:

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

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

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

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

Staff Responsible for Monitoring: Director of Curriculum and Instruction

Strategy 10 Details

Strategy 10: Professional Development:

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

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

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

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

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

Staff Responsible for Monitoring: Director of Professional Development

Strategy 11 Details

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

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

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

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

Staff Responsible for Monitoring: Director of Curriculum and Instruction

Strategy 12 Details

Strategy 12: Multilingual:

Emergent Bilingual Program:

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

World Languages:

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

Strategy's Expected Result/Impact: State Assessment:

By the end of the 2026-27 school year, 10% of Emergent Bilingual learners will increase one proficiency level using the composite score on TELPAS.

World Languages:

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

Staff Responsible for Monitoring: Director of Multilingual Services

Results Driven Accountability

Strategy 13 Details

Strategy 13: Migrant Program

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

Strategy's Expected Result/Impact: Migrant:

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

Staff Responsible for Monitoring: Director of Multilingual Services

Emergent Bilingual Compliance Coordinator

Director of Federal Programs

Strategy 14 Details

Strategy 14: Special Education:

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

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

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

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

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

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

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

For universal screener data, end-of-year results will reflect that at least 50% of students meet or exceed individual projected growth targets on the following assessments:

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

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

Results Driven Accountability

Strategy 15 Details

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

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

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

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

Staff Responsible for Monitoring: Director of Counseling Services

Strategy 16 Details

Strategy 16: Highly Mobile and At-Risk:

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

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

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

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

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

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

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

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

Strategy 17 Details

Strategy 17: Family Engagement:

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

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

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

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

Staff Responsible for Monitoring: Director of Federal Programs

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

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

Evaluation Data Sources: Safety & Security:

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

Mental Health Awareness and Positive Behavior:

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

Anti-Bullying/Anti-Cyberbullying/Anti-Vaping Prevention

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

Student Engagement:

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

Strategy 1 Details

Strategy 1: Student Safety:

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

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

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

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

Staff Responsible for Monitoring: Chief Safety and Security Officer

Strategy 2 Details

Strategy 2: Student Leadership, Character Education, and Positive School Climate (School Violence Prevention):

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

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

* Delivery of lessons with consistency and alignment with the program objectives that encompass the CASEL framework. (This may include a regular data review as part of the curriculum that is unique to the student focused program in place on each campus);

* Assuring that students are accessing SchoolLinks (4th- 12th grades) and Check-Ins (Kinder -3rd grades) which are aligned with the key tenets of the CASEL model. Moreover, the needs identified from the survey responses are being used to inform next steps and needed interventions;

*Growing our mentoring relationships are a key focus across the district due to its direct positive impact on cultivating a supportive and nurturing school community. Thus, through combined efforts, the Dept. of Guidance & Counseling will strive to continue to grow mentoring relationships across campuses, by at least 10% this school year.

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

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

Strategy 3 Details

Strategy 3: Mental Health and Suicide Prevention:

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

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

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

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

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

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

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

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

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

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

Strategy 4 Details

Strategy 4: Increasing Student Attendance and Reducing the Dropout Rate

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

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

Tiered Attendance Supports

Tier 1 - Prevention: Promote attendance expectations, awareness, and the connection between regular attendance and student achievement.

Tier 2 - Targeted Intervention: Provide early and ongoing outreach to identified students and families through conferences, attendance improvement plans, communication, counseling, home visits when appropriate, and school/community supports.

Tier 3 - Intensive Intervention: Coordinate individualized support and case management for students with persistent attendance barriers in collaboration with appropriate campus, district, CIS, and community resources. Implement required truancy prevention measures and, when statutory attendance thresholds and requirements are met, initiate referral to truancy court in accordance with Texas law, Board Policy, and district procedures.

High School Attendance Pilot & E3 Alliance Partnership

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

Dropout Prevention & Re-Engagement

The district will strengthen dropout prevention through a coordinated Leaver and Re-Engagement Team representing administration, counseling, CIS, PEIMS, attendance, instructional staff, and special programs. Identified potential leavers, leavers, and dropouts will receive documented outreach and re-engagement efforts within 10-15 school days of identification.

Students will be connected to appropriate pathways for continued enrollment, re-entry, and graduation, including Virtual/Hybrid programming, credit recovery, Leave of Absence (LOA) options, Phoenix programming, and other available supports. District and campus teams will regularly review leaver, dropout, and re-engagement data, verify coding and documentation, monitor trends, and partner with families to address barriers and support school completion.

Accountability

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

Strategy's Expected Result/Impact: Attendance

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

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

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

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

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

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

Dropout Prevention and Re-Engagement

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

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

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

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

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

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

Staff Responsible for Monitoring: Director of Student Services

Dropout Prevention:

High-Quality, College Readiness Instruction, Secondary to Postsecondary, Postsecondary Supports

- **Results Driven Accountability**

Strategy 5 Details

Strategy 5: Athletics:

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

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

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

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

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

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

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

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

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

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

Strategy 6 Details

Strategy 6: Fine Arts:

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

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

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

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

Staff Responsible for Monitoring: Director of Fine Arts

Strategy 7 Details

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

Strategy's Expected Result/Impact: By May 2027, the district will increase student participation in extracurricular activities and clubs by 3% over the 2025-2026 baseline, as measured by activity rosters and student surveys, ensuring that at least 90% of students report being connected to at least one school-sponsored activity in alignment with the 100% Hays motto.

Staff Responsible for Monitoring: Executive Officers of Schools

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

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

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

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

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$17,799,378.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

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

Title I

Descriptor 1: Student Progress Monitoring and Supports

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

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

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

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

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

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

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

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

Descriptor 2: Teacher Quality

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

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

Descriptor 3: School Improvement and Support Activities

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

Descriptor 4: Measure of Poverty

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

Descriptor 5: Nature of Programs

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

Descriptor 6: Services to Homeless Children and Youth

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

Descriptor 7: Parent and Family Engagement Strategy

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

Descriptor 8: Early Childhood Education Programs and Transition Plans

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

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program

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

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

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

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

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

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

Descriptor 11: Discipline Disproportionality

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

Descriptor 12: Coordination and Integration

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

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

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

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

Descriptor 13: Other Proposed Uses of Funds

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

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

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

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

Plan Notes

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

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

District Leadership Team

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

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

Policies, Procedures, and Requirements

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

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

HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Date: October 26, 2026

Agenda Item: K.2

Board Goal: Student Achievement

Subject: Review and possible approval of the Campus Improvement Plans containing Student Performance Objectives and Strategies

Administrator Responsible/Position: Marivel Sedillo, Deputy Superintendent/Chief Academic Officer
Stephanie Norris, Director of Federal Programs and Grants

- A. Purpose of Agenda Item:
☒ Action needed ☐ Information only ☐ Receive input
- B. Authority for This Action:
☐ Local Policy ☒ Law or Rule BQ (Legal) ☐ N/A
- C. Goal or Need Addressed:
District policy BQ (Legal) states that the Board of Trustees shall annually approve the District Performance Objectives and shall ensure that the District and Campus Plans are mutually supportive to accomplish goals and objectives under Education Code Chapter 4.
- D. Summary:
☒ Previous board action relating to this item – Adopted annually
☒ Future action anticipated – Annual adoption anticipated
☒ Background information – Local Boards of Trustees must annually approve the performance objectives in the District Improvement Plan and the Campus Improvement Plans. District administrators have consulted with all campus principals to refine the 2026-2027 student performance objectives, and the administration recommends approval of all plans.
- E. Comments Received:
☒ Cabinet ☐ DLT ☐ FBOC ☐ Teacher Org. Reps. ☒ Other – Campus Leadership Teams (CLT)
- F. Administrative Recommendation: Administration recommends approval of the plans.
☒ Expected results in terms of student benefit/achievement
- All students will make academic progress;
 - Stakeholders will be treated with dignity and respect; and
 - All students and staff will feel safe and their social-emotional well-being will be fostered.
- G. Fiscal Impact and Cost: Amount: N/A
☐ Budget ☐ Bond ☐ Grant/Special Funds ☐ Other
Prior Year Spending - N/A
Future/Ongoing – N/A
- H. Monitoring and Reporting Time Line:
Person responsible for evaluating this decision or action --Marivel Sedillo, DS/CAO
Evaluation method and time line – The District Improvement Plan and Campus Improvement Plans are reviewed quarterly. Final Summative Reviews are completed in the summer in preparation for the new school year and are incorporated into the Comprehensive Needs Assessment for the upcoming school year.
Next report to the board: Annually, each Fall

I. Suggested Motion:

I move that the Hays CISD Board of Trustees approve the 2026-2027 Campus Improvement Plans, as discussed.

**HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES**

Date: October 26, 2026

Agenda Item: K.3a

Board Goal: N/A

Subject: Consideration and possible approval of the One-Year Contract Extension for Bulk Fuel Purchase – SC Fuels

Administrator Responsible/Position: Max Cleaver, Chief Operations Officer
Cassandra Behr, Director of Transportation
Anston Shockley, Director of Purchasing

A. Purpose of Agenda Item:

☒ Action needed ☐ Information only ☐ Receive input

B. Authority for This Action:

☒ Local Policy: CH – Purchasing and Acquisition ☐ Law or Rule: ☐ N/A

C. Goal or Need Addressed: To purchase fuel for district vehicles

D. Summary:

- ☒ Previous board action relating to this item: Approved October 2021
- ☒ Future action anticipated: Transportation and Purchasing will issue a new RFP in the Spring Semester before the exp. of the one-year extension
- ☒ Background information: An RFP was issued in the summer of 2026, the responses that were received were inaccurate and did not provide the district with adequate information to choose a vendor. The RFP was cancelled and a vendor was not awarded to ensure the district had fuel. We reached out to our current vendor and requested a one-year extension.

E. Comments Received:

☒ Cabinet ☐ DLT ☐ FBOC ☐ Teacher Org. Reps. ☒ Other: Transportation Dept

F. Administrative Recommendation: Administration recommends the approval of the one-year contract extension.

Advantages and benefits of this proposal: SC Fuels is our current vendor.

G. Fiscal Impact and Cost: Estimation of \$1,400,000.00 - Dependent upon fluctuation fuel prices

☒ Budget ☐ Bond ☐ Grant/Special Funds: ☐ Other:
☐ Budget Amendment Needed

Prior Year Spending for this item/service: \$1,120,000.00

Bid / Contract Information: RFP #27-082101VL Bulk Fuel

Reasons for rejecting alternatives: N/A

Future/Ongoing: A new RFP will be issued in the spring semester

H. Monitoring and Reporting Time Line:

Person responsible for evaluating this decision or action: Max Cleaver, Cassandra Behr

Evaluation method and timeline: Current vendor

Next report to the Board: Fall 2027

I. Suggested Motion:

I move that the Hays CISD Board of Trustees approve the one-year contract extension for the purchase of bulk fuel from SC Fuels for an estimated amount not to exceed \$1,400,000.00, and authorize the Superintendent to negotiate and execute a satisfactory contract, as presented.



Hays CISD Finance Division
21003 IH 35
Kyle, TX 78640
(512)268-2141 ext. 46035
Anston.Shockley@hayscis.net

Date: September 3, 2026
To: SC Fuels
From: Anston Shockley, Director of Purchasing
Re: RFP #27-082101VL – Bulk Fuel Addendum

Dear SC Fuels,

This Formal Addendum (“Addendum”) is entered into by and between Hays Consolidated Independent School District (“Hays CISD” or “District”) and SC Fuels (“Contractor”) and serves to formally extend the term of RFP #27-082101VL – Bulk Fuel.

Extension Term:
October 26, 2026 – October 25, 2027

2. Final Extension

This Addendum constitutes the final extension available under RFP #27-082101VL – Bulk Fuel. No additional extensions will be granted following the expiration of this extension period.

3. Future Solicitation

Hays CISD will be responsible for initiating and conducting a new competitive solicitation/RFP process for bulk fuel services prior to the expiration of this final contract extension. The District intends to issue a new RFP during calendar year 2027 to ensure a successor agreement is in place before the current agreement expires on October 25, 2027.

4. No Other Changes

Except as expressly modified by this Addendum, all terms, conditions, specifications, pricing provisions, and requirements of RFP #27-082101VL – Bulk Fuel and the existing agreement between Hays CISD and SC Fuels shall remain unchanged and in full force and effect.

In the event of a conflict between this Addendum and the original agreement, the terms of this Addendum shall control solely with respect to the extension of the contract term. All other conflict will reflect from the original RFP and terms and conditions.

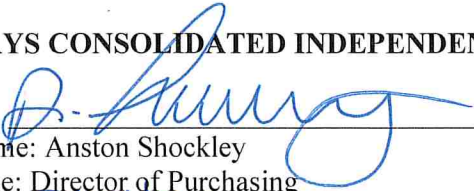


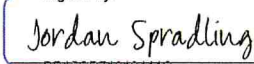
Hays CISD Finance Division
21003 IH 35
Kyle, TX 78640
(512)268-2141 ext. 46035
Anston.Shockley@hayscis.net

5. Agreement and Authorization

By signing below, the parties acknowledge and agree to the one-year extension described herein and confirm that the individuals executing this Addendum are authorized to bind their respective organizations.

HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

By: 
Name: Anston Shockley
Title: Director of Purchasing
Date: 9/17/20

SC FUELS
Signed by: Jordan Spradling
By: 
Name: Jordan Spradling
Title: Vice President
Date: 9/17/2026

DS Initial
 JG

HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Date: October 26, 2026

Agenda Item: K.3b

Board Goal: N/A

Subject: Consideration and possible approval of the purchase of Microsoft Products and Licenses – Software House International

Administrator Responsible/Position: Alan Duerr, Chief Technology Officer

A. Purpose of Agenda Item:

☒ Action needed ☐ Information only ☐ Receive input

B. Authority for This Action:

☒ Local Policy: CH – Purchasing and Acquisition ☐ Law or Rule: ☐ N/A

C. Goal or Need Addressed: The purpose of this agenda item is to purchase Microsoft licenses/products, which are necessary to ensure our organization remains compliant with software licensing requirements while providing staff and students with secure, reliable, and up-to-date tools. This investment supports daily operations, enhances collaboration, and maintains standardization across our environment. This includes essential licensing for servers, SQL databases, and other core infrastructure that support critical business operations.

D. Summary:

- ☒ **Previous board action relating to this item:** Board previously approved the purchase of our Microsoft Enterprise Software Agreement from Software House International (SHI).
- ☒ **Future action anticipated:** Annual renewal is anticipated.
- ☒ **Background information:** Our organization depends on Microsoft technologies for both daily operations and backend infrastructure. Core systems such as servers, SQL databases, and Office 365 tools are essential for communication, collaboration, and business applications. Proper licensing ensures compliance, access to security updates, and vendor support, while reducing risks of downtime, vulnerabilities, and penalties.

E. Comments Received:

☒ Cabinet ☐ DLT ☐ FBOC ☐ Teacher Org. Reps. ☐ Other:

F. Administrative Recommendation: Administration recommends approval of the procurement request.

Advantages and benefits of this proposal: This investment supports daily operations, enhances collaboration, and maintains standardization across our environment. This includes essential licensing for servers, SQL databases, and other core infrastructure that supports critical business operations.

Expected results in terms of student benefit/achievement: Approving this purchase ensures that our instructional application systems run smoothly and securely, while providing students and teachers with reliable access to learning tools and resources.

Effect of this action on other parts of the system: Proper Microsoft licensing ensures the reliable operation of servers, SQL databases, and Microsoft 365 applications that students depend on daily. This reduces the risk of downtime or service interruptions, giving students consistent access to learning platforms, communication tools, and digital resources. The result is a more stable and secure technology environment that directly supports uninterrupted learning and achievement.

Consequences of not approving this recommendation: Failing to approve this purchase risks system downtime, security vulnerabilities, and non-compliance. Students will not be able to access learning platforms and digital resources. This will impact their overall achievement.

G. Fiscal Impact and Cost: \$109,259.68

☒ **Budget**

☐ **Bond**

☐ **Grant/Special Funds:**

☐ **Other:**

☐ **Budget Amendment Needed**

Prior Year Spending for this item/service: \$109,259.68

Bid / Contract Information: DIR-CPO-5237, Coverage Term: 11/01/26 through 10/31/27

Reasons for rejecting alternatives: The selected vendor, Software House International, or SHI, has a strong focus on providing excellent customer service and value to K-12 Education.

Future/Ongoing: This agreement is anticipated to be renewed annually.

H. Monitoring and Reporting Time Line:

Person responsible for evaluating this decision or action: Alan Duerr, Ray Gonzales

Evaluation method and timeline: Ongoing daily evaluation to ensure functionality and enhanced services.

Next report to the Board: Fall 2027

I. Suggested Motion:

I move that the Hays CISD Board of Trustees approve the purchase of Microsoft products and licenses from Software House International for an amount not to exceed \$109,259.68, as presented.



