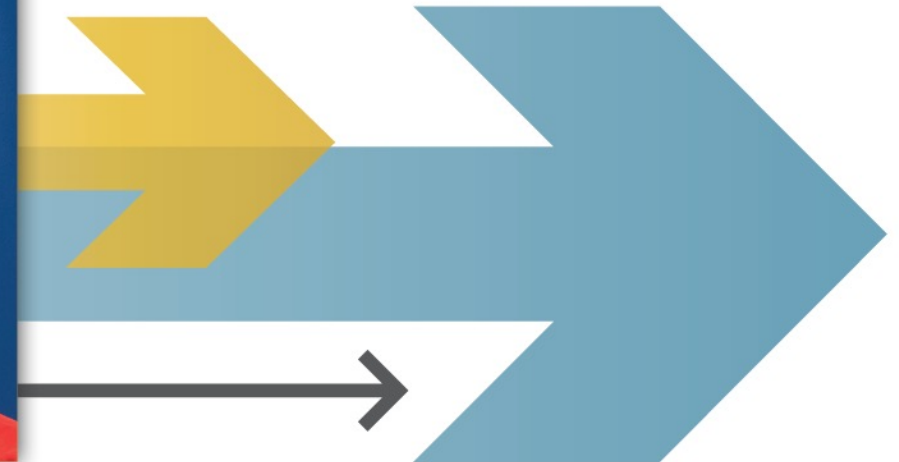


SUPERINTENDENT MILLARD HOUSE II —————→  
**STRATEGIC PLAN WORKSHOP**



Thursday, February 17, 2022

# AGENDA

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## CONTEXT AND HOW WE GOT HERE

- Community Engagement
- Core Values
- Our Goals and Aspirations

## COMMITMENTS & STRATEGIES

- Trust and Reliability for Our Families and Community
- Equitable Opportunities and Resources at Every School
- Great Schools in Every Neighborhood
- High Quality Teaching and Learning
- Effective Services and Supports for Students with Exceptional Needs
- World Class Talent Throughout the District

## LOOKING AHEAD

# CONTEXT AND HOW WE GOT HERE

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*Superintendent Millard House II*

# COMMUNITY ENGAGEMENT

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## UNDERSTANDING HISD'S OPPORTUNITIES AND CHALLENGES

- **13** Listen and Learn events led by Superintendent House
- **3** roundtable events hosted, including events for teachers, principals, students, and parents
- **700+** Listen and Learn and roundtable participants
- **50,000** responses to Student and Parent Experience Surveys, representing 100% of campuses
- **6,000** staff members participating in Staff Experiences Survey, representing 100% of campuses

## GETTING FEEDBACK TO SHAPE THE PLAN

- Student representatives engaged in roundtable discussion representing diverse schools
- Parents engaged in focus groups representing diverse schools, neighborhoods, and home languages
- Teachers engaged in focus groups representing diverse schools, grade-levels, and content areas
- Campus and district leaders engaged in feedback sessions

# CORE VALUES

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## **STUDENTS FIRST**

We believe students are our most important constituents and must be the beneficiaries of our efforts. Everything we do will drive student learning, well-being, and success.

## **RESTORING TRUST**

We follow through on our commitments, we are reliable, we are transparent, and we follow the rules. To attain our desired future, our administration and staff must earn the community's trust. We must effectively manage resources and enlist community support to provide a quality education for each student.

## **EXCELLENCE FOR ALL STUDENTS**

We take action to ensure all students can reach their full potential, regardless of their race, economic status, neighborhood, or the language they speak at home.

## **PURPOSEFUL INNOVATION**

We embrace new approaches to meet the diverse needs of our students.

## **GUIDED BY COMMUNITY VOICE**

We honor our city's diversity and continuously engage students, parents, and the Houston community to shape and inform our work.

## **UNIFIED IN OUR PURSUIT**

We work as one team in service for our students. We respect our colleagues and operate by our values at every level of our organization, every day.

# BOARD GOALS

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**GOAL 1:** The percentage of 3<sup>rd</sup> grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

**GOAL 2:** The percentage of 3<sup>rd</sup> grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.

**GOAL 3:** The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

**GOAL 4:** The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3–8 Reading and STAAR EOC English I and II assessments will increase.



# ASPIRATIONS FOR STUDENT EXPERIENCES

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When the strategic plan is implemented successfully, in every single HISD school in every neighborhood in our district, students will experience these foundational, consistent, and essential experiences:

- **EVERY DAY, EACH STUDENT** learns from a challenging and engaging math, reading, and writing curriculum led by passionate, caring, and effective educators.
- **EVERY DAY, EACH STUDENT** has opportunities to pursue interests and passions while building confidence, teamwork, and leadership skills through a variety of courses and extracurricular activities.
- **EVERY DAY, EACH STUDENT** learns in a safe and joyful classroom environment that supports their overall well-being.
- **EVERY DAY, EACH STUDENT** who needs special education services learns with skilled educators who provide personalized support to help them succeed.
- **EVERY YEAR, EACH STUDENT AND FAMILY** has access to high-quality options in their neighborhood and can pursue their interests in unique learning environments.