Pricing Proposal

Quotation #: 27959815

Reference #: EES 86671148

Created On: 9/10/2026

Valid Until: 10/10/2026

TX-County of Hays Consolidated Independent School District

Alan Duerr

BUSINESS OFFICE

21003 IH 35

KYLE, TX 78640

United States

Phone: 5122686064

Email: Alan.Duerr@hayscisd.net

Microsoft Inside Account Manager

Jeremy Freedman

SHI

290 Davidson Ave.

Somerset, NJ 08873

Phone: 732 652 6675

Email: Jeremy_Freedman@shi.com

All Prices are in US Dollar (USD)

	Product	Qty	Your Price	Total
1	M365 A3 Unified Edu Sub Per User Microsoft - Part#: AAD-38391 Contract Name: Adobe/Microsoft Software & Related Services Contract #: DIR-CPO-5237 Coverage Term: 11/1/2026 - 10/31/2027 Note: FAC	1656	\$53.58	\$88,728.48
2	M365 A3 Unified Edu Sub Student Use Benefit Per User Microsoft - Part#: AAD-38397 Contract Name: Adobe/Microsoft Software & Related Services Contract #: DIR-CPO-5237 Coverage Term: 11/1/2026 - 10/31/2027 Note: STU	15000	\$0.00	\$0.00
3	M365 A5 Unified Edu Sub Per User Microsoft - Part#: AAD-38400 Contract Name: Adobe/Microsoft Software & Related Services Contract #: DIR-CPO-5237 Coverage Term: 11/1/2026 - 10/31/2027 Note: FAC	40	\$110.67	\$4,426.80
4	O365 A1 Edu Sub Per User Microsoft - Part#: M6K-00001 Contract Name: Adobe/Microsoft Software & Related Services Contract #: DIR-CPO-5237 Coverage Term: 11/1/2026 - 10/31/2027 Note: ACP	300	\$0.00	\$0.00

5	Win Server DC Core ALng LSA 16L Microsoft - Part#: 9EA-00271 Contract Name: Adobe/Microsoft Software & Related Services Contract #: DIR-CPO-5237 Coverage Term: 11/1/2026 - 10/31/2027 Note: ACP	17	\$331.88	\$5,641.96
6	Win Server Standard Core ALng LSA 16L Microsoft - Part#: 9EM-00265 Contract Name: Adobe/Microsoft Software & Related Services Contract #: DIR-CPO-5237 Coverage Term: 11/1/2026 - 10/31/2027 Note: ACP	44	\$52.24	\$2,298.56
7	SQL Server Standard Core ALng LSA 2L Microsoft - Part#: 7NQ-00302 Contract Name: Adobe/Microsoft Software & Related Services Contract #: DIR-CPO-5237 Coverage Term: 11/1/2026 - 10/31/2027 Note: ACP	10	\$322.18	\$3,221.80
8	SQL Server Enterprise Core ALng LSA 2L Microsoft - Part#: 7JQ-00341 Contract Name: Adobe/Microsoft Software & Related Services Contract #: DIR-CPO-5237 Coverage Term: 11/1/2026 - 10/31/2027 Note: ACP	4	\$1,235.52	\$4,942.08
			Total	\$109,259.68

Additional Comments

This quote has been marked as budgetary, as certain pricing may require approval from Microsoft. Please note, SHI is unable to process Purchase Orders against budgetary quotes. Kindly reach out to your SHI sales team for a Final Quote once you have determined your required counts and licenses.

Due to the potential impact of any current or future tariffs, the price and availability of hardware items on this quote may be subject to change.

Hardware items on this quote may be updated to reflect changes due to industry wide constraints and fluctuations.

The products offered under this proposal are resold in accordance with the terms and conditions of the Contract referenced under that applicable line item.

HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Date: October 26, 2026

Agenda Item: K.4

Board Goal: Finance

Subject: Consideration and possible Acceptance of Certified Property Tax Levy Roll for the 2026 Tax Year

Administrator Responsible/Position: Deborah Ottmers, Chief Financial Officer

A. Purpose of Agenda Item:

☒ Action needed

☐ Information only

☐ Receive input

B. Authority for This Action:

☐ Local Policy

☒ Law or Rule

☐ N/A

C. Goal or Need Addressed: Approval of the certified property tax levy roll for 2025 Tax Year

D. Summary:

☒ Previous board action relating to this item – unknown

☒ Future action anticipated – Presented for approval annually

☒ Background information –Certified Property Tax Values were received in July 2026. The certified values are presented in the Consent section of this board packet. The levy roll is prepared by the Hays County Tax Assessor Collector by combining certified property values from all three County Appraisal Districts and applying the approved tax rate. Property taxes are calculated, and property tax bills are sent out to property owners.

E. Comments Received:

☐ Cabinet

☐ DLT

☐ FBOC

☐ Teacher Org. Reps.

☐ Other

Administrative Recommendation: The administration recommends acceptance of the certified property tax levy roll as presented.

F. Fiscal Impact and Cost: Amount:

☒ Budget

☐ Bond

☐ Grant/Special Funds

☐ Other

G. Suggested Motion:

I move that the Hays CISD Board of Trustees accept the certified property tax levy roll, as presented.

HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Date: October 26, 2026

Agenda Item: K.5

Board Goal: Finance

Subject: Budget Amendments

Administrator Responsible/Position: Deborah Ottmers, Chief Financial Officer

A. Purpose of Agenda Item:

☒ Action needed ☐ Information only ☐ Receive input

B. Authority for This Action:

☐ Local Policy ☒ Law or Rule ☐ N/A

C. Summary:

☒ Previous board action relating to this item - Monthly

☒ Background information – The 2026-2027 budget has been approved by the Board of Trustees. Amendments to the budget must also be approved by the Board.

D. Comments Received:

☒ Cabinet ☐ DLT ☐ FBOC ☐ Teacher Org. Reps. ☐ Other

E. Administrative Recommendation:

The administration recommends approval of the retro-active budget amendment, as presented.

F. Fiscal Impact and Cost: Amount:

☒ Budget (See attached detail) ☐ Bond ☐ Grant/Special Funds ☐ Other

G. Monitoring and Reporting Timeline:

Person responsible for evaluating this decision: Deborah Ottmers

H. Suggested Motion:

I move that the Hays CISD Board of Trustees approve the budget amendment, as presented.

Hays CISD
Budget Amendment #2
Requesting in Oct 2026
2026/2027



GENERAL FUND 1xx

REVENUES:

5700 - Local Revenue
5800 - State Revenue
5900 - Federal Revenue
7000 - Other Sources
Total Estimated Revenues

EXPENDITURES:

Function 11 - Instructional Services:
Function 12 - Instructional Resources & Media Services:
Function 13 - Instructional Staff Development:
Function 21 - Instructional Administration:
Function 23 - School Leadership:
Function 31 - Counseling Services:
Function 32 - Social Work Services:
Function 33 - Health Services:
Function 34 - Student Transportation:
Function 35 - Food Service
Function 36 - Cocurricular/Extracurricular Activities:
Function 41 - General Administration:
Function 51 - Plant Maintenance & Operations:
Function 52 - Security & Monitoring Services:
Function 53 - Data Processing Services:
Function 61 - Community Service:
Function 71 - Debt Service:
Function 81 - Facilities
Function 93 - Payments to Fiscal Agents:
Function 99 - Other Intergovernmental Charges
Function 00 - Other Expenditures Object 8000
Total Expenditures

PROPOSED NET CHANGES IN FUND BALANCE

7/1/2026 Adopted General Fund Budget	Sept 2026 Amendment #1 General Fund Budget	Oct 2026 Amendment #2 General Fund Budget	Detail Amendment #2	YTD Amendments General Fund Budget	Proposed Amended General Fund Budget
131,955,540	(50,000)	1,289,443	Adjust local revenue for adopted tax rate	1,239,443	133,194,983
146,968,460	50,000	(1,564,443)	Adjust state revenue due to adopted tax rate	(1,514,443)	145,454,017
2,651,000	-	275,000	Adjust federal revenue for indirect cost revenue	275,000	2,926,000
6,100,000	-	-		-	6,100,000
\$ 287,675,000	\$ -	\$ -		\$ -	\$ 287,675,000
159,593,028	(12,687)	(59,241)	Increase budget for UIL - RES, TMEA, Ind Ed Evals, PK	(71,928)	159,521,100
3,139,264	5,344	-		5,344	3,144,608
1,955,758	6,000	4,797	TMEA, Staff PD	10,797	1,966,555
5,518,049	(62,060)	-		(62,060)	5,455,989
13,889,565	13,386	1,758	Staff Travel, TE & Cheer,	15,144	13,904,709
8,888,373	(21,718)	22,800	Ind Ed Evals, PreK	1,082	8,889,455
712,976	-	30,186	Attendance Clerk HHS SCE	30,186	743,162
3,142,578	10,154	-		10,154	3,152,732
12,975,226	-	-		-	12,975,226
554,687	-	-		-	554,687
6,817,345	13,812	1,710	Increase budget for UIL - RES, Staff Travel, TE & Cheer,	15,522	6,832,867
10,286,959	(20,000)	-		(20,000)	10,266,959
28,017,751	(1,326)	-		(1,326)	28,016,425
6,495,615	-	(2,010)	Increase security MMS, Staff Travel, TE & Cheer,	(2,010)	6,493,605
6,847,090	420	-		420	6,847,510
2,904,460	68,675	-		68,675	2,973,135
1,185,000	-	-		-	1,185,000
200,000	-	-		-	200,000
400,000	-	-		-	400,000
1,900,000	-	-		-	1,900,000
-	-	-		-	-
\$ 275,423,724	\$ -	\$ -		\$ -	\$ 275,423,724
\$ 12,251,276	\$ -	\$ -	NO net change	\$ -	\$ 12,251,276

CHILD NUTRITION FUND 240

REVENUES:

5700 - Local Revenue
5800 - State Revenue
5900 - Federal Revenue
7000 - Other Sources
Total Estimated Revenues

EXPENDITURES:

Function 35 - Food Service
Total Expenditures

PROPOSED NET CHANGES IN FUND BALANCE

7/1/2026 Adopted Child Nutrition Budget	Sept 2026 Amendment #1 Child Nutrition Budget	Oct 2026 Amendment #2 Child Nutrition Budget	Detail Amendment #2	YTD Amendments Child Nutrition Budget	Proposed Amended Child Nutrition Budget
\$ 4,338,900	\$ -	\$ -		-	4,338,900
57,000	-	-		-	57,000
9,332,000	-	1,000,000	Increase Revenue and Contracted Service	1,000,000	10,332,000
2,100	-	-		-	2,100
\$ 13,730,000	\$ -	\$ 1,000,000		\$ 1,000,000	\$ 14,730,000
\$ 13,730,000	\$ -	\$ 1,000,000	Increase Revenue and Contracted Service	1,000,000	14,730,000
\$ 13,730,000	\$ -	\$ 1,000,000		\$ 1,000,000	\$ 14,730,000
\$ -	\$ -	\$ -	NO net change	\$ -	\$ -

DEBT SERVICE FUND 599

REVENUES:

5700 - Local Revenue
5800 - State Revenue
5900 - Federal Revenue
7000 - Other Sources
Total Estimated Revenues

EXPENDITURES:

Function 71 - Debt Service:
Total Expenditures

PROPOSED NET CHANGES IN FUND BALANCE

7/1/2026 Adopted Debt Service Budget	Sept 2026 Amendment #1 Debt Service Budget	Oct 2026 Amendment #2 Debt Service Budget	Detail Amendment #2	YTD Amendments Debt Service Budget	Proposed Amended Debt Service Budget
\$ 91,133,522	\$ -	\$ 2,058,998	Adjust local revenue for adopted tax rate	2,058,998	93,192,520
20,966,478	-	(5,759,388)	Adjust state revenue due to adopted tax rate	(5,759,388)	15,207,090
-	-	-		-	-
-	-	-		-	-
\$ 112,100,000	\$ -	\$ (3,700,390)		\$ (3,700,390)	\$ 108,399,610
\$ 112,100,000	\$ -	\$ (3,700,390)	Adjust debt service debt service fees	(3,700,390)	108,399,610
\$ 112,100,000	\$ -	\$ (3,700,390)		\$ (3,700,390)	\$ 108,399,610
\$ -	\$ -	\$ -	NO net change	\$ -	\$ -

**HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES**

Date: October 26, 2026

Agenda Item: K.6

Board Goal: N/A

Subject: Consideration and possible approval of the Minutes of the Board of Trustees Meetings

Administrator Responsible/Position: Dr. Eric Wright, Superintendent

A. Purpose of Agenda Item:

☒ Action needed

☐ Information only

☐ Receive input

B. Authority for This Action:

☒ Local Policy

☐ Law or Rule

☐ N/A

Policy BE local states that Board action shall be carefully recorded by the Board Secretary or clerk; when approved, these minutes shall serve as the legal record of official Board actions. The written minutes of all meetings shall be approved by vote of the Board and signed by the Board President and the Board Secretary

C. Goal or Need Addressed: N/A

D. Summary:

☒ Previous board action relating to this item - Ongoing

☒ Future action anticipated - Monthly

☒ Background information – Minutes from the September 3, 2026 Special Meeting – Superintendent Search, September 21, 2026 Agenda Workshop and September 28, 2026 Business Meeting are presented for approval

E. Comments Received:

☒ Cabinet

☐ DLT

☐ FBOC

☐ Teacher Org. Reps.

☐ Other

F. Administrative Recommendation:

The Superintendent recommends the Board approve minutes, as presented.

G. Fiscal Impact and Cost: Amount: N/A

H. Suggested Motion:

I move that the Hays CISD Board of Trustees approve Minutes from the September 3, 2026 Special Meeting – Superintendent Search, September 21, 2026 Agenda Workshop and September 28, 2026 Business Meeting, as presented.

Minutes of Special Meeting – Superintendent Search September 3, 2026

Hays CISD Board of Trustees

These minutes are a record of the actions taken by the Hays CISD Board of Trustees in the meeting held on the above date. The complete video of the meeting is accessible at www.hayscisd.net for those who wish to hear the specific details of the discussions on the agenda topics presented.

A Regular Meeting of the Board of Trustees of Hays CISD was held on Thursday, September 3, 2026 beginning at 5:00 PM in the Merideth Keller Board Room at the Hays CISD Academic Support Center, located at 21003 Interstate 35, Kyle, TX 78640.

CALL TO ORDER: Establish a quorum

Board President Byron Severance called the meeting to order at 5:00 PM. All members of the Board were present to include Trustees Courtney Runkle, Geoff Seibel, Alex Zavala, Byron Severance, Raul Vela, Katy Armstrong, and Esperanza Orosco.

PUBLIC FORUM

There were no guests present wishing to address the Board of Trustees.

DISCUSSION

Superintendent Search Matters with Thompson & Horton LLP: Board President Byron Severance introduced the agenda item and presented a video tribute to the current Hays CISD Superintendent, Dr. Eric Wright. Mr. Severance then introduced David Thompson and Dr. Mike Moses to lead the discussion. Mr. Thompson and Dr. Moses presented slides to the Board, and engaged in conversation with trustees. There was a discussion of calendar dates for future special meetings relating to the superintendent search.

Adjourn

Board President Byron Severance announced that the next meeting is scheduled for Monday, September 21, 2026 at 5:30 PM. No further business was conducted, and the meeting was adjourned at 6:17 PM.

Minutes of Regular Meeting September 21, 2026

Hays CISD Board of Trustees

These minutes are a record of the actions taken by the Hays CISD Board of Trustees in the meeting held on the above date. The complete video of the meeting is accessible at www.hayscisd.net for those who wish to hear the specific details of the discussions on the agenda topics presented.

A Regular Meeting of the Board of Trustees of Hays CISD was held on Monday, September 21, 2026 beginning at 5:30 PM in the Merideth Keller Board Room at the Hays CISD Academic Support Center, located at 21003 Interstate 35, Kyle, TX 78640.

CALL TO ORDER: Establish a quorum

Board President Byron Severance called the meeting to order at 5:30 PM. All trustees were present with the exception of Trustee Raul Vela. Trustees present included Courtney Runkle, Geoff Seibel, Alex Zavala, Byron Severance, Esperanza Orosco, and Katy Armstrong.

PLEDGE OF ALLEGIANCE TO THE UNITED STATES AND TEXAS FLAGS

Trustee Esperanza Orosco led the Board in the Pledge of Allegiance to the US and Texas flags.

MISSION STATEMENT

Board Secretary Geoff Seibel read the Hays CISD Board of Trustees Mission Statement.

SOCIAL CONTRACT

Trustee Alex Zavala read the Hays CISD Board of Trustees Social Contract.

PUBLIC FORUM

There were four speakers present requesting to address the Board. Holly Sewell addressed the Board, allotted five minutes, regarding the subject of Safety & Security, and budgeting agenda items. Addie Keller addressed the board, allotted five minutes, regarding agenda items K.3 and L.1. Ms. Keller provided the Board with a document titled "Hays Educators Association Legislative Priorities 2026-2027". Hadley Marshall addressed the Board, allotted three minutes, regarding advanced math pathway. Natasha Jensen addressed the Board, allotted three minutes, regarding bus transportation, Dahlstrom discontinued SPED SLC program.

CLOSED SESSION

The Board adjourned to Closed Session at 5:47 PM to consult with legal counsel regarding subject matters permitted by law, pursuant to Tx. Gov't Code Section 551.071, to deliberate regarding safety and security, including security personnel, systems, infrastructure, and/or devices, pursuant to Tx. Gov't Code Section 551.076, and to deliberate regarding the Superintendent's recommendations for employment, resignations, extended leave, and personnel matters, pursuant to Tx. Gov't Code Section 551.074.

RECONVENE IN OPEN SESSION

Board President Byron Severance called the Board back to order to reconvene in open session at 7:42 PM.

SUPERINTENDENT REPORT

Superintendent Dr. Eric Wright addressed the Board to provide enrollment and attendance updates. He also presented slides to provide district updates. There were no questions from the Board. Board President Byron Severance addressed the Board for a segment of the Superintendent Report called "The Wright Way" and shared slides containing photos of Superintendent Dr. Eric Wright's volunteerism and service to Hays CISD while reading a statement from Board Secretary Esperanza Orosco.

STUDENT ACHIEVEMENT REPORT

2026 Summer School Program Update: Board President Byron Severance introduced the agenda item. Marivel Sedillo, Deputy Superintendent / Chief Academic Officer, introduced Derek McDaniel, Executive Officer of Curriculum & Instruction. Mr. McDaniel presented slides to the Board. Ms. Sedillo, Mr. McDaniel, and Patricia Melgar-Cook, Director of Multilingual/LOTE engaged in conversation with the Board responsive to questions and feedback from Trustee Courtney Runkle, Board Vice President Geoff Seibel, President Byron Severance, and Board Secretary Esperanza Orosco.

CONSENT AGENDA

Consideration and possible approval of the Minutes of the Board of Trustees Meetings

Board President Byron Severance introduced the agenda item. There was no presentation for this agenda item, nor were there questions from trustees.

Consideration and possible acceptance of Certified Property Values for the 2026 Tax Year

Board President Byron Severance introduced this agenda item. Deborah Ottmers, Chief Financial Officer, addressed the Board and presented information specific to the agenda item. Mrs. Ottmers responded to questions and comments from Board Vice President Geoff Seibel and Board President Byron Severance.

Consideration and possible approval of Budget Amendments

Board President Byron Severance introduced the agenda item. There was no presentation for this agenda item, nor were there questions from trustees.

ACTION ITEMS

Consideration and possible action, if any, resulting from Closed Session

Consideration and possible approval of the Superintendent's recommendations to contractually employ Administrative Personnel

This agenda item will be presented and discussed at the Monday, September 28, 2026 Board meeting.

Consideration and possible adoption of a Resolution for a Good Cause Exception from the Requirement to Comply with House Bill 3 Sec. 37.0814 of the 88th Legislative Session and House Bill 121 Section 37.0814 of the 89th Legislative Session

Board President Byron Severance introduced the agenda item. Jeri Skrocki, Chief Safety & Security Officer, addressed the Board to summarize the request. There were no questions from trustees. Board President Byron Severance commented.

Consideration and possible adoption of a Resolution, No-Objection Letter, and Payment in Lieu of Taxes for a Foreign Trade Zone

Board President Byron Severance introduced the agenda item. Victoria Vargas of the Kyle Economic Development Council addressed the Board and presented slides to provide a summarized detail of the request. Ms. Vargas, and Ben Ramirez of Foreign Trade Zones of Central Texas were available to respond to questions and comments from Board Vice President Geoff Seibel and President Byron Severance.

Consideration and possible adoption of proposed revisions to the Hays CISD District of Innovation Plan

Board President Byron Severance introduced the agenda item. Christina Courson, Chief Human Resources Officer, addressed the Board to provide a summary of the request. Ms. Courson responded to comments, feedback, and questions from Trustee Courtney Runkle, Trustee Geoff Seibel, Board Secretary Esperanza Orosco, and Board President Byron Severance.

Consideration and possible approval to seek Waiver(s) from the Texas Education Agency to provide Remote General Education Homebound Instruction

Board President Byron Severance introduced the agenda item. Marivel Sedillo, Deputy Superintendent / Chief Academic Officer, addressed the Board to provide a summary of the request. There were no questions from the Board.

Purchase Requests

Consideration and possible approval of the 2025 Bond-interest funded purchase of District Fleet Vehicles

Board President Byron Severance introduced this agenda item. Max Cleaver, Chief Operations Officer, addressed the Board to provide information. Mr. Cleaver and Deborah Ottmers, Chief Financial Officer, responded to comments, feedback, and questions from Trustee Courtney Runkle, Board Vice President Geoff Seibel, and Board President Byron Severance.

Consideration and possible approval of the purchase of Emergency Management Software for Critical Incident Notification – Raptor Technologies

Board President Byron Severance introduced this agenda item. Jeri Skrocki, Chief Safety & Security Officer, addressed the Board to provide information. There were no questions from trustees.

Consideration and possible approval of Annual Costs and Purchase Orders for Service

Board President Byron Severance introduced the agenda item. Deborah Ottmers, Chief Financial Officer, addressed the Board to summarize and respond to comments and questions from Trustee Courtney Runkle and Board President Byron Severance.

Consideration and possible approval of expenditures for Special Education Contracted Services for the 2026-2027 School Year

Board President Byron Severance introduced the agenda item. Marivel Sedillo, Deputy Superintendent / Chief Academic Officer, addressed the Board to summarize the request and respond to questions from Trustee Courtney Runkle. Board Vice President Geoff Seibel, Board Secretary Esperanza Orosco, and Board President Byron Severance.

Consideration and possible approval of the purchase of Band Instruments for McCormick Middle School – High School Music Service

Board President Byron Severance introduced the agenda item. Patty Moreno, Director of Fine Arts, addressed the Board to summarize the request and respond to comments and questions from Board Vice President Geoff Seibel and Trustee Courtney Runkle.

Consideration and possible grant of Utility Easement(s) to Texas Gas Service and/or Sunfield Development, LLC at 2025 Bond High School #4

Board President Byron Severance introduced the agenda item. Max Cleaver, Chief Operations Officer, addressed the Board to summarize the request and respond to comments and questions from Board Vice President Geoff Seibel.

Consideration and possible approval of the Pedernales Electric Cooperative Utility Construction for 2025 Bond High School #4

Board President Byron Severance introduced the agenda item. Max Cleaver, Chief Operations Officer, addressed the Board to summarize the request and respond to comments and questions from Board President Byron Severance.

Consideration and possible adoption of a Resolution to set the Property Tax Rate for Tax Year 2026 and Fiscal Year 2026-2027

Board President Byron Severance introduced the agenda item. Deborah Ottmers, Chief Financial Officer, addressed the Board and presented slides. Mrs. Ottmers responded to feedback, comment,

and questions from Board Secretary Esperanza Orosco, Board Vice President Geoff Seibel, and Board President Byron Severance.

Consideration and possible approval of the Senate Bill 12 Certification of Compliance

Board President Byron Severance introduced the agenda item. Superintendent Dr. Eric Wright addressed the Board to summarize the agenda item. There were no questions from the Board.

Consideration and possible adoption of the Superintendent Evaluation Instrument for the 2026-2027 School Year

Board President Byron Severance introduced the agenda item. Superintendent Dr. Eric Wright addressed the Board to summarize and respond to questions and comments from President Severance and Board Secretary Esperanza Orosco.

INFORMATION ITEM

Discussion and creation of Hays CISD Legislative Priorities for the Upcoming Legislative Session

Board President Byron Severance introduced the agenda item. Superintendent Dr. Eric Wright addressed the Board and responded to questions and comments from Board Secretary Esperanza Orosco, Trustee Courtney Runkle, and Board President Byron Severance.

Update on District Safety & Security Initiatives

Board President Byron Severance introduced the agenda item. There were no updates from the department nor questions from the Board regarding this agenda item.

Update on District Bond, Construction, and Renovation Projects

Board President Byron Severance introduced the agenda item. Nathan Wensowitch, Executive Director of Facilities, Construction, and Bond Programs, addressed the Board to provide a detailed update of construction projects. Mr. Wensowitch received feedback and responded to questions from Trustee Courtney Runkle.

Annual Review of Board Policy CDA – Other Revenues: Investments

Board President Byron Severance introduced the agenda item. There were no questions from the Board.

Quarterly Investment Report for the 4th Quarter of the 2025-2026 School Year

Board President Byron Severance introduced the agenda item. There was no presentation for this agenda item, nor were there questions from trustees.

Financial Statements

Board President Byron Severance introduced the agenda item. There was no presentation for this agenda item, nor were there questions from trustees.

REQUESTS FOR INFORMATION FROM THE BOARD OF TRUSTEES

Board President Byron Severance introduced the agenda item. There were no requests for information.

ADJOURN

Board President Byron Severance noted that the next regular Board meeting is scheduled for Monday, September 28, 2026 at 5:30pm. No further business was conducted, and President Severance announced that the meeting was adjourned at 10:32 PM.

Minutes of Regular Meeting September 28, 2026

Hays CISD Board of Trustees

These minutes are a record of the actions taken by the Hays CISD Board of Trustees in the meeting held on the above date. The complete video of the meeting is accessible at www.hayscisd.net for those who wish to hear the specific details of the discussions on the agenda topics presented.

A Regular Meeting of the Board of Trustees of Hays CISD was held on Monday, September 28, 2026 beginning at 5:30 PM in the Merideth Keller Board Room at the Hays CISD Academic Support Center, located at 21003 Interstate 35, Kyle, TX 78640.

CALL TO ORDER: Establish a quorum

Board President Byron Severance called the meeting to order at 5:30 PM. All trustees were present to include Courtney Runkle, Geoff Seibel, Alex Zavala, Byron Severance, Raul Vela, Katy Armstrong, and Esperanza Orosco.

PLEDGE OF ALLEGIANCE TO THE UNITED STATES AND TEXAS FLAGS

Board Secretary Esperanza Orosco led the Board in the Pledge of Allegiance to the US and Texas flags.

MISSION STATEMENT

Board Vice President Geoff Seibel read the Hays CISD Board of Trustees Mission Statement.

SOCIAL CONTRACT

Trustee Raul Vela read the Hays CISD Board of Trustees Social Contract.

PUBLIC FORUM

There was one speaker present requesting to address the Board. Addie Keller addressed the board, allotted five minutes, regarding agenda items K.3 – Proposed Amendment to the DOI Plan.

CLOSED SESSION

The Board adjourned to Closed Session at 5:35 PM to consult with legal counsel regarding subject matters permitted by law, pursuant to Tx. Gov't Code Section 551.071, to deliberate regarding safety and security, including security personnel, systems, infrastructure, and/or devices, pursuant to Tx. Gov't Code Section 551.076, and to deliberate regarding the Superintendent's recommendations for employment, resignations, extended leave, and personnel matters, pursuant to Tx. Gov't Code Section 551.074.

RECONVENE IN OPEN SESSION

Board President Byron Severance called the Board back to order to reconvene in open session at 6:16 PM.

SUPERINTENDENT REPORT

Superintendent Dr. Eric Wright did not have an update from last week's presentation. There were no questions from the Board. Board President Byron Severance addressed the Board for a segment of the Superintendent Report called "The Wright Way" and shared a message from Trustee Raul Vela while a photo was displayed on the screen.

STUDENT ACHIEVEMENT REPORT

2026 Summer School Program Update: No new information was provided, and there were no questions from the Board.

CONSENT AGENDA

Board President Byron Severance introduced Consent Agenda as a whole, asking trustees if there were any items requested for specific vote. Seeing none, Board President Byron Severance moved that the Hays CISD Board of Trustees approve the consent agenda, as presented. Trustee Katy Armstrong seconded the motion. There was no further discussion, and the motion passed by a vote of 7-0 with Trustees Courtney Runkle, Alex Zavala, Geoff Seibel, Byron Severance, Raul Vela, Katy Armstrong, and Esperanza Orosco voted YES. There were no votes of NO on this agenda item.

Consideration and possible approval of the Minutes of the Board of Trustees Meetings

There were no questions from the Board and no discussion held regarding this agenda item.

Consideration and possible acceptance of Certified Property Values for the 2026 Tax Year

There were no questions from the Board and no discussion held regarding this agenda item.

Consideration and possible approval of Budget Amendments

There were no questions from the Board and no discussion held regarding this agenda item.

ACTION ITEMS

Consideration and possible action, if any, resulting from Closed Session

Consideration and possible approval of the Superintendent's recommendations to contractually employ Administrative Personnel

Board President Byron Severance introduced the agenda item and moved that the Hays CISD Board of Trustees approve the Superintendent's recommendation to contractually employ administrative personnel, as discussed. Trustee Raul Vela seconded the motion. There was no further discussion, and the motion passed by a vote of 7-0 with Trustees Courtney Runkle, Alex Zavala, Geoff Seibel, Byron Severance, Raul Vela, Katy Armstrong, and Esperanza Orosco voted YES. There were no votes of NO on this agenda item. Superintendent Dr. Eric Wright addressed the Board to announce the Katherine Moore has been hired as the Director of Development for the Hays CISD Education Foundation.

Consideration and possible adoption of a Resolution for a Good Cause Exception from the Requirement to Comply with House Bill 3 Sec. 37.0814 of the 88th Legislative Session and House Bill 121 Section 37.0814 of the 89th Legislative Session

Board President Byron Severance introduced the agenda item and moved that the Hays CISD Board of Trustees adopt the resolution for a good cause exception from the requirement to comply with House Bill 3 and House Bill 121, Texas Education Code 37.0814, as presented. Trustee Raul Vela seconded the motion. There was no further discussion, and the motion passed by a vote of 7-0 with Trustees Courtney Runkle, Alex Zavala, Geoff Seibel, Byron Severance, Raul Vela, Katy Armstrong, and Esperanza Orosco voted YES. There were no votes of NO on this agenda item.

Consideration and possible approval to seek Waiver(s) from the Texas Education Agency to provide Remote General Education Homebound Instruction

Board President Byron Severance introduced the agenda item and moved that the Hays CISD Board of Trustees approve the request to seek waiver(s) from the Texas Education Agency to provide remote general education homebound instruction, and presented and discussed. Trustee Alex Zavala seconded the motion. There was no further discussion, and the motion passed by a vote of 7-0 with Trustees Courtney Runkle, Alex Zavala, Geoff Seibel, Byron Severance, Raul Vela, Katy Armstrong, and Esperanza Orosco voted YES. There were no votes of NO on this agenda item.

Purchase Requests

Consideration and possible approval of the purchase of Emergency Management Software for Critical Incident Notification – Raptor Technologies

Board President Byron Severance introduced this agenda item and moved that the Hays CISD Board of Trustees approve the purchase of the recommended emergency management software from Raptor Technologies for an amount not to exceed \$100,136.40, as discussed

and presented. There was no further discussion, and the motion passed by a vote of 7-0 with Trustees Courtney Runkle, Alex Zavala, Geoff Seibel, Byron Severance, Raul Vela, Katy Armstrong, and Esperanza Orosco voted YES. There were no votes of NO on this agenda item.

Consideration and possible approval of Annual Costs and Purchase Orders for Service
Board President Byron Severance introduced the agenda item and moved that the Hays CISD Board of Trustees approve the list of annually-recurring costs for services, as presented. Trustee Raul Vela seconded the motion. There was no further discussion, and the motion passed by a vote of 7-0 with Trustees Courtney Runkle, Alex Zavala, Geoff Seibel, Byron Severance, Raul Vela, Katy Armstrong, and Esperanza Orosco voted YES. There were no votes of NO on this agenda item.

Consideration and possible approval of expenditures for Special Education Contracted Services for the 2026-2027 School Year
Board President Byron Severance introduced the agenda item and moved that the Hays CISD Board of Trustees approve the expenditures for special education contracted services for the 2026-2027 school year, as presented and discussed. Trustee Katy Armstrong seconded the motion. There was no further discussion, and the motion passed by a vote of 7-0 with Trustees Courtney Runkle, Alex Zavala, Geoff Seibel, Byron Severance, Raul Vela, Katy Armstrong, and Esperanza Orosco voted YES. There were no votes of NO on this agenda item.

Consideration and possible approval of the purchase of Band Instruments for McCormick Middle School – High School Music Service
Board President Byron Severance introduced the agenda item and moved that the Hays CISD Board of Trustees approve the 2021 Bond-funded purchase of band instruments for McCormick Middle School from High School Music Service for an amount not to exceed \$112,264.00, as presented. Trustee Raul Vela seconded the motion. There was no further discussion, and the motion passed by a vote of 7-0 with Trustees Courtney Runkle, Alex Zavala, Geoff Seibel, Byron Severance, Raul Vela, Katy Armstrong, and Esperanza Orosco voted YES. There were no votes of NO on this agenda item.

Consideration and possible approval of the 2025 Bond-interest funded purchase of District Fleet Vehicles
Board President Byron Severance introduced this agenda item and moved that the Hays CISD Board of Trustees approve the 2025 Bond-funded purchase of district fleet vehicles from Gunn Chevrolet and Holt for a combined amount not to exceed \$2,623,087.00, as presented. Trustee Raul Vela seconded the motion. There was no further discussion, and the motion passed by a vote of 7-0 with Trustees Courtney Runkle, Alex Zavala, Geoff Seibel, Byron Severance, Raul Vela, Katy Armstrong, and Esperanza Orosco voted YES. There were no votes of NO on this agenda item.

Consideration and possible grant of Utility Easement(s) to Texas Gas Service and/or Sunfield Development, LLC at 2025 Bond High School #4
Board President Byron Severance introduced the agenda item and moved that the Hays CISD Board of Trustees grant utility easement(s) at 2025 Bond High School #4 to Texas Gas Company and/or Sunfield Development, LLC, as shown on the attachments, and authorize the Superintendent and/or Board President to negotiate and execute documents necessary and convenient to construct and deliver gas utilities, as presented. Trustee Raul Vela seconded the motion. There was no further discussion, and the motion passed by a vote of 7-0 with Trustees Courtney Runkle, Alex Zavala, Geoff Seibel, Byron Severance, Raul Vela, Katy Armstrong, and Esperanza Orosco voted YES. There were no votes of NO on this agenda item.

Consideration and possible approval of the Pedernales Electric Cooperative Utility Construction for 2025 Bond High School #4

Board President Byron Severance introduced the agenda item and moved that the Hays CISD Board of Trustees approve the Pedernales Electric Cooperative utility construction at 2025 Bond High School #4 for an amount not to exceed \$600,000, and authorize the Superintendent and/or Board President to negotiate and execute documents necessary and convenient to complete the process, as presented. Trustee Katy Armstrong seconded the motion. There was no further discussion, and the motion passed by a vote of 7-0 with Trustees Courtney Runkle, Alex Zavala, Geoff Seibel, Byron Severance, Raul Vela, Katy Armstrong, and Esperanza Orosco voted YES. There were no votes of NO on this agenda item.