# COMMITMENTS AND STRATEGIES



***Presenter:***  
*Superintendent Millard House II*



# COMMITMENTS

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As a result of what we learned through community engagement and the core values that anchor our work, we will have an unwavering focus in manifesting the dreams of each HISD student. To do this, we commit to the following:

01

Building Trust and  
Reliability for Our  
Families and  
Community

02

Providing  
Equitable  
Opportunities  
and Resources  
at Every School

03

Ensuring Great  
Schools and  
Programs in  
Every Community

04

Promoting High-  
Quality Teaching  
and Learning

05

Delivering  
Effective Services  
and Supports to  
Students with  
Exceptional  
Needs

06

Cultivating  
World-Class  
Talent at  
All-Levels

# TRUST AND RELIABILITY FOR OUR FAMILIES AND COMMUNITY



## ***Presenters:***

*Superintendent Millard House II*

*Mr. Max Moll*

# WHAT WE LEARNED

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## WHAT I HAVE HEARD AND LEARNED

**Many parents expressed confidence in HISD and their child's school, but there is a desire for HISD to be more engaging, efficient, and transparent.** They want us to partner with families and community members more effectively and make district operations more responsive and student-centered. These operations include finance, transportation, facilities, and information technology services.

## SUPERINTENDENT PRIORITIES

**Trust and Reliability for Our Families and Community** - We commit to honesty, transparency, and reliability in order to build and strengthen trusting relationships with our stakeholders.

# STRATEGIC PLAN COMMITMENT

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**We commit to honesty, transparency, and reliability in order to build and strengthen trusting relationships with our stakeholders.**

- Reimagined parent and family experience
- Increased transparency
- Sustainable and equitable budgeting
- Student-centered operations



# REIMAGINING THE FAMILY AND PARENT EXPERIENCE

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Through the newly-created Office of Engagement, HISD will reorient its family and community engagement strategy toward building a “best-in-class” customer service model.

## HISD PARENT TRACK PROGRAM

- Build **T**rust with parents and caregivers
- Be **R**esponsive to family needs, questions, and issues
- Facilitate parent **A**ction and advocacy
- Establish “All-in-One” **C**ommunication channels
- Share **K**nowledge with our families in a proactive, accessible manner

# INCREASED TRANSPARENCY

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HISD will provide clear, consistent, and transparent reporting and analysis on the district's use of public resources.

The diagram illustrates the components of increased transparency at HISD. It features two vertical yellow arrows pointing upwards. The left arrow is labeled 'STRATEGIC IMPORTANCE' and lists four bullet points. The right arrow is labeled 'SUPPORTING ACTION' and lists one bullet point with three sub-points. At the bottom, a large yellow arrow points to the right, with a smaller black arrow pointing to its start. Below the yellow arrow is a blue bar with the text 'HOUSTON INDEPENDENT SCHOOL DISTRICT'. To the right of the yellow arrow is a large light blue arrow pointing to the right.

## STRATEGIC IMPORTANCE

- HISD's financial resources belong to the community.
- Clarity and consistency supports thoughtful strategic leadership.
- Transparency supports accountability and continuous improvement.
- Improved understanding and visibility drives the trust and support of employees and the public.

## SUPPORTING ACTION

- HISD has partnered with third-party advisors to evaluate HISD's finances and financial practices and inform HISD's enhancements to its financial infrastructure, including:
  - Frequent, consistent, and usable financial reporting providing transparency and oversight to the HISD Board and the public
  - Improved budget process aligned to strategic priorities to ensure stewardship of resources
  - Timely, cost-effective, and compliant procurement with trusted vendors

# SUSTAINABLE SOLUTIONS

HISD will align district resources to best support student success in accordance with revenue constraints.

## STRATEGIC IMPORTANCE

- HISD's services are critical to the success and well-being of nearly 195,000 students.
- Student and community needs evolve over time, placing additional demands on the district and its resources.
- Maintaining a stable financial foundation is critical to providing student services now and in the future.

## SUPPORTING ACTION

- Use thoughtful analytical models to align scarce resources with student outcomes.
- Conduct a thorough review of district office supports to identify opportunities for efficiency and realignment associated with new operating models.
- Pursue opportunities for standardization and centralization of key non-personnel cost-drivers.
- Ensure investments in key strategic priorities are matched with measurable efficiency initiatives.
- Support shared ownership and responsibility for financial outcomes.



# EQUITABLE ALLOCATION OF RESOURCES

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HISD will allocate resources to campuses to support a consistent and supportive learning environment for all students.



## STRATEGIC IMPORTANCE

- Every student deserves the same access to academic, social and emotional, and extracurricular resources.
- Equitable allocation and application of resources supports improved student outcomes.
- Consistent and stable staffing, programming, and supports empowers HISD to provide an excellent education to all students.



## SUPPORTING ACTION

- Establish and support a centralized staffing model to provide the baseline for success at all schools.
- Centralize supports for:
  - Athletics
  - Fine Arts
  - Academic extra-curricular activities
  - Substitutes
  - Advanced Placement (AP) / International Baccalaureate (IB)
- Provide tools and analysis to support HISD in allocating and administering resources to meet the unique needs of students.

# STUDENT-CENTERED OPERATIONS

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## **FLEXIBLE TRANSPORTATION**

- Sport Utility Vehicles
- 100 new special education buses
- 100 new student express vehicles (9-passenger)
- 50 new regular buses

## **FACILITY SECURITY ENHANCEMENTS**

- Prototype school buildings
- Single point of entry (vestibules)
- Access controls
- Security camera system enhancements
- Window protective measures
- Intrusion alarm upgrades

# KEY METRICS FOR SUCCESS

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- Rates of parent and community satisfaction with communication, opportunities for involvement and advocacy, and the family/student experience
- Number of opportunities for the community to engage in the entire budget process
- Number of Board and public transparent financial reporting sessions
- Number of students accessing transportation resources
- Number of facilities with improved security enhancements

# EQUITABLE OPPORTUNITIES AND RESOURCES AT EVERY SCHOOL



## ***Presenters:***

*Superintendent Millard House II*

*Dr. Rick Cruz*

# WHAT WE LEARNED

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## WHAT I HAVE HEARD AND LEARNED

The district offers a wide portfolio of services and resources for students, but these are not always equitably distributed across schools. Student and family experience is very different across campuses and neighborhoods. This includes fundamental services like facilities, libraries, social and mental health services, fine arts education, extracurriculars, and access to advanced coursework.

## SUPERINTENDENT PRIORITIES

**Providing Equitable Opportunities and Resources at Every School** - We will ensure that every school provides a quality family and student core experience that supports the development of the whole child.



# STRATEGIC PLAN COMMITMENT

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**We commit to ensuring every school provides a quality student core experience that supports the development of the whole child.**

- Highly-skilled staff, including clear expectations for staff-to-student ratios for teachers, nurses, librarians, counselors/social workers, college & career advisors, and other critical positions
- Supports for student well-being and mental health
- Access to print and digital resources for learning
- Fine arts, including visual and performing arts options
- Athletic opportunities, equipment, and facilities
- A variety of options for extra-curricular activities
- Up-to-date technology

# CREATING A BASELINE OF EXPECTATIONS FOR STUDENT EXPERIENCES

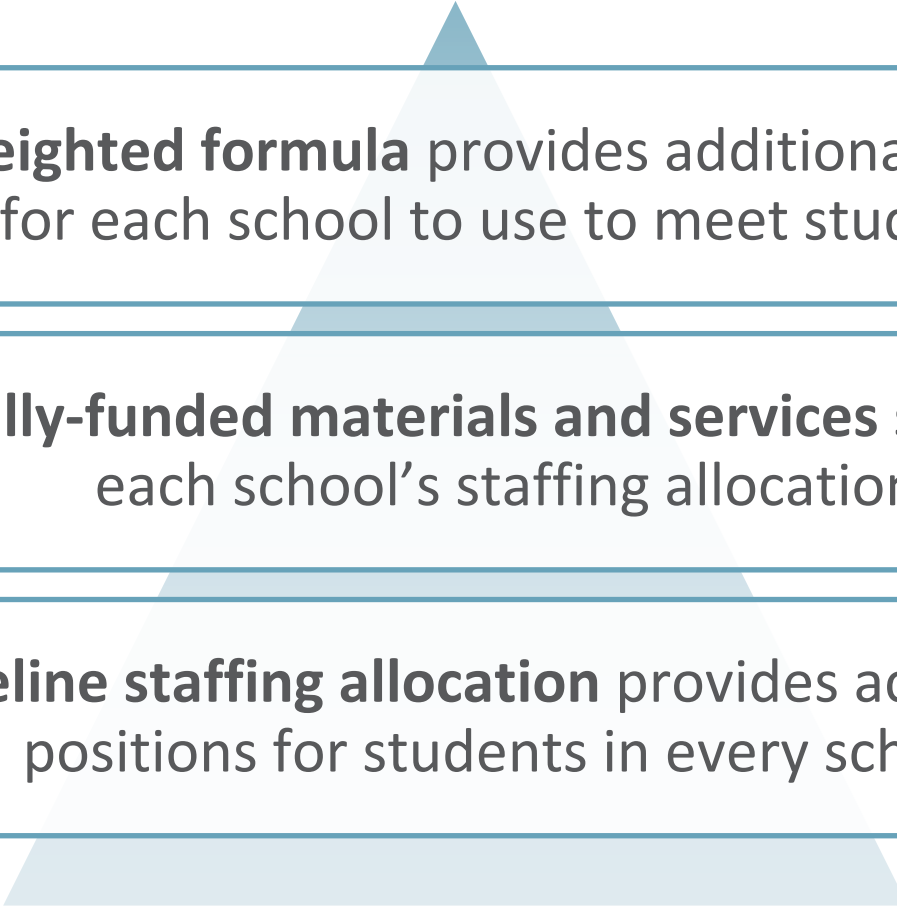
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- We will define and fund essential positions or functions that guarantee a basic standard for student health, safety, and well-being at every campus.
  - One part of this is allocating positions that ensure each school starts with the basic standard. *For example: art/music, teacher, nurse, school counselor*
  - Another part of this is centrally funding services and non-personnel items that support the basic standard. *For example: athletic equipment, Gifted and Talented program materials, IT support*
- We will also allocate additional resources through a weighted funding formula based on student characteristics that distributes resources to meet differentiated student needs.



# OPPORTUNITIES AND RESOURCES AT EVERY SCHOOL

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A **weighted formula** provides additional, flexible funds for each school to use to meet student needs.

**Centrally-funded materials and services** supplement each school's staffing allocation.

A **baseline staffing allocation** provides access to key positions for students in every school.

# ADDITIONAL DETAILS

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- The staffing model addresses inequities by ensuring there is a baseline of experiences and supports for students at every school.
- Schools will be able to adapt to their specific needs by layering additional resources/staff on top of the baseline through their flexible funding and utilizing a tiered-autonomy framework.
- New and expanded centrally-funded supports will be available to students and families across all schools.