Consideration and possible adoption of a Resolution to set the Property Tax Rate for Tax Year 2026 and Fiscal Year 2026-2027

Board President Byron Severance introduced the agenda item. Deborah Ottmers, Chief Financial Officer, addressed the Board in response to a question from Board Secretary Esperanza Orosco. Trustee Severance commented. Mr. Severance then moved that the Hays CISD Board of Trustees adopt a resolution to set the property tax rate for tax year 2026 and fiscal year 2026-2027 at \$1.14, as presented. Board Secretary Esperanza Orosco seconded the motion. There was no further discussion, and the motion passed by a vote of 7-0 with Trustees Courtney Runkle, Alex Zavala, Geoff Seibel, Byron Severance, Raul Vela, Katy Armstrong, and Esperanza Orosco voted YES. There were no votes of NO on this agenda item.

Consideration and possible adoption of a Resolution, No-Objection Letter, and Payment in Lieu of Taxes for a Foreign Trade Zone

Board President Byron Severance introduced the agenda item and moved that the Hays CISD Board of Trustees adopt the resolution, letter, and payment in lieu of taxes agreement for a Foreign Trade Zone, as presented. Trustee Alex Zavala seconded the motion. There was no further discussion, and the motion passed by a vote of 7-0 with Trustees Courtney Runkle, Alex Zavala, Geoff Seibel, Byron Severance, Raul Vela, Katy Armstrong, and Esperanza Orosco voted YES. There were no votes of NO on this agenda item.

Consideration and possible approval of the Hays CISD Senate Bill 12 Certification of Compliance

Board President Byron Severance introduced the agenda item and moved that the Hays CISD Board of Trustees approve the Senate Bill 12 Certification of Compliance, as presented. Board Vice President Geoff Seibel seconded the motion. Trustee Alex Zavala seconded the motion. There was no further discussion, and the motion passed by a vote of 7-0 with Trustees Courtney Runkle, Alex Zavala, Geoff Seibel, Byron Severance, Raul Vela, Katy Armstrong, and Esperanza Orosco voted YES. There were no votes of NO on this agenda item.

Consideration and possible adoption of the Superintendent Evaluation Instrument for the 2026-2027 School Year

Board President Byron Severance introduced the agenda item. Dr. Eric Wright, Superintendent, responded to questions and comments from Board Vice President Geoff Seibel and Board Secretary Esperanza Orosco. President Severance moved that the Hays CISD Board of Trustees adopt the 2026-2027 Superintendent Evaluation Instrument, as discussed. Board Secretary Esperanza Orosco seconded the motion. Trustee Alex Zavala seconded the motion. There was no further discussion, and the motion passed by a vote of 7-0 with Trustees Courtney Runkle, Alex Zavala, Geoff Seibel, Byron Severance, Raul Vela, Katy Armstrong, and Esperanza Orosco voted YES. There were no votes of NO on this agenda item.

Consideration and possible adoption of Hays CISD Legislative Priorities for the Upcoming Legislative Session

Board President Byron Severance introduced the agenda item. He and Superintendent Dr. Eric Wright discussed taking no action on this item.

Consideration and possible action in accordance with Policy BDB(Local) for the appointment to Board Policy Committee Board

Board President Byron Severance introduced the agenda item and recommend Trustee Raul Vela to the Policy Pals Committee. Mr. Severance moved that the Hays CISD Board of Trustees act in accordance with Policy BDB (Local) for the appointment to Board Policy Committee Board, as discussed. Trustee Courtney Runkle seconded the motion. Trustee Alex Zavala seconded the motion. There was no further discussion, and the motion passed by a vote of 7-0 with Trustees Courtney Runkle, Alex Zavala, Geoff Seibel, Byron Severance, Raul Vela, Katy Armstrong, and Esperanza Orosco voted YES. There were no votes of NO on this agenda item.

Consideration and possible adoption of proposed revisions to the Hays CISD District of Innovation Plan

Board President Byron Severance introduced the agenda item. Superintendent Dr. Eric Wright addressed the Board. Trustee Courtney Runkle read a statement regarding her vote of NO on this agenda item. Board Secretary Esperanza Orosco addressed the Board to support the agenda item. President Severance moved that the Hays CISD Board of Trustees adopt the proposed amendments to the Hays CISD District of Innovation Plan, as presented. There was no further discussion, and the motion passed by a vote of 6-1 with Trustees Alex Zavala, Geoff Seibel, Byron Severance, Raul Vela, Katy Armstrong, and Esperanza Orosco voted YES. Trustee Courtney Runkle voted NO on this agenda item.

INFORMATION ITEM

Update on District Safety & Security Initiatives

Board President Byron Severance introduced the agenda item. There were no updates from the department nor questions from the Board regarding this agenda item.

Update on District Bond, Construction, and Renovation Projects

Board President Byron Severance introduced the agenda item. There were no updates from the department. Nathan Wensowitch, Executive Director of Facilities, Construction, and Bond Programs, responded to questions from Trustee Courtney Runkle.

Annual Review of Board Policy CDA – Other Revenues: Investments

Board President Byron Severance introduced the agenda item. There were no questions from the Board.

Quarterly Investment Report for the 4th Quarter of the 2025-2026 School Year

Board President Byron Severance introduced the agenda item. There were no updates from the department nor questions from the Board regarding this agenda item.

Financial Statements

Board President Byron Severance introduced the agenda item. There were no updates from the department nor questions from the Board regarding this agenda item.

REQUESTS FOR INFORMATION FROM THE BOARD OF TRUSTEES

Board President Byron Severance introduced the agenda item. Trustee Raul Vela requested information regarding the replacement schedule for band 18-wheeler trucks. Board President Byron Severance requested information regarding parents/community members bringing their own chairs to sporting events.

ADJOURN

Board President Byron Severance noted that the next regular Board meeting is scheduled for Monday, October 21, 2026 at 5:30pm. No further business was conducted, and President Severance announced that the meeting was adjourned at 6:58 PM.

HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Date: October 26, 2026

Agenda Item: L.1

Board Goal: Finance

Subject: Consideration and possible adoption of the Proposed Revisions to the Hays CISD Employee Compensation Plan for the 2026-2027 School Year

Administrator Responsible/Position: Christina Courson, Chief Human Resources Officer

A. Purpose of Agenda Item:

☒ Action needed ☐ Information only ☐ Receive input

B. Authority for This Action:

☒ Local Policy:
DEA – Compensation and Benefits: Compensation Plan
DEAA – Compensation Plan: Incentives and Stipends
DEAB – Compensation Plan: Wage and Hour Laws

C. Goal or Need Addressed: Revise the Compensation Plan for the 2026-2027 School Year

D. Summary:

☒ Previous board action relating to this item: The 2026-2027 Employee Compensation Plan was approved at the June 2027 Board meeting.
☐ Future action anticipated: No anticipated updates
☒ Background information: These updates reflect adjustment of position title and calendar work days for future staff hired for the referenced positions.

E. Comments Received:

☒ Cabinet ☐ DLT ☐ FBOC ☐ Teacher Org. Reps. ☐ Other:

F. Administrative Recommendation: Administration recommends adoption of the revised compensation plan, as presented.

Advantages and benefits of this proposal: This enables the district to move forward with needed changes in personnel.

Expected results in terms of student benefit/achievement: N/A

Effect of this action on other parts of the system: N/A

Consequences of not approving this recommendation: N/A

G. Fiscal Impact and Cost: N/A

H. Monitoring and Reporting Time Line:

Person responsible for evaluating this decision or action: Christina Courson

I. Suggested Motion:

I move that the Hays CISD Board of Trustees adopt the proposed revisions to the Hays CISD Employee Compensation Plan for the 2026-2027 School Year, as presented.

Hays Consolidated Independent School District
Business / Professional Compensation Plan
for the Fiscal Year ending June 30, 2027

Pay Grade 7				0.00%
	Minimum	Midpoint	Maximum	MPI
Daily	\$370.97	\$452.42	\$533.83	\$0.00
226	83,839	102,247	120,646	
230	85,323	104,057	122,781	
248	92,001	112,200	132,390	
Director, Accounting (226) Director, MIS (230) Director, Software Services (248) Director, Communications (226)				Director, Finance (226) Director, Purchasing (226) Director, Tech Admin Support (230) Director, Safety & Security (226)
				Director, Desktop Support (248) Director, Tech Security (248) Director of Benefits (226)

Pay Grade 8				0.00%
	Minimum	Midpoint	Maximum	MPI
Daily	\$434.04	\$529.32	\$624.60	\$0.00
226	98,093	119,626	141,160	
248	107,642	131,271	154,901	
Deputy Technology Officer (248) Director, Transportation (226)				Director, Construction & Planning (248) Director, Mech., Electrical, Plumbing (248)
				Director, Custodial & Maintenance (248) Director, Student Health Services (226)

Pay Grade 9				0.00%
	Minimum	Midpoint	Maximum	MPI
Daily	\$486.98	\$608.72	\$730.46	\$0.00
248	120,771	150,963	181,154	
Executive Director of Facilities, Construction, and Bond Programs (248)				

HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Date: October 26, 2026

Agenda Item: L.2a

Board Goal: Student Achievement

Subject: Consideration and possible approval of the Superintendent's recommendations to contractually employ Administrative Personnel

Administrator Responsible/Position: Dr. Eric Wright, Superintendent
Christina Courson, Chief Human Resources Officer

A. Purpose of Agenda Item:

☒ Action needed ☐ Information only ☐ Receive input

B. Authority for This Action:

☒ Local Policy: ☒ Law or Rule ☐ N/A
DC – Employment Practices DC – Employment Practices
DP – Personnel Positions DP – Personnel Positions

C. Goal or Need Addressed: Request approval of the hire of recommended positions.

D. Summary:

☐ Previous board action relating to this item: N/A
☐ Future action anticipated: N/A
☒ Background information: In accordance with policy DC (Local), the Superintendent has sole authority to recommend the employment of contractual personnel who serve as administrators and the Board of Trustees retains final authority to approve such personnel.

E. Comments Received:

☒ Cabinet ☒ Other: Campus-Level Interview Committee and District-Level Committee

F. Administrative Recommendation: Administration recommends the Board of Trustees approve the Superintendent's recommendations regarding the employment of administrative professional personnel.

G. Fiscal Impact and Cost: Included in 2026-2027 Budget

H. Monitoring and Reporting Time Line:

Person responsible for evaluating this decision or action: Christina Courson

Evaluation method and timeline: The contractual personnel who serve as administrators undergo an annual performance appraisal.

Next report to the Board: N/A

I. Suggested Motion:

I move that the Hays CISD Board of Trustees approve the Superintendent's recommendation to contractually employ administrative personnel, as discussed.

HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Date: October 26, 2026

Agenda Item: L.3

Board Goal: Student Achievement

Subject: Consideration and possible approval of a proposed plan to make Limited School Attendance Boundary Changes affecting Johnson High School, Lehman High School, Chapa Middle School, McCormick Middle School, Sunfield Elementary School, and Tom Green Elementary School

Administrator Responsible/Position: Tim Savoy, Chief Communication Officer
Max Cleaver, Chief Operations Officer

A. Purpose of Agenda Item:

☒ Action needed ☐ Information only ☐ Receive input

B. Authority for This Action:

☒ Local Policy: FC – School Attendance Areas ☐ Law or Rule: ☐ N/A

C. Goal or Need Addressed: Reduce projected overcrowding at Sunfield ES, McCormick MS, and Johnson HS in the short-term future.

D. Summary:

- ☐ Previous board action relating to this item: N/A
- ☒ Future action anticipated: Continued monitoring and adjustments, as needed
- ☒ Background information: The attached campus student population adjustment proposal is designed to provide immediate, short-term relief for projected overcrowding at Sunfield Elementary, McCormick Middle, and Johnson High Schools until such time long-term solutions are realized.

E. Comments Received:

☒ Cabinet ☐ DLT ☒ FBOC ☐ Teacher Org. Reps. ☒ Other: Affected Families

F. Administrative Recommendation: Administration recommends the Board adopt the attendance zone boundary changes depicted in the proposed plan and endorse the elements of the plan that are programmatic and administrative in nature.

Advantages and benefits of this proposal: The proposed plan would ease potential overcrowding at select campuses.

Expected results in terms of student benefit/achievement: Affected campuses would benefit by allowing core campus facilities, such as cafeterias, libraries, and gymnasiums to be able to comfortably handle the campus population.

Effect of this action on other parts of the system: Making changes to attendance zones has a significant impact on the entire system, specifically regarding campus culture; parent, student, and staff morale; specialized programming; and transportation. While there are some benefits to making changes; occasionally, changes to solve one set of problems create unintended negative outcomes in other areas. It is important to carefully weigh and act only when absolutely necessary and in as limited of a fashion as possible to achieve relief.

Consequences of not approving this recommendation: If current demographic projects hold, some campuses could experience overcrowding before long-term solutions (new school opening) can be achieved.

G. Fiscal Impact and Cost: N/A

☒ Budget ☐ Bond ☐ Grant/Special Funds: ☐ Other:

H. Monitoring and Reporting Time Line:

Person responsible for evaluating this decision or action: Cabinet

Evaluation method and timeline: Monitoring future demographic projections (December 2026) and actual student enrollment (ongoing).

Next report to the Board: N/A

I. Suggested Motion:

I move that the Hays CISD Board of Trustees adopt the components of the proposed campus population adjustment plan affecting Johnson High School, Lehman High School, Chapa Middle School, McCormick Middle School, Sunfield Elementary School, and Tom Green Elementary School, that require Board approval, and endorse the components of the plan that are administrative decisions, as discussed and decided at this meeting.

Campus Population Adjustment Proposal

Prepared September 2026; Updated October 9, 2026

The following campus student population adjustment proposal is designed to provide immediate, short-term relief for projected overcrowding at Sunfield Elementary, McCormick Middle, and Johnson High Schools until such time long-term solutions are realized.

Part A: Addressing Sunfield Elementary School

Sunfield Elementary School population management can occur with two actions listed below until the district's newest elementary school opens in either August of 2028 or 2029.

1. Move Pre-K, including the paid optional Pre-K program, from Sunfield Elementary School to Tom Green Elementary School for the next several school years.
2. Cap and overflow students who move into Hays CISD demographic planning unit #42 after January 1, 2027, and assign them to attend Tom Green Elementary School. This is the section of Sunfield where the new subdivision phases are being constructed.

This solution requires no changes to attendance zone boundaries at present, nor school board approval as the programmatic changes are administrative and not governance. This entire area will be potentially affected by attendance zone boundary changes in about two school years following the current school year.

Additional Considerations Based on Public Feedback:

1. Grandfather current Sunfield ES students moving into a new section of the subdivision and closing on the new house after January 1, 2027. (Recommended)
2. Consider delaying moving Pre-K to Tom Green ES in 2027-2028; reviewing actual enrollment in fall 2027 and making a decision whether to move Pre-K at that time to begin in 2028-2029. (Recommended)
3. Consider keeping a few Pre-K classes at Sunfield ES for siblings only. (Alternate Consideration)

Projected Current and Future Attendance Numbers with the Part A Plan Implemented

Sunfield Elementary Projections (Without Intervention)						
School Year	Current*	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
Total Student Population	1,042**	1,134	1,226	1,312	1,413	1,493
Capacity with Current Portables	1,200	1,200	1,200	1,200	1,200	1,200

Sunfield Elementary Projections (With This Plan's Intervention)						
Less PK Population	N/A	-96	-96	-96	Elementary School #18 Online with New Attendance Zones in Area to Address Long-Term Growth	
Less Cumulative Projected Increase (Cap & Overflow of Planning Unit 42)	(hold at total of 347 students in planning unit 42)	-54	-113	-123		
Total Student Population	No changes for 2026-2027	984	1,017	1,093		
				Elementary # 18 Could Open Early		

*Start of school actual numbers (September 8, 2026 report)

**Actual start of school population is 36 students below 2026-2027 projections of 1,078 students, and this number rolls forward as a static number for the remainder of this chart to offset formal near-term future projections accordingly.

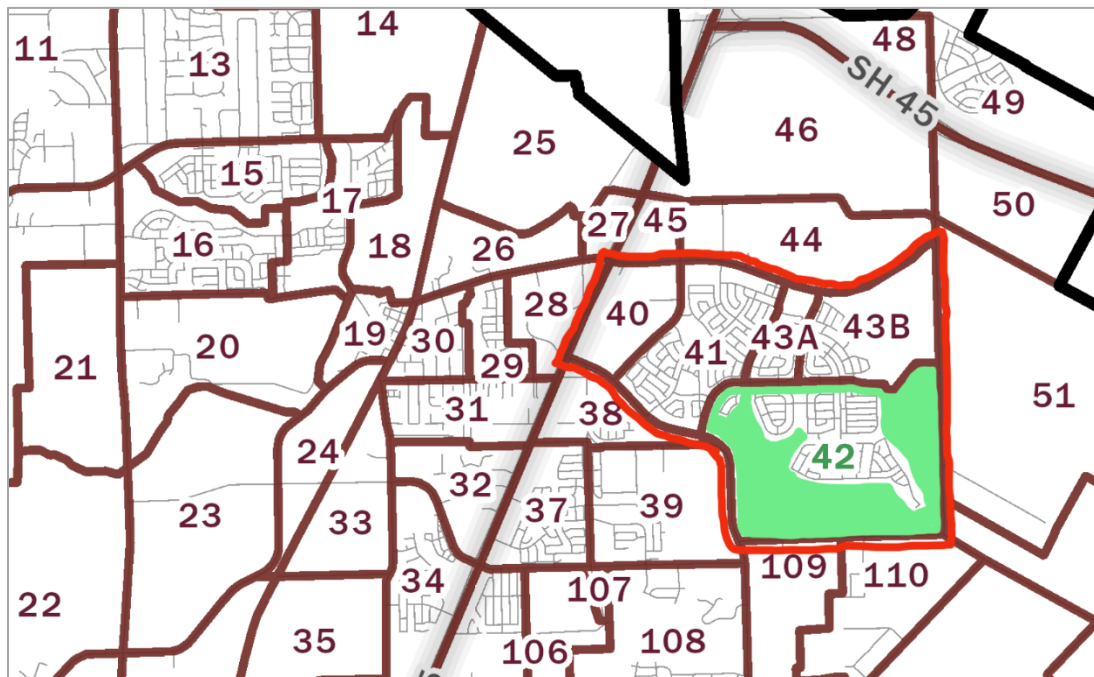
Tom Green Elementary Projections (Without Intervention)						
School Year	Current*	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
Total Student Population	615**	606	588	591	613	639
<i>Capacity (increases when current construction completed)</i>	714	1,012	1,012	1,012	1,012	1,012

Tom Green Elementary Projections (With This Plan's Intervention)						
Added PK Population	N/A	+96	+96	+96	Elementary School #18 Online with New Attendance Zones in Area to Address Long-Term Growth	
Added Cumulative Projected Increase (Cap & Overflow of Planning Unit 42)	(hold at total of 347 students in planning unit 42)	+54	+113	+123		
Total Student Population	No changes for 2026-2027	756	797	810		
				Elementary # 18 Could Open Early		

*Start of school actual numbers (September 8, 2026 report)

**Actual start of school population is 23 students above 2026-2027 projections of 592 students, and this number rolls forward as a static number for the remainder of this chart to offset formal near-term future projections accordingly.