# COUNSELORS/SOCIAL WORKERS AND COLLEGE AND CAREER ADVISORS

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High schools will be allocated counselors/social workers and college and career advisors at a combined ratio of 1 for every 450 students.

Middle schools will have 1 counselor/social worker for every 350 students, plus exactly 1 college and career advisor.

Every elementary school with at least 250 students will have a full-time counselor/social worker.



# NURSES

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**Every school will have a nurse or associate nurse.** Both positions are medical providers licensed to work with children in schools.

Large high schools will also have a nurse assistant.



# TEACHING ASSISTANTS



**Our staffing model prioritizes teaching and learning.**

When we reach full implementation of the new staffing model, we will significantly increase the number of teaching assistants, adding support in classrooms for thousands of students.

This particularly includes pre-K teaching assistants, which will ensure the 11:1 student-to-adult ratio for all pre-K classrooms.

# LIBRARIANS/MEDIA SPECIALISTS

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**Every elementary, middle and high school in the district will have a librarian/media specialist to ensure that students develop a passion and aptitude for reading, research, and critical thinking skills.**

# FINE ARTS TEACHERS

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**Every student will have access to a fine arts teacher in their school.**



# A STAFFING BASELINE: KEY POSITIONS

## ALL SCHOOLS



Principal



Nurse or  
Associate Nurse



Assistant Principal(s)  
or Dean(s)



Counselor(s) or  
Social Worker(s)



Librarian or  
Media Specialist



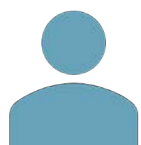
Student Information  
Representative



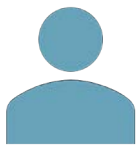
Physical Education  
Teacher(s)



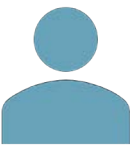
Art/Music Teacher(s)



Administrative Assistant



Clerical Worker(s)



Wraparound Specialist

## MIDDLE AND HIGH SCHOOLS ONLY



College and Career Advisor(s)

## HIGH SCHOOLS ONLY



Nurse  
Assistant



Testing  
Coordinator



Registrar

## ELEMENTARY SCHOOLS ONLY



Bilingual Teaching  
Assistant(s)



Pre-K Teaching  
Assistant(s)

# CENTRALLY-FUNDED MATERIALS AND SERVICES

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## ALL SCHOOLS



Fine Arts Programs



Athletic Programs



Employee Stipends



Copiers



Advanced Placement/  
IB Support



Career and Technical  
Education Supports



Gifted and Talented  
Programming



IT Resources  
and Support



University Interscholastic  
League Programs



Substitute Teachers



Special Education  
Supports



Curriculum and Professional  
Development

# BENEFITS FOR STUDENTS

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- Ensure that regardless of what school a student attends or neighborhood they live in, they will have access to a core set of experiences and supports.
- Significantly increases access to essential areas such as counseling, nursing, college/career advising, library services, athletics, fine arts, advanced coursework, and more.
- Enables district to meet 11:1 student-to-adult ratio in early childhood grade levels.
- Allows for innovation, adaptability, and tiered levels of campus autonomy.
- Empowers principals to focus more of their time on instructional leadership.

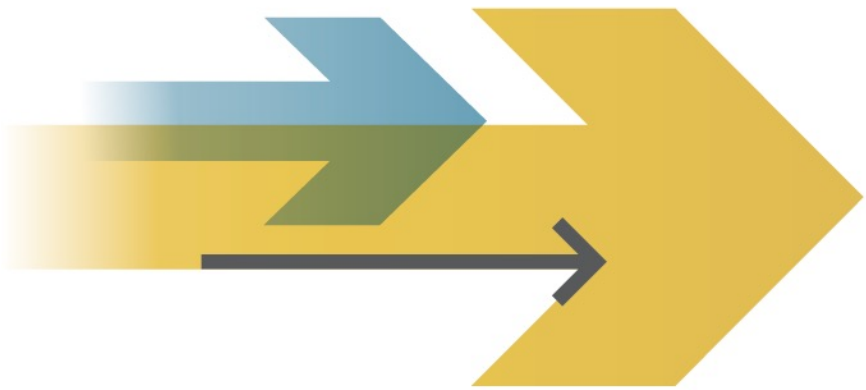
# KEY METRICS FOR SUCCESS

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- Student academic performance outcomes
- Number of students participating in athletics and fine arts
- Ratio of instructors to early childhood students
- Enrollment rates in postsecondary institutions and programs
- Rates of student health and well-being

# GREAT SCHOOLS AND PROGRAMS IN EVERY COMMUNITY



***Presenters:***

*Superintendent Millard House II*

*Dr. Denise Watts*

# WHAT WE LEARNED

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## WHAT I HAVE HEARD AND LEARNED

The community is very proud and supportive of its highly acclaimed schools and magnet programs, but there is a desire and a need for more high-performing schools and specialty programs, especially in underserved communities. Many parents and students expressed that while the district has very high-performing schools and specialty programs, there are areas throughout the city where they do not exist and where the only options that exist are chronically low-performing campuses.

## SUPERINTENDENT PRIORITIES

**Ensuring Great Schools and Programs in Every Community** - We will accelerate student performance through bold, innovative actions at persistently underperforming schools.