Proposed Part A Planning Unit Map



Red boundary depicts the entire Sunfield ES current attendance zone.



Green box highlights planning unit 42 for cap-and overflow for new student move-ins.

Part B: Addressing McCormick Middle School and Johnson High School

McCormick Middle (MMS) and Johnson High Schools (JHS) will require minor changes in current attendance zones as a short-term solution until the district implements new middle and high school attendance zone maps to accommodate the opening of comprehensive high school #4 in either 2029 or 2030.

1. The specific changes include moving district demographic planning units 52, 102, and 103 from their current feeder pattern of MMS to JHS to the new feeder pattern of Chapa Middle School (CMS) to Lehman High School (LHS), starting with the 2027-2028 school year.

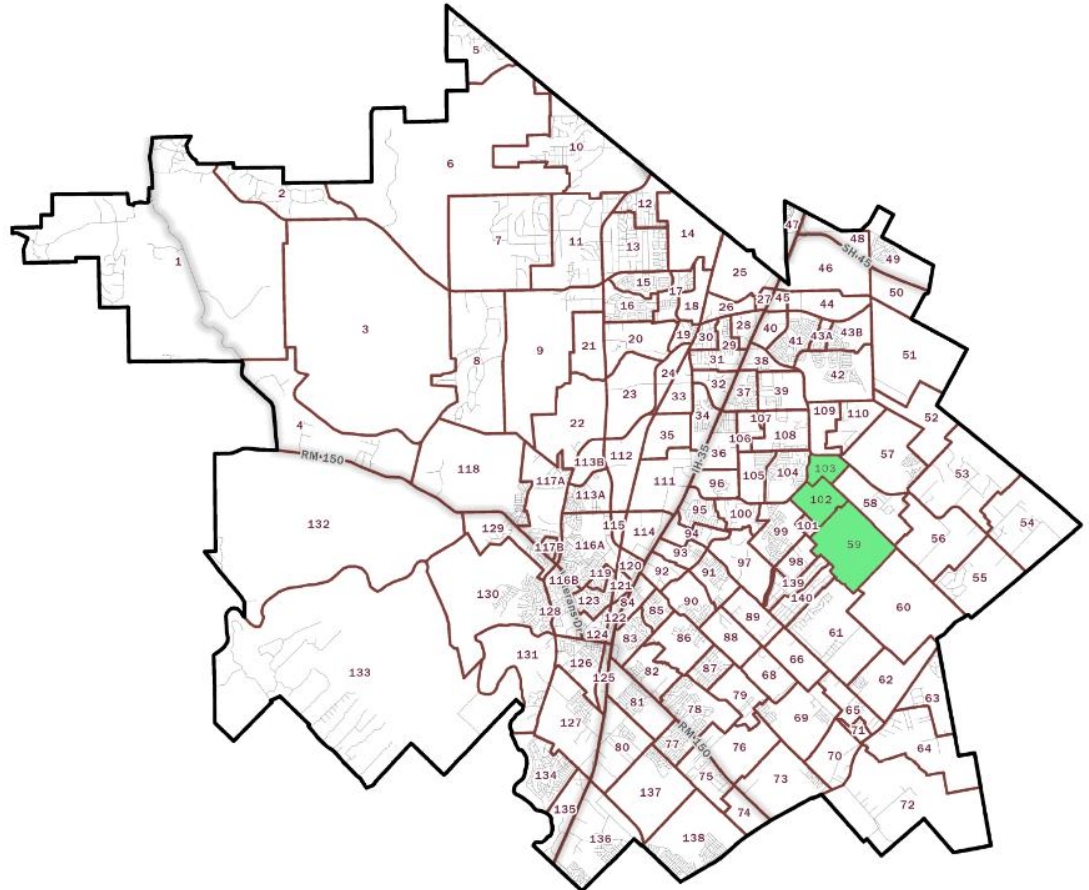
The recommendation would include grandfathering affected current MMS students (6th and 7th grade students and any younger siblings) to remain at MMS for their 7th and 8th grade years if they choose to remain until going to high school at LHS. Additionally, current JHS 9th – 11th graders and any younger siblings would be grandfathered, if they choose, to remain at JHS for their 10th – 12th grade years. As a standard additional condition of a grandfathering transfer, families would need to provide their own transportation to remain at a previously zoned campus.

Note that planning unit 101 is currently the only planning unit that attends Camino Real Elementary School (CRES) that does not go to MMS, but instead already attends the CMS and LHS feeder pattern. Adding the new planning units increases the friend group base at CRES who will go to middle and high school together, and it significantly reduces the current high school bus ride times and traffic for the planning units that are proposed to be changed.

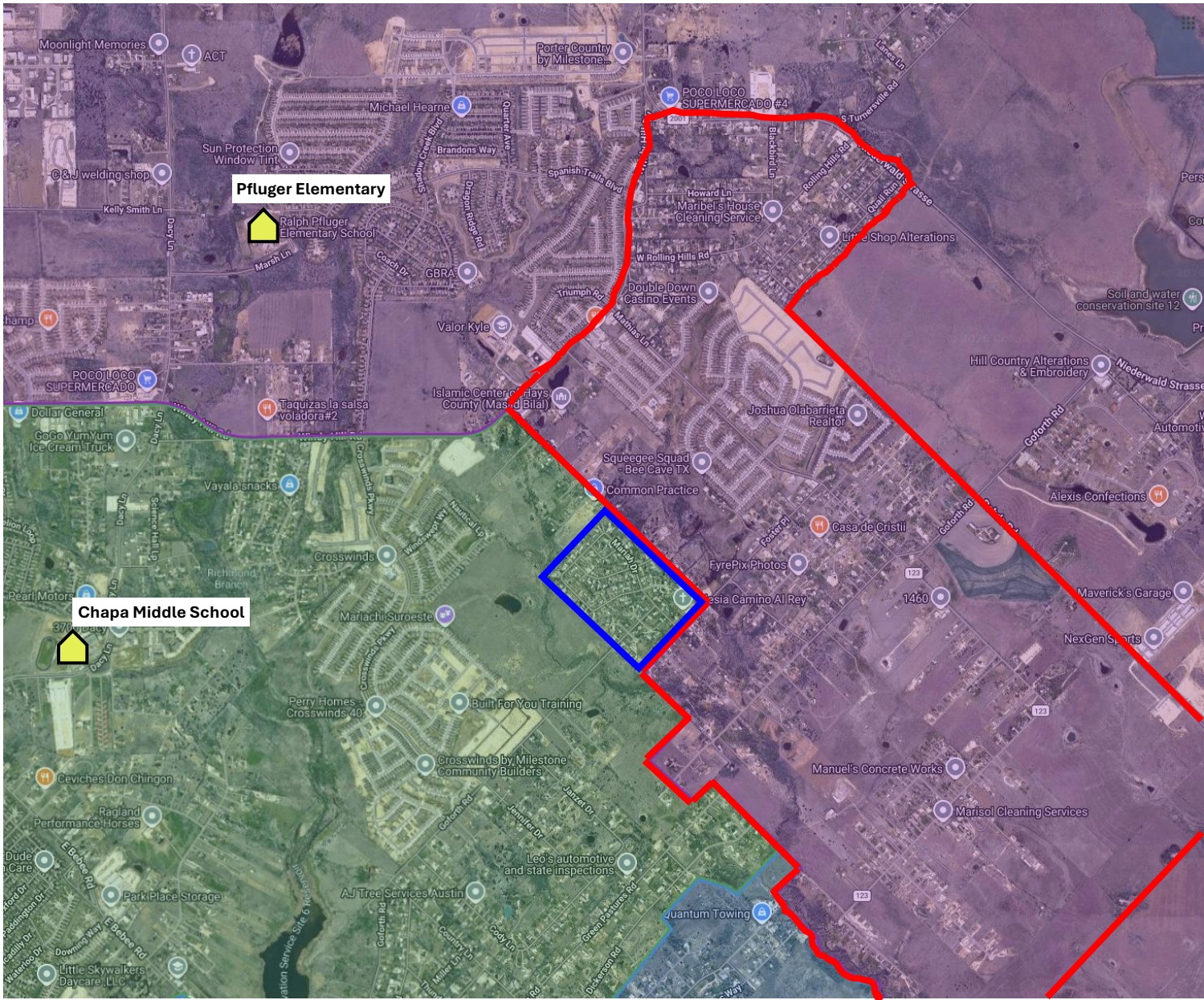
Since this part of the solution requires changes to attendance zone boundaries, it does require school board approval.

Proposed Part B Planning Unit Map Changes

The general area affected is south and east of the large curve on Windy Hill Road. Note that the maps depicted in this presentation are close approximate general representations and are not official. If changes are adopted, the official map shapefiles will be generated and used to update the Hays CISD online official attendance zone map.



Proposed Part B Satellite-View Map Changes



Red boundary depicts geographic territory that would move from MMS/JHS to CMS/LHS.



Blue boundary depicts the only area of CRES students who currently attend CMS/LHS and, they would remain in that feeder pattern with this proposal.

Additional Considerations Based on Public Feedback:

1. Consider adding a bus for rising JHS juniors and seniors (classes of 2028 and 2029) who are affected by rezoning, who need transportation, and who wish to stay at Johnson HS rather than attend Lehman HS for their upperclassmen years. (Recommended)

Projected Current and Future Attendance Numbers with the Part B Plan Implemented

Middle School

McCormick MS Projections (Without Intervention)						
School Year	Current*	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
Total Student Population	1,358**	1,406	1,461	1,588	1,687	1,847
<i>Campus Capacity (including current portables)</i>	1,600	1,600	1,600	1,600	1,600	1,600

McCormick MS Projections (With This Plan's Intervention)					
Total Student Population	No changes for 2026-2027	1,227	1,285	1,409	Full district rezoning for middle and high schools will have occurred to accommodate opening of comprehensive high school #4
				Use of comprehensive high school #4 to hold 8 th graders zoned for the new high school could alleviate MMS population in 2029, depending on the high school's opening plan.	

*Start of school actual numbers (September 8, 2026 report)

**Actual start of school population is 13 students below 2026-2027 projections of 1,371 students, and this number rolls forward as a static number for the remainder of this chart to offset formal near-term future projections accordingly.

Chapa MS Projections (Without Intervention)						
School Year	Current*	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
Total Student Population	802**	816	881	912	939	962
<i>Ideal Campus Capacity</i>	1,071	1,071	1,071	1,071	1,071	1,071

Chapa MS Projections (With This Plan's Intervention)						
Total Student Population	No changes for 2026-2027	995	1,057	1,091	Full district rezoning for middle and high schools will have occurred to accommodate opening of comprehensive high school #4	

*Start of school actual numbers (September 8, 2026 report)

**Actual start of school population is 51 students below 2026-2027 projections of 853 students, and this number rolls forward as a static number for the remainder of this chart to offset formal near-term future projections accordingly.

High School

Johnson HS Projections (Without Intervention)						
School Year	Current*	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
Total Student Population	2,972**	2,969	3,047	3,200	3,458	3,637
<i>Ideal Campus Capacity (increases when current construction completed)</i>	2,250	2,800	2,800	2,800	2,800	2,800

Johnson HS Projections (With This Plan's Intervention)					
Total Student Population	No changes for 2026-2027	2,712	2,810	2,971	Full district rezoning for middle and high schools will have occurred to accommodate opening of comprehensive high school #4

*Start of school actual numbers (September 8, 2026 report)

**Actual start of school population is 103 students above 2026-2027 projections of 2,869 students, and this number rolls forward as a static number for the remainder of this chart to offset formal near-term future projections accordingly.

Lehman HS Projections (Without Intervention)						
School Year	Current*	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
Total Student Population	2,223**	2,329	2,543	2,843	3,133	3,403
<i>Ideal Campus Capacity (increases when current construction completed)</i>	2,250	2,800	2,800	2,800	2,800	2,800

Lehman HS Projections (With This Plan's Intervention)					
Total Student Population	No changes for 2026-2027	2,586	2,780	3,072	Full district rezoning for middle and high schools will have occurred to accommodate opening of comprehensive high school #4

*Start of school actual numbers (September 8, 2026 report)

**Actual start of school population is 70 students below 2026-2027 projections of 2,293 students, and this number rolls forward as a static number for the remainder of this chart to offset formal near-term future projections accordingly.

HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Date: October 26, 2026

Agenda Item: L.4

Board Goal: Student Achievement

Subject: Consideration and possible approval of Class Size Exceptions

Administrator Responsible/Position: Christina Courson, Chief Human Resources Officer

A. Purpose of Agenda Item:

☒ Action needed

☐ Information only

☐ Receive input

B. Authority for This Action:

☐ Local Policy:

☒ Law or Rule:

FB (Legal) – Equal Educational Opportunity

C. Goal or Need Addressed: The district must submit a request to the Board and TEA for a class size exception for any PK-4 classroom exceeding 24 students. The District of Innovation Plan allows exemptions up to 24:1. The class size requirement applies throughout the school year except during any 12-week period selected by the district with a significant percentage of migratory students or the last 12 weeks of any school year.

To apply for an exception, the class size limit must create an undue hardship on the district. The following factors are considered by the commissioner:

- Unanticipated enrollment growth
- Lack of facilities
- Lack of teachers
- Financial hardships

The district must now apply for class size exceptions and seeks approval from the Board before the application to the Texas Education Agency.

D. Comments Received:

☒ Cabinet

☐ DLT

☐ FBOC

☐ Teacher Org. Reps.

☐ Other:

E. Administrative Recommendation: Administration recommends approval of the waivers presented.

F. Fiscal Impact and Cost: N/A

G. Monitoring and Reporting Time Line:

Person responsible for evaluating this decision or action: Christina Courson

Evaluation method and timeline: HR will monitor ratios daily.

Next report to the Board:

H. Suggested Motion:

I move that the Hays CISD Board of Trustees approve class size exceptions, as presented and discussed.

HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Date: October 26, 2026

Agenda Item: L.5

Board Goal: Student Achievement

Subject: Consideration and possible adoption of the Targeted Improvement Plan (TIP) for Uhland Elementary School

Administrator Responsible/Position: Dr. Eric Wright, Superintendent
Marivel Sedillo, Deputy Superintendent / Chief Academic Officer
Derek McDaniel, Executive Officer of Curriculum & Instruction

A. Purpose of Agenda Item:

☒ Action needed

☐ Information only

☐ Receive input

B. Authority for This Action:

☐ Local Policy:

☒ Law or Rule:

☐ N/A

C. Goal or Need Addressed: Adoption of a TEA-Required Targeted Improvement Plan (TIP) prior to the established November 20, 2026 deadline

D. Summary:

☐ Previous board action relating to this item: N/A

☐ Future action anticipated: N/A

☒ **Background information:** Uhland Elementary School (UES) previously earned a "B" rating under the state's A–F accountability system based on 2024 and 2025 STAAR results. Following low academic growth in reading and math on the spring 2026 STAAR administration, UES received an "F" rating for the 2026–2027 school year, triggering required state improvement activities.

In response, Principal Dr. Sara Sparks convened the Campus Leadership Team for a public meeting to gather feedback from parents and community stakeholders. Following a comprehensive review of campus data and stakeholder input, Dr. Sparks and her team partnered with ESC Region 13 School Improvement specialists and Hays CISD Curriculum and Instruction leaders to draft a Targeted Improvement Plan aligned with Texas Education Agency (TEA) procedures. Upon approval by the Hays CISD Board of Trustees, the plan will be submitted to the TEA.

E. Comments Received:

☒ Cabinet

☐ DLT

☐ FBOC

☐ Teacher Org. Reps.

☐ Other:

F. Administrative Recommendation: Administration recommends adoption of the TIP.

G. Fiscal Impact and Cost: N/A

H. Monitoring and Reporting Time Line:

Person responsible for evaluating this decision or action: Derek McDaniel

I. Suggested Motion:

I move that the Hays CISD Board of Trustees adopt the Targeted Improvement Plan for Uhland Elementary School, as presented.

Hays Consolidated Independent School District

Uhland Elementary School

2026-2027 Targeted Improvement Plan

Needs Assessment, Stakeholder Engagement, and Additional Assurances

I assure that the campus named in this plan has conducted an on-site needs assessment in accordance with Texas Education Code (TEC) [§39A.053](#) to determine the factors contributing to low performance and lack of progress. Examples of aligned diagnostics used may include, but are not limited to, the Effective Schools Framework (ESF) Diagnostic, the Effective District Framework Diagnostic, Texas Strategic Leadership (TSL) Landscape Analysis, or a locally developed needs assessment.

Yes

I assure that the locally conducted needs assessment met the requirements in Section [§39A.053](#) of the Texas Education Code, and that the documentation of the needs assessment and supporting analyses is maintained locally and available upon request.

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27.

Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TIP is likely to be denied.

No

Please upload artifacts demonstrating a robust observation and feedback system.

[5.2.5 Bullseye Frequency PDF Report](#)

[5.2.5 Hays CISD Administrator Guidelines for Monitoring Instruction.pdf](#)

[5.2.5 TTESS Walkthroughs.pdf](#)

[5.2.5 Weekly Overview - TCSC Coordinator Progress Report.pdf](#)

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Targeted Improvement Plan, in accordance with Texas Education Code (TEC) [§39A.055\(2\)](#), with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Targeted Improvement Plan.

Yes

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) [§39A.056](#), and that the notice included the date, time, and place of the meeting.

Yes

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) [§39A.055](#) and [§39A.057](#), to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

Yes

Please select the date of board approval for this plan:

October 26, 2026

Please upload a copy of public comments or additional documents explaining the lack of public comments: (Optional)

[9-15-26 Public Hearing UES 26-27 with Notes.pdf](#)

SI Strategy

Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year.

Intensive Curriculum & Instruction Improvements

Which, if any, program is this campus engaged with for the 26-27 school year?

Our campus is not engaged in a TEA program

Which, if any, program is your school system interested in to support this strategy?

Our campus is not engaged in a TEA program

Please name any organizations you are currently working with to build capacity and support school improvement strategy implementation.

Region 13

How many district staff members will be responsible for capacity building with this campus?

7

Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.

\$75,000 to \$80,000 in order to increase the number of FTEs supporting STAAR level grade levels. The district has undergone right-sizing to ensure the appropriate use of funds across the district. In order to decrease class sizes for Uhland, an extra FTE was requested in 5th grade to maximize student growth. The following HQIM were purchased with IMTA and IMRA funding: HMM "Into Reading" (Core Tier I, purchased 2018), Amplify BOOST Reading (Supplemental Reading, \$17,000), Accelerate Learning "STEMscopes Math and Science (Core Tier 1, \$19,000)" STMath (Supplemental Math, \$8,000). Local funding for Cloud 9 (SEL, \$1,500) and Bullseye (Observation and Feedback tool, \$1800)

If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

The district is prepared to make adjustments in their general funds. The campus has allotted federal funds to fund an academic facilitator to improve PLCs

How will the campus or district redistribute talent and resources to proportionately support this campus's needs?

The district currently has allotted an FTE to prevent 5th classrooms from exceeding the 1 to 24 ratio. This FTE was initially going to be allotted to another campus, but the district has redistributed talent to support academic achievement at Uhland to improve the "F" rating.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

STEMscopes Texas Math

Is this the curriculum that will be implemented for the duration of the plan for: K-5 Math?

Yes

How many instructional minutes per week are in the master schedule for K-5 Math curriculum delivery?

450

Does the amount of minutes meet the required/recommended number of minutes for the K-5 Math curriculum?

Yes

Please select the adopted curriculum for: K-5 RLA

Other

Is this the curriculum that will be implemented for the duration of the plan for: K-5 RLA?

Yes

How many instructional minutes per week are in the master schedule for K-5 RLA curriculum delivery?

600

Does the amount of minutes meet the required/recommended number of minutes for the K-5 RLA curriculum?

Yes

Please select the adopted curriculum for: 6-8 Math

Not applicable

Please select the adopted curriculum for: 6-8 RLA

Not applicable

Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Not applicable

Please select the adopted curriculum for: 9-12 RLA

Not applicable

How many instructional days are included in the 2026-2027 calendar?

169

Use the provided table to describe the campus's assessment plan, including the specific assessment tools that will be used, whether it is a district or campus assessment, frequency, and how the results of the assessment will be used.

Type of Assessment	Campus or District	Frequency	Purpose (how will these results be used)
Benchmark	District	BOY/MOY/EOY	K-5 mClass data will be used to ensure students are meeting grade level phonics requirement and fluency. The campus will use an MTSS process based on results to support Tier 2. and Tier 3 interventions for students. K-5 students will use MAP Math and Reading. This data will be used to support instructional scaffolding and monitor student growth. This data will also be used to support the Teacher Incentive Allotment to retain High Quality teachers.
Curriculum Based Assessment	District	Monthly	Common Formative Assessments will take two forms: Unit Checks and Content Based Assessments. Unit Checks will be done periodically during units of study. The data from the checks will be adjust instruction prior to Content Based Assessments. Content Based Assessments are used at the end of units of study. This data will be used to project performance on STAAR. Individual student data will be addressed be used to support intervention plans and small group instruction.
STAAR Released Test	District	Semester	This data will be used to project performance on STAAR. Individual student data will be addressed be used to support intervention plans and small group instruction.

Type of Assessment	Campus or District	Frequency	Purpose (how will these results be used)
Curriculum Based Assessment	Campus	Weekly	Common Formative Assessments are campus created assessments which serve as exit tickets and are used as student artifacts to examine during PLCs to address daily instruction.

Describe the campus system for monitoring student growth data, including how student growth data will be tracked and monitored.

The district utilizes Eduphoria to upload and disaggregate data from common assessments and district assessments. The district accountability department provides the campus with data trackers to monitor student growth and prevent regression. The data trackers is able to be disaggregated by teacher and student groups. Teachers are able to create their own data trackers to ensure interventions and student groups are tracked daily.

What is the campus plan for student intervention and supporting students below grade level and in special populations?

UES implements a daily WIN time for each grade level at 30 minutes a day. The campus has implemented an MTSS process to ensure that students are receiving Tier 2 and Tier 3 interventions. The campus is also receiving district support from the Special Education and Multilingual departments to support instructional scaffolding supports to enhance achievement for special populations.

Will the campus implement a PLC structure?

Yes

How will PLCs be organized (by grade level, content area, etc.)?

Weekly PLCs are organized by grade level. Within departmentalized grades, content areas are able to meet with their content specific areas. Special education teachers are also able to join PLCs biweekly to ensure they are up to date with content level instruction.

How frequently will PLCs occur?

Weekly, with opportunities at least twice a month to have extended PLCs including but not limited to planning days, faculty meetings, and district/campus professional development days.

Who will facilitate PLCs?

Administrators, the academic facilitator, or team leads will lead PLCs depending on the topic and level of modeling required for new to campus staff or familiarity with the PLC structure.

Who is required to attend PLCs?

Administrators, teachers and special education staff as needed.

Please describe the PLC protocol used at the campus. You may upload your PLC agenda as additional evidence to ensure clarity.

PLCs are centered around the 4 critical questions to collaborate on a cycle of inquiry to improve instruction. Below is a link to the campus PLC Hub, which includes the PLC calendar, various protocols, and resources needed to support the PLC structure. Other protocols also include data analysis, lesson internalization, and student artifact analysis. Teachers receive professional development on the PLC process and instructional best practices for each specific content. These PD sessions occur during staff development days and on Just-In-Time training days, approximately 2-3 per year based on grade level and content.

<https://sites.google.com/g.hayscisd.net/ues-plc-hub>

Upload PLC agenda (optional):

[5.2.2 UES PLC 26-27 Beginning of the Year Presentation 8-7-26.pdf](#)
[3rd Grade PLC Meeting Notes 26-27.pdf](#)

Capacity Building

Please describe your planned training/PD sessions for each role, including who delivers and who attends.

Role	Training/PD Description	Delivered By	Attended By
Principal	Effective School Framework - Diagnostic	Region 13	DCSI, Principal Manager, and Principal
Teacher	District PD Days - 10 days throughout the instructional calendar year.	Principal	Teachers
Teacher	INSPIRE - Ongoing professional development for first year teachers. Categorized by grade level and content areas. Includes, but is not limited to Reading Academies and Sheltered Instruction	District Staff	First Year Teachers

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?

New to profession teachers receive mentorship opportunities and intentional sessions supported by our INSPIRE program. The campus also utilizes tiered support to ensure new to profession teachers receive coaching and feedback opportunities.

What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

The campus uses two main tools purchased by the district. Bullseye is used as a walkthrough tool and houses numerous rubrics including, Get Better Faster Rigor/Management Trajectory, TTESS, and Open Court phonics for K-2 teachers. Frontline is another platform that is used for TTESS formal observations and summative evaluations.

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Weekly

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

Through a district collaborative support structure, Special Education coordinators are engaging in biweekly walks to support co-teaching/inclusion supports and special programming needs.

Milestones

List 8-10 key milestones your campus will complete to implement this strategy. Milestones should span one year (August 2026 - August 2027). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027.

Milestone 1

Description – What specific action or deliverable will be completed?

Onboarding staff to new leadership including Principal, Assistant Principal and Academic Facilitator as well as new PLC structure.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal and Executive Officer of Schools (Principal Manager)

Evidence of Completion – What artifact, data, or observable action will verify completion?

PLC agendas, HQIM implementation, and campus data meeting the district average on district common assessments for Meets and Masters performance in Math and Reading.

Support Needed – What training, coaching, resources, or tools are required?

Campus is funding an academic facilitator to support PLC implementation and classroom walkthroughs.

Milestone 2

Description – What specific action or deliverable will be completed?

Effective School Framework Diagnostic

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

DCSI, Executive Officer of Schools, and Principal

Evidence of Completion – What artifact, data, or observable action will verify completion?

Region 13 post observation evaluation

Support Needed – What training, coaching, resources, or tools are required?

Attending Region 13 ESF Framework and Diagnostic Training

Milestone 3

Description – What specific action or deliverable will be completed?

Walkthroughs will show HQIM evident in all core content classrooms

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Asst. Principal, Academic Facilitator

Evidence of Completion – What artifact, data, or observable action will verify completion?

By December, 80% of walkthroughs will show evidence of teachers using HQIM with fidelity. This will be further evident by the campus being at or above the district average in Meets and Masters on district assessments for RLA and Math.

Support Needed – What training, coaching, resources, or tools are required?

District coordinators will work with UES teachers and administration bi-weekly to support alignment of daily instruction with district HQIM.

Milestone 4

Description – What specific action or deliverable will be completed?

Tier 3 teachers will move to Tier 2 or Tier 1 based on campus walkthroughs and TTESS rubric. The Principal and Assistant Principal will provide specific goals of improvement for Tier 3 teachers that will be met through individualized coaching, instructional feedback, and professional development.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Asst. Principal

Evidence of Completion – What artifact, data, or observable action will verify completion?

TTESS rubric and Bullseye platform frequency and proficiency reports.

Support Needed – What training, coaching, resources, or tools are required?

Teachers will receive training on instructional strategies such as Sheltered Instruction, Higher order questioning, and classroom management. The training will be provided by district departments and campus leadership.

Milestone 5

Description – What specific action or deliverable will be completed?

Principal and Leadership Team will receive campus mentoring and coaching opportunity through leadership consultant. This includes guidance on campus operations, instructional leadership, and professional growth for teachers and staff.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Executive Officer of Schools and Principal

Evidence of Completion – What artifact, data, or observable action will verify completion?

MOY TPESS conference will show progress on goal attainment.

Support Needed – What training, coaching, resources, or tools are required?

MGW Consultancy will offer weekly coaching sessions with campus leadership to support effectiveness of observation and feedback and campus operational systems.

Milestone 6

Description – What specific action or deliverable will be completed?

Implement campus-wide MTSS system for Tier 2 and Tier 3 academic and behavioral interventions, including bi-weekly data tracking and student progress monitoring.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principal, Academic Facilitator, Counselor

Evidence of Completion – What artifact, data, or observable action will verify completion?

MTSS committee schedules, universal screening data, student tiering rosters, and documented intervention logs showing progress toward MOY benchmarks.

Support Needed – What training, coaching, resources, or tools are required?

District MTSS Coordinator consultation, intervention curriculum materials, and staff coaching on progress monitoring tools.

Milestone 7

Description – What specific action or deliverable will be completed?

Integrate linguistic accommodations (ELPS) and IEP-aligned instruction into daily HQIM lesson planning and execution for Special Education and Emergent Bilingual students.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Special Education Teachers, EB Specialists, General Education Teachers, Academic Facilitator

Evidence of Completion – What artifact, data, or observable action will verify completion?

Co-planning agendas, walk-through data showing targeted accommodations in 100% of core classrooms, and TELPAS / STAAR Alt / STAAR interim

Support Needed – What training, coaching, resources, or tools are required?

District Coordinators for Special Populations will provide professional development on scaffolding HQIM for diverse learners.

Milestone 8

Description – What specific action or deliverable will be completed?

Conduct quarterly Data-Driven Instruction (DDI) analysis meetings following major assessments to adjust Tier 1 instruction and target student intervention groups.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Academic Facilitator, Grade-Level / Content PLC Leaders

Evidence of Completion – What artifact, data, or observable action will verify completion?

Quarterly DDI action plans, updated student mastery tracking boards, and re-teaching schedules. This also includes the district Campus Showcase opportunity to show campus progress and celebrations.

Support Needed – What training, coaching, resources, or tools are required?

District assessment reports and dedicated PLC release time for deep-dive data analysis.

Milestone 9

Description – What specific action or deliverable will be completed?

Conduct a comprehensive year-end review of TIP strategies, student growth data, and campus culture metrics to evaluate plan effectiveness and set priorities for the following year.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, DCSI, Executive Officer of Schools, Campus Improvement Team (CCNA Team))

Evidence of Completion – What artifact, data, or observable action will verify completion?

Summative TIP Evaluation Report, EOY STAAR performance/growth data, and preliminary 2027–2028 Campus Improvement Plan draft.

Support Needed – What training, coaching, resources, or tools are required?

Facilitation from District Coordinator for School Improvement (DCSI) and district data analysts.

Performance Management

Please describe how district and campus leaders will monitor the successful implementation of this plan.

Campus EOS meets weekly with the principal to build campus leadership capacity through weekly instructional observation and feedback coaching cycles aligned to ESF strategies. EOS meets weekly with DCSI and district leadership to update on district targeted collaborative support, student data, campus progress and/or barriers needing to be lifted to ensure district success. Coaching consultant and EOS meet monthly to monitor principal progress.

Who will be responsible for reviewing progress towards the milestones described in the previous section?

DCSI and EOS will work collaboratively to ultimately ensure milestones are being met.

How frequently will progress toward milestones be reviewed?

Other

Please describe the review frequency:

Weekly

How will milestone progress data be collected?

Through campus data trackers, a campus check-in pulse sheet, an EOS weekly campus check-in pulse sheet, a weekly targeted collaborative update, and the targeted improvement plan.

How will milestone progress data be shared with district leadership and other relevant stakeholders?

EOS and DCSI will share with other district leadership at weekly meetings and upon request.

Student Outcome Goals

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	80
Meets Grade Level	50
Masters Grade Level	30

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	80
Meets Grade Level	50
Masters Grade Level	30

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	80
Meets Grade Level	50
Masters Grade Level	30

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 26-27?

20

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 26-27?

3

Did your school have a graduation class for the 2025-2026 school year?

No

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 26-27?

20

Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 26-27?

9

Additional Info

Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

More explicitly the district is providing a targeted support collaborative to ensure UES is supported with HQIM implementation and Tier I instructional delivery. District meets weekly to discuss support progress and provides the campus with explicit action plans for specific grade levels, content areas, and individual teachers as needed.

Upload additional documents (optional):

[5.2.5 Weekly Overview - TCSC Coordinator Progress Report.pdf](#)
[TCSC Outline 2026.docx](#)



Public Hearing
Uhland Elementary School
SIGN IN SHEET
Open House 9/15/26



Student Name /Estudiante	Parent Name / Padre
1. Marianna Garcia Ortiz 1st	Margali Ortiz
2. Erika Carrizales	Sandra Carrizales
3. Staff	Maria Herrera
4. Maria Taramila-Staff	my
5. Alison Rubio	Eleanora Gonzalez
6. Jessica Salazar	my
7. Thamara Nava	my
8. Wanda Hernandez	Wanda
9. Rachel Cruz	Rachel S
10. Danyela Maya	Vanet Yanez
11. Anthony Juarez	Senia Juarez
12. Valeria + Julieta Rangel	Claudia Hernandez
13. Jose Angel Jundo Sanchez	Rocio Sanchez Montoya
14. Thais Igor Holzmeister	Ludmilla Holzmeister
15. SOL RIVERA	LUCERO & KENNY RIVERA
16.	
17.	
18.	
19.	
20.	
21.	
22.	
23.	
24.	

Note on Public Hearing:
This meeting was held on 9/15/2026 with Campus Improvement Team and families present. A presentation was provided to explain the status of the campus and review strategies to support student achievement. A forum was open for public comments. One parent spoke that he observed a positive impact on school culture since the beginning of the school year. No other participants participated.

Note on Public Hearing:

This meeting was held on 9/15/2026 with Campus Improvement Team and families present. A presentation was provided to

explain the status of the campus and review strategies to support student achievement. A forum was open for public comments.

One parent spoke that he observed a positive impact on school culture since the beginning of the school year. No other participants participated.



Uhland Elementary School
UES: United Everyone Succeeds!