# STRATEGIC PLAN COMMITMENT

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**We will accelerate student performance through bold, innovative, and effective actions at persistently underperforming schools and expand access to choice options for students.**

- District conditions for bold change
- Equitable resource allocation for learning acceleration
- Highly-skilled, effective and passionate staff
- Expanded learning opportunities
- Reimagine and broaden options to pursue special interests



# ESTABLISH DISTRICT CONDITIONS FOR BOLD CHANGE

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## DISTRICT TRANSFORMATION OFFICE

Identifies, Coordinates &  
Deploys Resources

Balances Support, Supervision  
& Accountability

Monitors Implementation &  
Provides Tailored Responsiveness

Codifies Lessons Learned & Advances  
Replication Efforts at Other Schools

# ENLIST HIGHLY-SKILLED, PASSIONATE AND COMMITTED STAFF

- Prioritized staffing timeline and incentives that lure high-potential candidates to the neediest schools.
- Screen candidates for specialized skills, effectiveness, and competencies to accelerate learning.
- Employ professional learning approach that elevates and extends leadership.



# EQUITABLE RESOURCE ALLOCATION TO ACCELERATE LEARNING

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**We will prioritize, allocate, and use resources – people, time, and money – to create school experiences that enable students to reach empowering and rigorous learning outcomes.**



Additional monetary resources through a weighted formula based on school complexity



Increased support and staff to assist with advancing quality instruction and building leadership capacity



Priority sites for roll out of new curriculum and programs



Technology upgrades and facility enhancements

# EXPAND LEARNING OPPORTUNITIES

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**Students in the most underperforming schools will have prioritized access to more experiences that motivate and inspire them. We will increase student opportunities to learn both inside the classroom and beyond.**

- After-school programming
- Increased Advanced Placement courses
- More field trips
- Other experiential learning activities



# REIMAGINE AND EXPAND MAGNET OPTIONS

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- Solicit stakeholders' feedback.
- Assess current magnet options to ensure they meet a standard of excellence.
- Improve application process to ensure timeliness, fairness and transparency.
- Broaden choices in magnet deserts.

# KEY METRICS FOR SUCCESS

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- Rates of at-risk factor data (i.e. student absences, suspensions)
- Student academic performance outcomes
- Percentage of highly-effective teachers and leaders
- Reduction in staff vacancies
- Rates of student, staff, and family satisfaction and perception
- Rates of students enrolled in their neighborhood school, zoned school or a magnet school option within their community
- Number of magnet programs in designated areas of the city



# HIGH-QUALITY TEACHING AND LEARNING



***Presenters:***

*Superintendent Millard House II*

*Dr. Shawn Bird*

# WHAT WE LEARNED

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## WHAT I HAVE HEARD AND LEARNED

**There is a widespread desire and imperative to strengthen teaching and learning at all schools.** The quality of teaching and learning varies greatly across the district, and differences in curriculum, testing, and classroom instruction are leading to inequitable academic outcomes, especially for children who attend more than one HISD campus during their school career.

## SUPERINTENDENT PRIORITIES

**Promoting High-Quality Teaching and Learning** – We will provide engaging and rigorous curriculum and instruction that bolsters academic performance.

# STRATEGIC PLAN COMMITMENT

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**We commit to providing every student in the district a consistent academic experience, regardless of what school they attend.**

- Instructional materials for math and reading
- Expanded high-quality pre-K programs
- Expanded and improved fine arts programs
- Expanded access to advanced courses

# A CASE FOR CONSISTENT PRACTICE

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Four key resources are missing from most students' school experience:

- Grade-appropriate assignments
- Strong instruction
- Deep engagement
- Culture of high expectations

These conditions are missing even more frequently for students of color.





# OPPORTUNITY MYTH

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## STUDENTS ARE LARGELY SUCCESSFUL IN SCHOOL:

- Students succeeded on **71%** of their assignments
- They met grade-level standards **17%** of the time



# OUR COMMITMENT TO STUDENTS

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Our plan is for every student to have high-quality, grade-level appropriate instructional materials in reading and math.

- Implementation will begin in the 2022-23 school year with a select number of schools piloting math and reading instructional materials in partnership with the Texas Education Agency (TEA).
- We will scale the implementation to 100% of our schools in the coming years.



# OUR COMMITMENT TO EARLY LEARNING

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- We will expand pre-K programs to meet the demand for enrollment.
- We will simplify the enrollment process and use targeted marketing to increase enrollment.
- We will implement high-quality curriculum in all pre-K programs.



# OUR COMMITMENT TO THE ARTS

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- We will develop baseline expectations for fine arts programming.
- We will expand access to UIL competitions by centralizing the funding for these events.
- We will modernize our fine arts learning spaces.



# OUR COMMITMENT TO OPPORTUNITY

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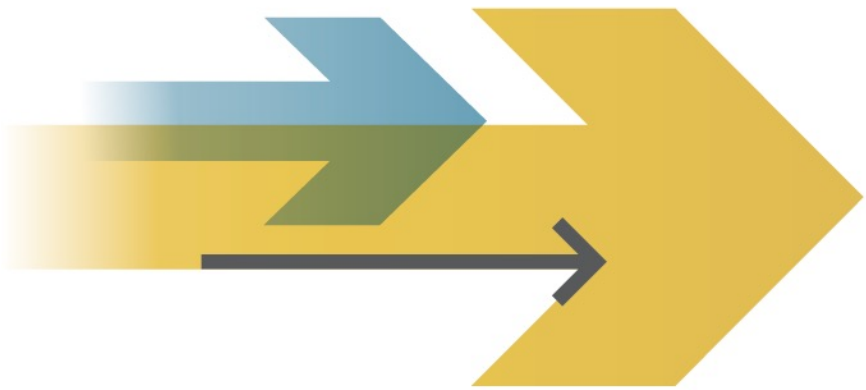
- Increased opportunities for advanced coursework in historically underserved communities by:
  - Investing in tutors
  - Investing in standardized Pre-Advanced Placement curriculum
  - Investing in professional development/support for teachers