2026 A-F

RATINGS

**LA CALIFICACIÓN DE LA
ESCUELA UHLAND**

UES Domain 1: Student Achievement

		Bajo nivel	Nivel del grado	Demuestra dominio	
Lectura/ Escritura en español	Matemáticas	Approaches	Meets	Masters	Domain I
	Math Grade 3	56%	29%	9%	31
	Math Grade 4	63%	41%	22%	42
	Math Grade 5	65%	39%	13%	39
	RLA Grade 3	70%	46%	17%	44
	RLA Grade 4	61%	32%	9%	34
	RLA Grade 5	68%	41%	28%	46
	SLAR Grade 3	53%	22%	12%	29
	SLAR Grade 4	18%	18%	12%	16
	SLAR Grade 5	10%	0%	0%	3
Lectura/ Escritura en inglés	Science Grade 5	42%	15%	6%	21
	Total	60%	34%	131 14%	36

D1A Raw Scores				
	ES	MS	HS	HS
A	60-100	60-100	60-100	60-100
B	53-59	49-59	53-59	53-59
C	41-52	39-48	41-52	41-52
D	35-40	32-38	35-40	35-40
F	0-34	0-31	0-34	0-34

Historical Data

5th Science					
2025			2026		
App	Me	Ma	App	Me	Ma
60%	22%	8%	60%	31%	13%
38%	22%	1%	42%	15%	6%

	3rd RLA						4th RLA						5th RLA					
	2025			2026			2025			2026			2025			2026		
	App	Me	Ma	App	Me	Ma	App	Me	Ma	App	Me	Ma	App	Me	Ma	App	Me	Ma
HCISD	79%	55%	27%	79%	55%	28%	83%	56%	27%	81%	58%	26%	80%	63%	36%	81%	62%	39%
Uhland	64%	41%	12%	70%	46%	17%	70%	33%	8%	61%	32%	9%	76%	56%	28%	68%	41%	28%
	Improvement from previous year																	
	3rd Math						4th Math						5th Math					
	2025			2026			2025			2026			2025			2026		
	App	Me	Ma	App	Me	Ma	App	Me	Ma	App	Me	Ma	App	Me	Ma	App	Me	Ma
HCISD	67%	42%	17%	69%	45%	21%	68%	45%	22%	71%	51%	27%	73%	44%	20%	73%	44%	18%
Uhland	51%	29%	6%	56%	29%	9%	74%	48%	18%	63%	41%	22%	73%	43%	17%	65%	39%	13%
	3rd Spanish RLA						4th Spanish RLA						5th Spanish RLA					
	2025			2026			2025			2026			2025			2026		
	App	Me	Ma	App	Me	Ma	App	Me	Ma	App	Me	Ma	App	Me	Ma	App	Me	Ma
HCISD	39%	18%	9%	39%	18%	9%	33%	17%	1%	33%	17%	1%	61%	28%	6%	61%	28%	6%
Uhland	43%	24%	12%	53%	22%	12%	30%	23%	3%	18%	18%	12%	68%	26%	11%	10%	0%	0%

What should we focus on for 26-27? (3rd-5th Grade)

- **Moving more students to Meets and Masters (continued)**
 - **Improve Domain I score**
 - **Improve Domain II-A**
 - **Improve Domain II-B score**
 - **Improve Domain III**
 - **Distinctions**

UES	Meets	Masters	Domain I
Math Grade 3	29%	9%	31
Math Grade 4	41%	22%	42
Math Grade 5	39%	13%	39
RLA Grade 3	46%	17%	44
RLA Grade 4	32%	9%	34
RLA Grade 5	41%	28%	46
Science Grade 5	15%	6%	21
Total 133	34%	15%	36

How are we going to improve our accountability rating?

- Ensure that we are using high quality instructional materials
 - HMH
 - Stemscopes
 - Open Court
- Set high expectations for student achievement
- Teachers are engaging in highly effective PLCs (professional learning communities)
 - Teachers are analyzing student data and making instructional decisions based on the data
 - Students who need extra support are identified
 - Students receive intervention services
- Teachers receive feedback from admin on instructional practices and make improvements.

How you can help

Get our kiddos to school on time

Ensure that students come to school every single day unless they have a fever (When our kids miss school, they miss out)

Read with your child

Talk to them about their school day

Stay in communication with teacher

Please stay in the cafeteria until 5PM until
we make an announcement to release to
begin Open House

HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Date: October 26, 2026

Agenda Item: L.6

Board Goal: N/A

Subject: Consideration and possible approval of 50% Construction Documents for 2025 Bond-funded Design of Middle School #7

Administrator Responsible/Position: Max Cleaver, Chief Operations Officer
Nathan Wensowitch, Exec Dir of Facilities, Construction & Bond Programs

A. Purpose of Agenda Item:

☒ Action needed ☐ Information only ☐ Receive input

B. Authority for This Action:

☒ Local Policy: ☐ Law or Rule: ☐ N/A
CH – Purchasing & Acquisition

C. Goal or Need Addressed: Provide safe, cost-effective facilities

D. Summary:

☒ Previous board action relating to this item:

Date	Action
July 2025	Assignment of O'Connell Robertson Architects (OCR) to design. OCR provided design and master planning services for Hays CISD middle school programs for both the 2021 and 2023 bonds
August 2025	Assignment of Core Construction to provide Construction Manager At-Risk services for Middle School #7
February 2026	Review of Schematic Design materials
April 2026	Approval of Schematic Design with cost estimate for further consideration
June 2026	Approval of Schematic Design

☐ Future action anticipated: N/A

☒ **Background information:** The 2025 Bond contains provisions for the design of future middle school 7, which is planned for 1200 students and contains all the amenities that have been developed during the master planning process over the past several bond cycles. Funding for this school will require voter approval of a future bond. The master plan originally showed this project in a potential 2027 Bond election, but that process has been postponed due to a reduction of bonding capacity.

This agenda item establishes a baseline budget for a potential future bond proposition, whenever that might occur. O'Connell Robertson has prepared the 50% CD materials, and CORE Construction has prepared the cost estimate. Staff has shared this material with the FBOC and will tentatively review this package again at the October 2026 meeting.

E. Comments Received:

☒ Cabinet ☐ DLT ☒ FBOC ☐ Teacher Org. Reps. ☐ Other:

F. Administrative Recommendation: Administration recommends approval of the design

G. Fiscal Impact and Cost: No direct cost for approval. *See cost tabulation in details for \$106,794,743.00*

☐ **Bond**

☒ **Other:** A future bond will be required to fund the construction of this school.

H. Monitoring and Reporting Time Line:

Person responsible for evaluating this decision or action: Max Cleaver, Nate Wensowitch, Marivel Sedillo

I. Suggested Motion:

I move that the Hays CISD Board of Trustees approve, for further consideration, the 2025 Bond-funded 50% construction documents for Hays CISD Middle School #7, as provided by Core Construction and designed by O'Connell Robertson Architects, for the amount of \$106,794,743, as presented.

HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Date: October 26, 2026

Agenda Item: L.7

Board Goal: N/A

Subject: Consideration and possible approval of a Staff Augmentation Contract for Project Management at 2025 Bond High School #4 – O'Connell Robertson Architects

**Administrator Responsible/Position: Max Cleaver, Chief Operations Officer
Nathan Wensowitch, Exec Dir of Facilities, Construction & Bond Programs**

A. Purpose of Agenda Item:

☒ Action needed ☐ Information only ☐ Receive input

B. Authority for This Action:

☒ Local Policy: ☐ Law or Rule: ☐ N/A
CH – Purchasing & Acquisition

C. Goal or Need Addressed: Provide safe, cost-effective facilities.

D. Summary:

☐ Previous board action relating to this item: N/A

☐ Future action anticipated: N/A

☒ **Background information:** The Hays CISD Director of Construction and two Project Manager III positions continue to be vacant after two rounds of interviews. These staff members would be responsible for the project management of HS 4. In their absence, in order to fill the immediate need for the project management of High School 4, staff contracted with OCR for assistance. Staff issued a Board memo on this topic this past summer. Their contract began in mid-June and was originally scheduled to run through mid-October. The two parties met last week and determined that the hourly burn rate for staff time is slower than originally anticipated and the service contract will take us into November 2026. We are working with a four-person team from OCR, so there is no single point of failure. During this initial contract period, we have continued to advertise and seek to fill the positions internally. We have broadcast these positions on job boards and have personally attempted to recruit, unsuccessfully. At this time, we are bringing forward a request to continue this arrangement with OCR through September 2027. At the end of Summer 2027, we are projecting that the 2025 Bond workload will ease up so that Hays CISD personnel can take over the project management of HS 4 from OCR. The agreement contains a four week "opt-out" clause in case we are able to hire the people internally or conditions change. Staff discussed this at the September 2026 FBOC meeting with unanimous support. Several committee members provided real-world examples of successful staff augmentation in their own work

E. Comments Received:

☒ Cabinet ☐ DLT ☒ FBOC ☐ Teacher Org. Reps. ☒ Other: Project Team

F. Administrative Recommendation: Administration recommends approval of a staff augmentation contract with OCR
Advantages and benefits of this proposal: There is no employee training period required. The agreement contains a thirty-day cancellation clause in case things change. We get the staff right now, when we need them most, to get the project started strong.

Expected results in terms of student benefit/achievement: N/A

Effect of this action on other parts of the system: N/A

Consequences of not approving this recommendation: Less oversight of the construction manager and sub-contractors

G. Fiscal Impact and Cost: \$240,500

☐ Budget ☒ 2025 Bond ☒ Other: 2025 Bond Proceeds ☐ Grant/Special Funds:

☐ Budget Amendment Needed

Prior Year Spending for this item/service: \$0

Bid / Contract Information: RFP #28-012401AS

Reasons for rejecting alternatives: N/A

Future/Ongoing: N/A

H. Monitoring and Reporting Time Line:

Person responsible for evaluating this decision or action: Max Cleaver, Nate Wensowitch

Evaluation method and timeline: N/A

Next report to the Board: Staff provides a monthly construction report to the Board, which includes 2025 Bond HS #4

I. Suggested Motion:

I move that the Hays CISD Board of Trustees approve a staff augmentation contract with O'Connell Robertson Architects for project management services for 2025 Bond High School #4 for an amount not to exceed \$240,500, and authorize the Superintendent to negotiate and execute a satisfactory contract, as presented and discussed.

HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Date: October 26, 2026

Agenda Item: L.8

Board Goal: N/A

Subject: Consideration and possible approval of the selection of a Design Professional for Track and Turf Replacement at Hays High School – CEI Engineering Associates

**Administrator Responsible/Position: Max Cleaver, Chief Operations Officer
Nathan Wensowitch, Exec Dir of Facilities, Construction & Bond Programs**

A. Purpose of Agenda Item:

☒ Action needed ☐ Information only ☐ Receive input

B. Authority for This Action:

☒ Local Policy: ☐ Law or Rule: ☐ N/A
CH – Purchasing & Acquisition

C. Goal or Need Addressed: Provide safe, cost-effective facilities.

D. Summary:

- ☐ Previous board action relating to this item: N/A
☐ Future action anticipated: N/A
☒ Background information: At the August 2026 FBOC meeting, staff identified and discussed the need to earmark approximately \$8M of bond interest earnings for athletic cycle replacement cycle items including, but not limited to, competition tracks, artificial turf, tennis court surfacing, gym surfacing, major grounds equipment, and uniforms.

Staff recommends replacing the turf and track at Hays HS Bob Shelton Stadium within the next year. As part of the process, staff recommends aligning the track and field elevations in order to eliminate the tripping hazard and safety issue, which will require an engineered design. Staff recommends contracting with CEI Engineering Associates (CEI) who has successfully designed 12 artificial turf fields for Hays CISD.

The track at Hays HS Bob Shelton Stadium is a seven-lane track which does not allow a District level track meet to be held at that location. In order to add another lane to the track, staff also recommends that the engineer evaluate the feasibility, time, and cost to add the eighth lane.

Considering stadium improvements for all high school campuses were tentatively included in the next bond cycle, which has been postponed, this work at Hays High School Bob Shelton Stadium will ensure the facility is ready when four high schools share one field.

When we bring forward a construction contract for the Hays HS work, we will also include the track replacement at Lehman HS in that scope of work. The Lehman HS track work appears to be a direct replacement that will not require engineering services.

We discussed this project at the September 2026 FBOC meeting with unanimous support.

E. Comments Received:

☒ Cabinet ☐ DLT ☒ FBOC ☐ Teacher Org. Reps. ☒ Other: Athletic Department

F. Administrative Recommendation: Approval of the selection of design professional

G. Fiscal Impact and Cost: \$300,000

☐ Budget ☒ 2025 Bond Interest Earnings ☐ Grant/Special Funds: ☐ Other:

☐ Budget Amendment Needed

Prior Year Spending for this item/service: \$608,842.20

Bid / Contract Information: RFP #25-072201AS

H. Monitoring and Reporting Time Line:

Person responsible for evaluating this decision or action: Max Cleaver, Nate Wensowitch, Lance Moffett, Dusty Gibbs

Next report to the Board: Staff provides a monthly construction report to the Board which includes all projects.

I. Suggested Motion:

I move that the Hays CISD Board of Trustees approve the selection of CEI Engineering Associates as the design professional for the 2025 Bond interest earnings-funded turf and track replacement at Hays High School Bob Shelton Stadium, for an estimated amount of \$300,000, and authorize the Superintendent to negotiate and execute successful contract, as presented.

**HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES**

Date: October 19, 2026

Agenda Item: M.1

Board Goal: Safety and Security

Subject: Update on Safety and Security Initiatives related to HB 3 Sec. 37.0814 and HB 121 Sec. 37.0814, 89th Legislature

Administrator Responsible/Position: Jeri Skrocki, Chief Safety & Security Officer

A. Purpose of Agenda Item:

☐ Action needed

☒ Information only

☐ Receive input

B. Authority for This Action:

☐ Local Policy:

☒ Law or Rule:

☐ N/A

HB 3 Sec. 37.0814 and HB 121
Sec. 37.0814, 89th Legislature

C. Goal or Need Addressed: Update on initiatives

D. Summary:

☐ **Previous board action relating to this item:** Approval of Good Cause Exception

☐ **Future action anticipated:** Awaiting staffing from Hays County Sheriff's Office

☐ **Background information:** Requirement to Comply with HB 3 Sec. 37.0814 and HB 121 Sec. 37.0814, 89th Legislature. Provide the Hays CISD Board of Trustees updates regarding an overview of general safety & security initiatives including the staffing progress of the School Resource program via the Interlocal Agreement with Hays County Sheriff's Office including information from Sheriff Anthony Hipolito.

E. Comments Received:

☒ Cabinet

☐ DLT

☐ FBOC

☐ Teacher Org. Reps.

☒ **Other:** Board of Trustees

F. Administrative Recommendation: No recommendation as this is for information and discussion only

G. Fiscal Impact and Cost: N/A

H. Monitoring and Reporting Time Line:

Person responsible for evaluating this decision or action: Jeri Skrocki

I. Suggested Motion:

No action is needed for this agenda item.

**HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES**

Date: October 26, 2026

Agenda Item: M.2

Board Goal: Safety & Security

Subject: Update on District Safety & Security Initiatives

Administrator Responsible/Position: Jeri Skrocki, Chief Safety and Security Officer

A. Purpose of Agenda Item:

☐ Action needed

☒ Information only

☐ Receive input

B. Authority for This Action:

☐ Local Policy

☐ Law or Rule

☒ N/A

C. Summary:

☐ Previous board action relating to this item – N/A

☒ Future action anticipated – As needed

☒ Background information – Provide the Hays CISD Board of Trustees routine updates regarding an overview of general safety and security initiatives.

D. Comments Received:

☒ Cabinet

☐ DLT

☐ FBOC

☐ Teacher Org. Reps.

☐ Other

E. Suggested Motion

No action needed. This item is presented as information only.

HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Date: October 26, 2026

Agenda Item: M.3

Board Goal: N/A

Subject: Update on District Bond, Construction, and Renovation Projects

Administrator Responsible/Position: Max Cleaver, Chief Operations Officer
Nathan Wensowitch, Exec Dir of Facilities, Construction, and Bond Programs

A. Purpose of Agenda Item:

☐ Action needed

☒ Information only

☐ Receive input

B. Authority for This Action:

☒ Local Policy

CV – Facilities Construction

☐ Law or Rule

☐ N/A

C. Summary:

☒ **Previous board action relating to this item** – Updates are provided at each Board meeting.

☒ **Future action anticipated** – As needed

☒ **Background information** - The Board needs to monitor the progress of the bond projects and other construction projects to ensure the contract with the community is fulfilled.

D. Comments Received:

☒ Cabinet

☐ DLT

☐ FBOC

☐ Teacher Org. Reps.

☐ Other

E. Suggested Motion

No action needed. This item is presented as information only.

**HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES**

Date: October 26, 2026

Agenda Item: M.4

Board Goal: Finance

Subject: Financial Statements

Administrator Responsible/Position: Deborah Ottmers, Chief Financial Officer

A. Purpose of Agenda Item:

☐ Action needed

☒ Information only

☐ Receive input

B. Authority for This Action:

☒ Local Policy

☐ Law or Rule

☐ N/A

C. Summary:

☒ Previous board action relating to this item - Monthly

☒ Background information – A separate summary is attached with the financials.

D. Comments Received:

☒ Cabinet

☐ DLT

☐ FBOC

☐ Teacher Org. Reps.

☐ Other

E. Suggested Motion:

No action needed. This item is presented as information only.