# KEY METRICS FOR SUCCESS

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- Student academic performance outcomes
- Participation rates in Advanced Placement programs and examinations
- Performance rates on Advanced Placement examinations
- Percent of students enrolled in campuses implementing the district standard fine arts program
- Rate of students to instructor in pre-K

# DELIVERING EFFECTIVE SERVICES AND SUPPORTS FOR STUDENTS WITH EXCEPTIONAL NEEDS



## ***Presenters:***

*Superintendent Millard House II*

*Dr. Shawn Bird*



# WHAT WE LEARNED

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## WHAT I HAVE HEARD AND LEARNED

Many families who have children with exceptional needs are frustrated that the district has not lived up to its promise and obligation of providing their children with the services and supports necessary for them to thrive academically. Students with exceptional needs, including students with disabilities and English-language learners, are not realizing their full academic potential.

## SUPERINTENDENT PRIORITIES

**Delivering Effective Services and Supports to Students with Exceptional Needs -**  
We will implement high-quality systems and services that increase achievement for students with specialized needs, including students with disabilities and English language learners.



# STRATEGIC PLAN COMMITMENT

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We will implement high-quality systems and services that increase achievement for students with specialized needs, including students with disabilities and English-language learners.

- Communication
- Outcomes
- Compliance

# IMPROVING THE LEARNING EXPERIENCE FOR STUDENTS PARTICIPATING IN SPECIALIZED PROGRAMS

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- **Communication:** Rebuild **trust** with our families.
- **Learning Outcomes:** Provide all students with access to grade-level curriculum and enrichment opportunities tailored to their **unique needs**.
- **Compliance:** Ensure students who need specialized services receive the right supports as soon as possible, **with documentation**.

# REBUILDING TRUST WITH FAMILIES

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1

## INCREASE COMMUNICATION AND COLLABORATION

Families need to know what to expect throughout the specialized learning process, how well schools are serving students with disabilities, and where to turn if they have questions or concerns.

We will design a family engagement portal centered around communicating rights and protections, creating accountability based on parent concerns, and collaborating to support student needs.

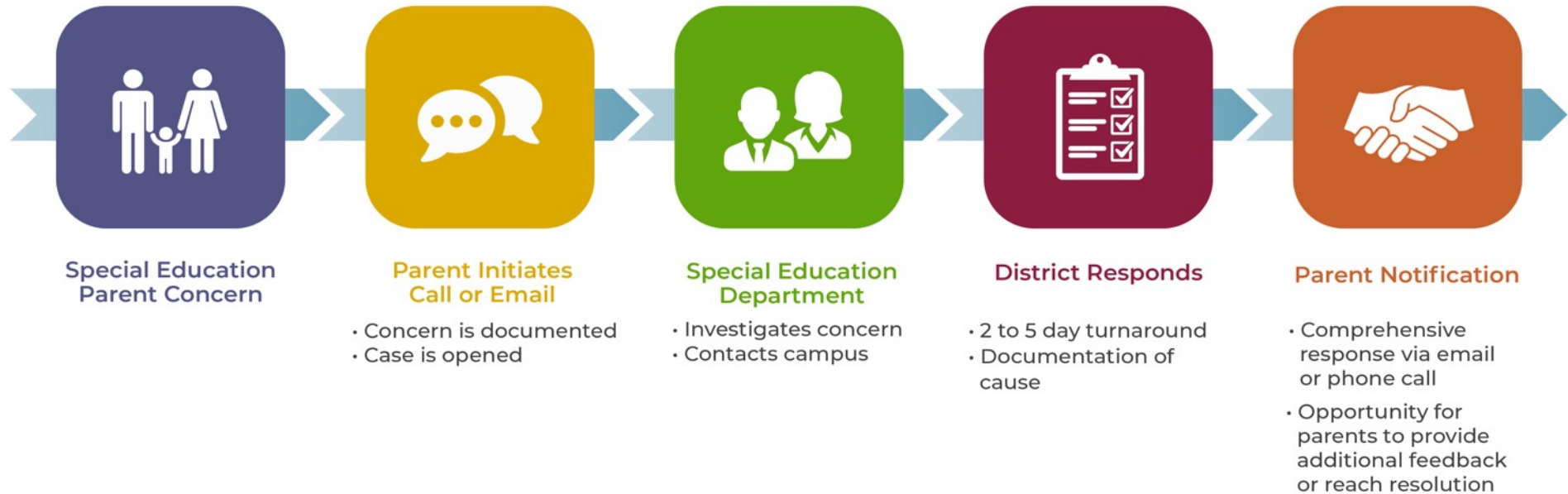
Family correspondence will be provided in the child's home language.

Our goal is to increase transparency and ease of access to information and supportive resources in multiple languages.

# COMMUNICATION EXAMPLE



## SPECIAL EDUCATION CONFLICT RESOLUTION



# IMPROVE LEARNING OUTCOMES

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2

## INCLUSION AND INSTRUCTION

With the right support, students with disabilities and emergent bilinguals are just as capable of grade-level learning as any other student.