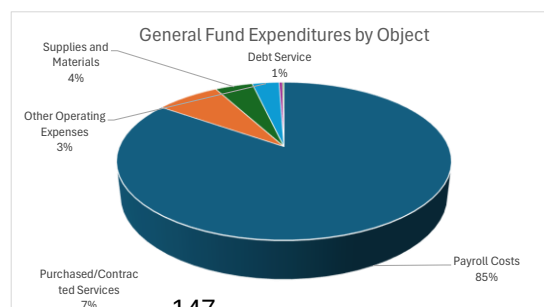
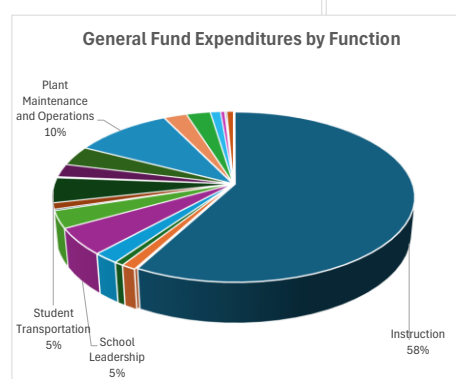
Percent to date
Percent of fiscal year

Total - All Expenditures
Percent to date
Percent of fiscal year

3000 Fund Balance Ending 6/30/27 (Estimated)

Total - All Expenditures

A horizontal number line with arrows at both ends. It has major tick marks labeled -10, -9, -8, -7, -6, -5, -4, -3, -2, -1, (0), and 0. There are also minor tick marks between the major ones, representing half-units.



Hays CISD
Financial Statements
Estimated as of 9/30/2026
2026/2027



REVENUES

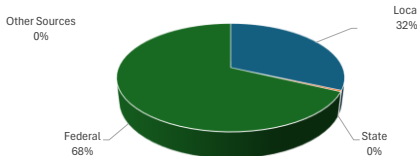
5700	Local
5800	State
5900	Federal
7000	Other Sources
Total - All Revenues	

CHILD NUTRITION FUND					DEBT SERVICE FUND				
ADOPTED BUDGET 7/1/2026	AMENDED BUDGET 9/30/2026	ACTUAL Est as of 9/30/2026	AVAILABLE Estimated 9/30/2026		ADOPTED BUDGET 7/1/2026	AMENDED BUDGET 9/30/2026	ACTUAL Est as of 9/30/2026	AVAILABLE Estimated 9/30/2026	
\$ 4,338,900	4,338,900	690,252	\$ 3,648,648		\$ 91,133,522	91,133,522	779,100	\$ 90,354,422	
57,000	57,000	-	57,000		20,966,478	20,966,478	-	20,966,478	
9,332,000	9,332,000	-	9,332,000		-	-	-	-	
2,100	2,100	-	2,100		-	-	-	-	
\$ 13,730,000	13,730,000	690,252	\$ 13,039,748		\$ 112,100,000	112,100,000	779,100	\$ 111,320,900	
EXPENDITURES by FUNCTION									
11	Instruction	-	-	\$ -	-	-	-	\$ -	-
12	Instructional Resources and Media Services	-	-	-	-	-	-	-	-
13	Curriculum and Staff Development	-	-	-	-	-	-	-	-
21	Instructional Leadership	-	-	-	-	-	-	-	-
23	School Leadership	-	-	-	-	-	-	-	-
31	Guidance, Counseling and Evaluation Services	-	-	-	-	-	-	-	-
32	Social Work Services	-	-	-	-	-	-	-	-
33	Health Services	-	-	-	-	-	-	-	-
34	Student Transportation	-	-	-	-	-	-	-	-
35	Food Services	13,730,000	13,730,000	1,970,608	11,759,392	-	-	-	-
36	Co/Extra Curricular Activities	-	-	-	-	-	-	-	-
41	General Administration	-	-	-	-	-	-	-	-
51	Plant Maintenance and Operations	-	-	-	-	-	-	-	-
52	Security and Monitoring Services	-	-	-	-	-	-	-	-
53	Data Processing Services	-	-	-	-	-	-	-	-
61	Community Services	-	-	-	-	-	-	-	-
71	Debt Services	-	-	-	-	112,100,000	112,100,000	40,531,517	71,568,483
81	Facilities Acquisition and Construction	-	-	-	-	-	-	-	-
93	Payments to Fiscal Agents	-	-	-	-	-	-	-	-
99	Intergovernmental Charges	-	-	-	-	-	-	-	-
00	Other Uses	-	-	-	-	-	-	-	-
Total - All Expenditures		\$ 13,730,000	13,730,000	1,970,608	\$ 11,759,392	\$ 112,100,000	112,100,000	40,531,517	\$ 71,568,483
Percent of budget				14%	86%			36%	64%
Percent of year				25%	75%				
Fund Balance Beginning 7/1/26 (Estimated)		\$ 5,803,911	5,803,911		\$ 40,355,518	40,355,518			
Fund Balance Change (during fiscal year)		-	-		-	-			
3000	Fund Balance Ending 6/30/27 (Estimated)	\$ 5,803,911	5,803,911		\$ 40,355,518	40,355,518			

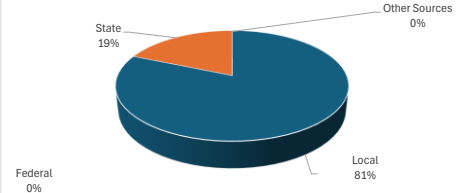
EXPENDITURES by OBJECT

6100	Payroll Costs	\$ 1,468,153	-
6200	Purchased/Contracted Services	456,856	-
6300	Supplies and Materials	38,869	-
6400	Other Operating Expenses	6,729	-
6500	Debt Service	-	40,531,517
6600	Capital Outlay	-	-
Total - All Expenditures		\$ 1,970,608	\$ 40,531,517

Child Nutrition Revenue Budget



Debt Service Revenue Budget





Hays CISD Bond Proceeds/Expenditures Summary

thru 9/30/2026
updated 09/30/2026

2017 Bond Summary

Fiscal Year	Bond Sales	Interest Revenue	Proposition Expenditures	Interest Expenditures	Proposition POs	Interest POs	Interest PO Descriptons
FYE 2017	\$ 175,000,000.00	\$ 9,343.22	\$ 18,417,035.73	\$ -	\$ -	\$ -	
FYE 2018	-	1,568,132.70	125,372,136.22	-	-	-	
FYE 2019	75,000,000.00	1,501,175.34	77,417,925.70	-	-	-	
FYE 2020	-	526,748.04	13,272,052.69	-	-	-	
FYE 2021	-	22,439.30	1,548,413.20	676,540.25	-	-	
FYE 2022	-	29,702.22	3,790,747.60	2,638,988.00	-	-	
FYE 2023	-	403,814.14	1,397,158.98	-	-	-	
FYE 2024	-	495,162.36	948,685.61	385,358.09	-	-	
FYE 2025	-	410,845.12	2,138,658.82	608,888.29	-	-	
FYE 2026	-	278,231.45	-	356,674.37	-	-	
FYE 2027	-	61,402.25	-	20,569.30	-	-	
Total	\$ 250,000,000.00	\$ 5,306,996.14	\$ 244,302,814.55	\$ 4,687,018.30	\$ -	\$ -	

Bond Interest Requests

\$

-

Proposition Balance

\$ 5,697,185.45

Interest Balance

\$ 619,977.84

2021 Bond Summary

Fiscal Year End	Bond Sales	Interest Revenue	Proposition Expenditures	Interest Expenditures	Proposition POs	Interest POs	Interest PO Descriptons
FYE 2022	\$ 125,000,000.00	\$ 193,158.51	\$ 87,698,196.34	\$ -	\$ -	\$ -	
FYE 2023	66,585,092.00	2,932,724.69	52,340,161.25	-	-	-	
FYE 2024	-	2,385,661.98	32,157,882.01	38,453.15	-	-	
FYE 2025	-	1,181,992.80	8,041,611.87	1,493,459.76	-	-	
FYE 2026	-	733,712.88	1,322,950.12	396,025.12	193,685.22	-	Thomas Bus Gulf Coast / Thomas Bus Texas
FYE 2027	-	168,494.80	179,699.40	169,986.20	28,196.53	349,451.79	Crawford Electrical - AV Sound HHS Orchestra
Total	\$ 191,585,092.00	\$ 7,595,745.66	\$ 181,740,500.99	\$ 2,097,924.23	\$ 221,881.75	\$ 349,451.79	

Bond Interest Requests

\$

-

Proposition Balance

\$ 9,622,709.26

Interest Balance

\$ 5,148,369.64

2022 Bond Summary

Fiscal Year End	Bond Sales	Interest Revenue	Proposition Expenditures	Interest Expenditures	Proposition POs	Interest POs	Interest PO Descriptons
FYE 2023	\$ 115,649,800.00	\$ 4,146,355.16	\$ 16,104,873.45	\$ -	\$ -	\$ -	
FYE 2024	-	4,019,877.97	81,407,315.80	-	-	-	
FYE 2025	-	1,254,559.70	10,545,370.86	12,525.00	-	-	
FYE 2026	-	747,930.14	574,112.38	-	1,764,832.02	-	
FYE 2027	-	175,916.80	1,625.33	-	1,762,811.08	-	
Total	\$ 115,649,800.00	\$ 10,344,638.77	\$ 108,633,297.82	\$ 12,525.00	\$ 3,527,643.10	\$ -	

Arbitrage Liability

\$

4,999,741.96

Bond Interest Requests

\$

-

Proposition Balance

\$ 3,488,859.08

Interest Balance

\$ 5,332,371.81

2023 Bond Summary

Fiscal Year End	Bond Sales	Interest Revenue	Proposition Expenditures	Interest Expenditures	Proposition POs	Interest POs	Interest PO Descriptons
FYE 2024	\$ 315,651,121.00	\$ 14,674,551.90	\$ 53,025,416.71	\$ -	\$ -	\$ -	
FYE 2025	-	11,202,037.50	153,473,228.80	6,652,459.61	-	-	
FYE 2026	-	4,477,472.99	53,507,865.34	1,709,764.30	12,024,061.55	-	
FYE 2027	-	846,792.56	1,458,740.62	-	11,001,334.26	-	
Total	\$ 315,651,121.00	\$ 31,200,854.95	\$ 261,465,251.47	\$ 8,362,223.91	\$ 23,025,395.81	\$ -	

Arbitrage Liability

\$

7,687,097.26

Bond Interest Requests

\$

-

Proposition Balance

\$ 31,160,473.72

Interest Balance

\$ 15,151,533.78

2025 Bond Summary

Fiscal Year End	Bond Sales	Interest Revenue	Proposition Expenditures	Interest Expenditures	Proposition POs	Interest POs	Description
FYE 2026	\$ 483,184,339.10	\$ 13,572,240.41	\$ 196,840,405.59	\$ 1,461,794.27	\$ 95,025,471.46	\$ -	
FYE 2026	264,417,049.00	3,696,676.85	52,240,470.80	155,339.14	335,564,738.97	-	
Total	\$ 747,601,388.10	\$ 17,268,917.26	\$ 249,080,876.39	\$ 1,617,133.41	\$ 430,590,210.43	\$ -	

Arbitrage Liability

\$

-

Bond Interest Requests

\$

-

Proposition Balance

\$ 67,930,301.28

Interest Balance

\$ 15,651,783.85

\$ 49,969,227.51
Prop Bal

\$ 41,904,036.92
Interest Bal

150

Hays Consolidated Independent School District
Property Tax Analysis
for the Fiscal Year Ending June 30, 2027

Tax Rate	Tax Rate		M&O
\$ 0.6523	\$ 0.6669	58%	I&S
\$ 0.4877	\$ 0.4877	42%	Total
<u>\$ 1.1400</u>	<u>\$ 1.1546</u>		
2026	2025		



Month	Year	Monthly Deposit	CURRENT YEAR LEVY			DELINQUENT COLLECTIONS				ROLLBACK			PENALTIES & INTEREST				
			199-5711 M & O Current Year Levy	599-5711 I & S Current Year Levy	Total Current Year Levy	199-5712 M & O Del Collections	199-5712 Rev from CED	599-5712 I & S Del Collections	Total Del Collections	199-5712-RB M & O Rollbacks Collections	599-5712-RB I & S Rollbacks Collections	Total Rollback Collections	199-5719-00 M & O Pen & Interest	599-5719-00 I & S Pen & Interest	199-5719-RB M & O Rollbacks	599-5719-RB I & S Rollbacks	Total Pen & Interest
July	2026	\$ 238,903.55	\$ 131,644.28	\$ 95,179.24	\$ 226,823.52	\$ (101,454.48)	\$ -	\$ (75,224.47)	\$ (176,678.95)	\$ 34,362.85	\$ 22,221.28	\$ 56,584.13	\$ 69,473.72	\$ 49,480.65	\$ -	\$ -	\$ 118,954.37
August	2026	698,670.96	294,338.84	215,127.59	509,466.43	52,941.30	-	34,739.10	87,680.40	98.34	66.29	164.63	67,125.76	47,454.22	-	-	114,579.98
September	2026	111,454.82	(22,700.70)	(17,253.19)	(39,953.89)	(20,335.86)	-	(15,877.65)	(36,213.51)	94,777.06	69,234.37	164,011.43	36,362.81	25,101.81	-	-	61,464.62
October	2026	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
November	2026	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
December	2026	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
January	2027	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
February	2027	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
March	2027	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
April	2027	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
May	2027	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
June	2027	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Yearly Totals		\$ 1,049,029.33	\$ 403,282.42	\$ 293,053.64	\$ 696,336.06	\$ (68,849.04)	\$ -	\$ (56,363.02)	\$ (125,212.06)	\$ 129,238.25	\$ 91,521.94	\$ 220,760.19	\$ 172,962.29	\$ 122,036.68	\$ -	\$ -	\$ 294,998.97
Percentage of current levy collected					0%												
Levy collections			\$ 403,282.42	\$ 293,053.64	\$ 696,336.06												
Levy					\$ 208,938,101.61												

HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Date: October 26, 2026

Agenda Item: M.5

Board Goal: Student Achievement / Finance

Subject: Discussion of Hays CISD Legislative Priorities for the Upcoming Legislative Session

Administrator Responsible/Position: Board Matter

A. Purpose of Agenda Item:

☐ Action Needed

☒ Information Only

☒ Receive Input

B. Authority for This Action:

☐ Local Policy

☐ Law or Rule

☒ NA

C. Goal or Need Addressed:

Discussion and input regarding the proposed Hays CISD Legislative Priorities

D. Summary:

☐ **Previous board action relating to this item** – Legislative Priorities were last adopted in December 2024 ahead of the 89th Legislative Session.

☒ **Future action anticipated** – Legislative Priorities will be presented to the Hays CISD Board of Trustees for consideration and possible adoption at the October 2026 Board Meeting.

☒ **Background information** – The Hays CISD Legislative Priorities outline the key legislative agenda for the District in the 90th Legislative Session

E. Comments Received:

☒ Cabinet

☐ DLT

☐ FBOC

☐ Teacher Org. Reps.

☒ Other: Board of Trustees

All agenda items are reviewed by the Superintendent's Cabinet.

F. Administrative Recommendation Not applicable. This agenda item is for discussion and information only.

G. Suggested Motion

No action needed. This agenda item is for discussion and information only.

90th Legislative Session - 2027

Hays CISD Priorities

Funding and Finance

- Prioritize increases to the Allotment for Basic Costs (ABC) and ensure that targeted amounts reflect the true costs that districts incur (cost of living expenses based upon inflation, special education costs, health insurance costs, property insurance costs, fuel, electricity, water, safety, etc.)
- Support property tax relief that is permanent and that does not destabilize the funding districts depend on for operations and facilities.

Bonds and Local Control

- Maintain the May and November election dates so, if approved by the majority, communities can access the bond market in a timely way and fund facilities to keep pace with enrollment growth.
- Safeguard the purchasing power of voter approved debt and oppose restrictions that weaken local capacity to repay and issue bonds.

HAYS CONSOLIDATED INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Date: October 26, 2026

Agenda Item: N

Board Goal: N/A

Subject: Requests for Information from the Board of Trustees

Administrator Responsible/Position: Board Matter

A. Purpose of Agenda Item:

☐ Action Needed

☒ Information Only

☐ Receive Input

B. Authority for This Action

☐ Local Policy

☐ Law or Rule

☒ N/A

C. Goal or Need Addressed: The Board shall request information as needed.

D. Administrative Recommendation: N/A

2026-2027 Hays CISD Board of Trustees Meeting Schedule



Hays CISD Board meetings are held at the Hays CISD Academic Support Center in the Merideth Keller Board Room located at 21003 Interstate 35, Kyle, TX 78640

Monday, July 27, 2026 @ 5:30 pm – Special Meeting: Superintendent Evaluation

Monday, August 17, 2026 @ 5:30pm – Special Meeting: Team Building

Monday, August 24, 2026 @ 5:00 pm

Monday, September 21, 2026 @ 5:30 pm

Monday, September 28, 2026 @ 5:30 pm

Monday, October 19, 2026 @ 5:30 pm

Monday, October 26, 2026 @ 5:30 pm

Monday, November 16, 2026 @ 5:00 pm

Monday, December 7, 2026 @ 5:00 pm

TUESDAY, January 19, 2027 @ 5:30 pm

Monday, January 25, 2027 @ 5:30 pm

TUESDAY, February 16, 2027 @ 5:30 pm

Monday, February 22, 2027 @ 5:30 pm

Monday, March 29, 2027 @ 5:00 pm

Monday, April 19, 2027 @ 5:30 pm

Monday, April 26, 2027 @ 5:30 pm

TUESDAY, May 11, 2027 - 5:00 pm

Monday, May 17, 2027 - 5:30 pm

Monday, June 21, 2027 @ 5:30 pm

Monday, June 28, 2027 @ 5:30 pm

Monday, July 26, 2027 @ 5:00 pm – Special Meeting: Superintendent Evaluation