To deliver on this potential, we will align curricular services and increase high-quality resources, innovate current programs to increase inclusion, and establish partnerships with post secondary support organizations.

*Example: Innovating our current Behavior Support Classes (BSC) with the PASS Inclusion Model*



# PRIORITIZE DISTRICT-WIDE SYSTEMS

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## 3 MAINTAINING COMPLIANCE

We prioritize special education compliance to ensure struggling students receive the special education services to which they are entitled as part of a free and appropriate education.

Designing new accountability measures that guarantee systemic compliance with special education laws and policies will end state non-compliance findings. Addressing these “basics” first will also empower our teams to execute the rigorous academic strategy to improve outcomes for students with disabilities.

Aligning staffing at the campus and district level to meet the needs of students.



# IMPLEMENTATION STRATEGY



# KEY METRICS FOR SUCCESS

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## CONTINUOUS IMPROVEMENT

- Student academic performance outcomes
- Rate of on time evaluations
- Percentage of Individualized Education Plan (IEP) progress and goal documentation
- Rates of parent satisfaction and perception
- Instructional observations
- Rate of family engagements



# WORLD-CLASS TALENT THROUGHOUT THE DISTRICT



## ***Presenters:***

*Superintendent Millard House II*  
*Mr. Jeremy Grant-Skinner*

# WHAT WE LEARNED

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## WHAT I HAVE HEARD AND LEARNED

Parents, students, and the community highly prioritize and desire caring, effective, and engaging educators and support staff. The need to develop, recruit, and retain effective teachers, principals, and support staff was often cited as the most important thing we should focus on as a school district.

## SUPERINTENDENT PRIORITIES

**Cultivating World-Class Talent at all Levels** – We will implement an ambitious, comprehensive strategy to recruit, develop, and retain effective and caring teachers, principals, and support staff.

# STRATEGIC PLAN COMMITMENT

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**We commit to making HISD a great place for talented people to work and grow by transforming the ways we recruit, develop, support, and retain staff.**

- *Growing talent*
- *Recruitment and hiring*
- *Compensation and culture*



# GROWING TALENT

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- *Grow Your Own* programs
- Educator effectiveness
- Opportunity culture

For at least the next two years, the HISD Alternative Certification Program (ACP) will be free of cost.  
(\$6,000 value)

# RECRUITMENT AND HIRING

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- Bigger, bolder recruitment
- Earlier, faster hiring
- Strategic talent management

# COMPENSATION AND CULTURE

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- Competitive base compensation
- Recognizing greatness
- A great place to work





# OUR COMMITMENT TO TEACHERS



As we prepare a multi-year, comprehensive talent strategy, we must immediately take steps to **keep good teachers in place**.

To begin, we must incentivize our teachers to stay the course:

- In this noble profession
- At this critically important time for our students
- **Here, in HISD**

*To our current HISD teachers, we value you and we need you.*

# OUR ASK OF TEACHERS – “COMMIT: HISD”

Each current teacher who commits to teach in HISD for three more years – through SY 2024-25 – will earn:

- An immediate **\$500** for signing the commitment along with their contract for SY 2022-23 *this spring*
- **\$1,000** when signing their contract for SY 2023-24
- **\$2,500** when signing their contract for SY 2024-25





# NEW TEACHER HIRE SIGNING INCENTIVES

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## FOR SY 2022-23:

- Teachers with at least 2 years of experience who sign to join HISD by April 2022: **\$5,000**
- Other teachers who sign to join HISD by April 2022: **\$4,000**
- All other new teacher hires through August 2022: **\$2,000**

# CRITICAL SHORTAGE AREA STIPENDS: SY 2022-23

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- Bilingual teacher: **\$5,000** (*continuation from this year*)
- ESL teacher: **\$5,000** (*continuation from this year*)
- Special Education teacher: **\$5,000** (*up from \$675*)
- Secondary Math teacher: **\$2,000** (*up from \$675*)
- Secondary Science teacher: **\$2,000** (*up from \$675*)
- Counselor or social worker: **\$2,000** (*new in SY 2022-23*)
- Nurse: **\$3,000** (*new in SY 2022-23*)
- Bus drivers/attendants: **\$1,000** (*continuation from this year*)

# COMPENSATION PLAN: SY 2022-23 – SY 2024-25

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- Raise teacher salaries by both **updating the salary scale** and **granting a step increase** every year for the next three years.
- Raise principal and assistant principal salaries by **upgrading flat rates** every year for the next three years.
- Provide three annual **step increases** to police officers.
- **Update the Master Pay Scale**, which determines wages and salaries for *all of HISD's other support staff*, in three phases over the next three years.
- Maintain our current status as one of the regional leaders among school districts for **minimum wage**.
- Our compensation plan will **increase pay for every employee** in every year for the next three years.
- For at least the next two years, the HISD **Alternative Certification Program (ACP)** will be free of cost.

# A THREE-YEAR VALUE PROPOSITION FOR TEACHERS

Our plan allows for every current HISD teacher to earn at least a **cumulative additional \$20,000** over the next three years.

## This includes:

- An annual cost-of-living adjustment averaging 4% each year for the next three years
- An annual raise (step increase) for all effective teachers each year for the next three years
- An additional financial incentive of \$4,000 for anyone participating in the **Commit: HISD** retention program

## *This does not include these other available stipends:*

- *Critical shortage area stipends for Bilingual, ESL, Math, Science, and Special Education teachers*
- *Stipends for service in transformation schools*
- *Additional payment for teacher leader roles*



# TEACHER SALARIES: SY 2022-23 – SY 2024-25

Step	SY 2021-22	SY 2022-23	SY 2023-24	SY 2024-25	DRAFT -----	Step	SY 2021-22	SY 2022-23	SY 2023-24	SY 2024-25
0	\$ 56,869	\$ 59,000	\$ 61,500	\$ 64,000		21	\$ 66,653	\$ 71,000	\$ 73,500	\$ 76,000
1	\$ 57,019	\$ 60,000	\$ 62,500	\$ 65,000		22	\$ 69,018	\$ 71,500	\$ 74,000	\$ 76,500
2	\$ 57,169	\$ 60,500	\$ 63,000	\$ 65,500		23	\$ 69,157	\$ 72,000	\$ 74,500	\$ 77,000
3	\$ 57,319	\$ 60,750	\$ 63,250	\$ 65,750		24	\$ 69,602	\$ 72,500	\$ 75,000	\$ 77,500
4	\$ 57,481	\$ 61,000	\$ 63,500	\$ 66,000		25	\$ 71,128	\$ 75,000	\$ 77,500	\$ 80,000
5	\$ 58,012	\$ 62,000	\$ 64,500	\$ 67,000		26	\$ 71,689	\$ 75,500	\$ 78,000	\$ 80,500
6	\$ 58,542	\$ 62,500	\$ 65,000	\$ 67,500		27	\$ 72,700	\$ 76,000	\$ 78,500	\$ 81,000
7	\$ 59,820	\$ 63,000	\$ 65,500	\$ 68,000		28	\$ 73,655	\$ 76,500	\$ 79,000	\$ 81,500
8	\$ 60,090	\$ 63,500	\$ 66,000	\$ 68,500		29	\$ 73,936	\$ 77,000	\$ 79,500	\$ 82,000
9	\$ 60,360	\$ 64,000	\$ 66,500	\$ 69,000		30	\$ 74,609	\$ 77,500	\$ 80,000	\$ 82,500
10	\$ 61,185	\$ 65,000	\$ 67,500	\$ 70,000		31	\$ 75,620	\$ 78,000	\$ 80,500	\$ 83,000
11	\$ 61,457	\$ 65,500	\$ 68,000	\$ 70,500		32	\$ 76,070	\$ 78,500	\$ 81,000	\$ 83,500
12	\$ 62,018	\$ 66,000	\$ 68,500	\$ 71,000		33	\$ 76,744	\$ 79,000	\$ 81,500	\$ 84,000
13	\$ 62,292	\$ 66,500	\$ 69,000	\$ 71,500		34	\$ 77,642	\$ 79,500	\$ 82,000	\$ 84,500
14	\$ 62,566	\$ 67,000	\$ 69,500	\$ 72,000		35	\$ 78,597	\$ 82,500	\$ 85,000	\$ 87,500
15	\$ 62,841	\$ 67,500	\$ 70,000	\$ 72,500		36	\$ 80,562	\$ 83,000	\$ 85,500	\$ 88,000
16	\$ 63,115	\$ 68,000	\$ 70,500	\$ 73,000		37	\$ 82,809	\$ 83,500	\$ 86,000	\$ 88,500
17	\$ 63,683	\$ 68,500	\$ 71,000	\$ 73,500		38	\$ 83,309	\$ 84,000	\$ 86,500	\$ 89,000
18	\$ 64,234	\$ 69,000	\$ 71,500	\$ 74,000		39	\$ 83,809	\$ 84,500	\$ 87,000	\$ 89,500
19	\$ 64,786	\$ 69,500	\$ 72,000	\$ 74,500		40	\$ 84,309	\$ 85,000	\$ 87,500	\$ 90,000
20	\$ 66,208	\$ 70,500	\$ 73,000	\$ 75,500						



# PRINCIPAL SALARIES: SY 2022-23 – SY 2024-25

School Category	SY 2022-23	SY 2023-24	SY 2024-25
Elementary School	\$ 103,500	\$ 108,500	\$ 113,500
Middle School	\$ 109,000	\$ 114,000	\$ 119,000
Specialty High School	\$ 119,000	\$ 124,000	\$ 129,000
Comprehensive High School	\$ 134,000	\$ 139,000	\$ 144,000

Principal School Complexity Factor	
School's "Risk Load"	Amount
0-4	\$0
5-7	\$3,000
8-10	\$4,000
11-13	\$5,000
14-17	\$6,000

Principal Experience Factor	
Experience	Amount
0 Years	\$0
1-3 Years	\$1,000
4-6 Years	\$2,000
7-10 Years	\$3,000
11-15 Years	\$4,000
20+ Years	\$5,000



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# KEY METRICS FOR SUCCESS

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- Average daily position fill rate
- Number of teacher vacancies on the first day of school
- Year to year retention rate of highest performing teachers
- Average time to process a new hire
- Employee ratings of HISD as a great place to work

# LOOKING AHEAD AND CLOSING



*Superintendent Millard House II*

# Q & A

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01

Building Trust and  
Reliability for Our  
Families and  
Community

02

Providing  
Equitable  
Opportunities  
and Resources  
at Every School

03

Ensuring Great  
Schools and  
Programs in  
Every Community

04

Promoting High-  
Quality Teaching  
and Learning

05

Delivering  
Effective Services  
and Supports to  
Students with  
Exceptional  
Needs

06

Cultivating  
World-Class  
Talent at  
All-Levels