





Houston Independent School District

2019 Board of Education

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Houston Independent School District

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Employees of the District shall not discriminate on the basis of or engage in harassment motivated by age, race, color, ancestry, national origin, sex, handicap or disability, marital status, religion, veteran status, political affiliation, sexual orientation, gender identity, and/or gender expression.

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HISD Roadmap to Success for Every Student Strategic Priorities for 2019-2020 and Beyond

Expanding Educational Opportunities

Providing students with quality education requires offering innovative curriculum that challenges students' knowledge and cultivates their creativity. The commitment to administering dynamic learning opportunities is paramount to HISD.

Ensuring Student Health, Safety and Well-being

While academics are at the heart and soul of our district, the importance of a student's health, safety and well-being cannot be understated. Ensuring students have access to safe spaces, transportation, mental health support and nutritious food must continue to be a priority of our district.

Transforming Academic Outreach

As we transform the academic performance of our students, it is critical to do what is necessary to support their academic efforts. From special education to literacy, we must provide the essential support needed for success.

Increasing Organizational Efficiency

The departments that support HISD play an integral part in ensuring we serve every student. Creating an efficient structure, streamlining efforts and operating in a transparent manner will be a key to overall success.

Cultivating Team HISD Talent

Human capital is one of our district's greatest assets. As we move toward increased academic achievement, we must attract dynamic teachers and cultivate the leaders among us.

Houston Independent School District Goals and Constraints

Current as of August 8, 2019 with New Goal 4

Goal 1: The percentage of students reading and writing at or above grade level as measured by the percent of students at the Meets Grade Level standard on STAAR for grade 3 through English II shall increase by three percentage points annually from 37% to 46% between spring 2017 and spring 2020.

Goal Progress Measure 1.1

End of year reading data collected on the District-wide screener shall annually show a three-percentage point improvement in the percentage of students reading on grade level from 38% to 44% between spring 2018 and spring 2020. Results on the District-wide screener will be presented to the board after the beginning of the year, middle of the year, and end of the year testing windows.

Goal Progress Measure 1.2

Grades 4 and 7 students shall be assessed in writing in the Fall and Spring; percent of students meeting the grade level standard shall increase at least three percentage points annually from 22% in spring 2018 to 28% in spring 2020. Results will be presented to the board after the fall and spring testing windows.

Goal 2: The percentage of graduates meeting the Global Graduate standards as measured by the College, and Career, Readiness component of the Texas accountability system shall increase three percentage points annually per year from the 2017 graduates baseline of 52 percent up to 67 percent by 2022.

Goal Progress Measure 2.1

The percentage of students completing (earning a 70 or better) a career and technical education (CTE) course shall be reported for each semester and shall show improvement of 2 percentage points annually from 63.0 percent in Spring 2017 to 69.0 percent in Spring 2020.

Goal Progress Measure 2.2

The percentage of students completing (earning a 70 or better) an Advanced Placement (AP) or International Baccalaureate (IB) course shall be reported for each semester and shall show improvement of 1 percentage point annually from 39.1 percent in Spring 2017 to 42.1 percent in Spring 2020.

Goal Progress Measure 2.3

The percentage of students completing (earning a 70 or better) a dual credit or dual enrollment course shall be reported for each semester and shall show improvement of 1 percentage point annually from 10 percent in spring 2017 to 13 percent in spring 2020.

Goal 3: Among students who exhibit below satisfactory performance on state assessments, the percentage who demonstrate at least one year of academic growth, as measured by the STAAR Progress Measure, shall increase three percentage points annually in reading and in math from 57 percent in spring 2017 to 66 percent in spring 2020.

Goal Progress Measure 3.1

The percentage of students identified as needing intervention in reading on the district's screener who demonstrate growth from the beginning to end of year benchmarks shall increase three percentage points annually from 48% in spring 2018 to 57% in spring 2021. Results will be reported after each testing window.

Goal Progress Measure 3.2

The percentage of students identified as needing intervention in math on the district's screener who demonstrate growth from the beginning to end of year benchmarks shall increase three percentage points annually from 58% in spring 2018 to 67% in spring 2021. Results will be reported after each testing window.

Goal 4: The reading and math performance gap between historically underserved and non-historically underserved student groups, as measured by the average of the percentage-point gaps between economically and non-economically disadvantaged student groups at the Meets Grade Level Standard on STAAR between 1) economically and non-economically disadvantaged student groups, 2) African-American and White student groups, 3) Hispanic and White student groups, 4) English Learners (ELs) and non-English Learners (non-ELs), and 5) students receiving special education services and students not receiving special education services, shall annually show a one-percentage point decrease from an average of 30.3 percentage points in spring 2018 to an average of 27.3 percentage points in spring 2021. Monitoring of student performance for all groups listed above along with the specified gaps will be provided to the board. All student groups should make progress; therefore, if this average gap decreases but the percentage of students at the Meets Grade Level Standard on STAAR for any of the student groups listed in this goal declines, then this goal shall be considered not met.

Goal Progress Measure 4.1

End of year data collected on the District-wide screener shall annually show a one-percentage point decrease in the gap between economically and non-economically disadvantaged students performing at or above benchmark (40th percentile) from 24% to 21% between spring 2018 and spring 2021. Results on the District-wide screener will be presented to the board after the beginning of the year, middle of the year, and end of the year testing windows.

Goal Progress Measure 4.2

End of year data collected on the District-wide screener shall annually show a one-percentage point decrease in the gap between English Learners (ELs) and Non-English Learners (Non-ELs) performing at or above benchmark (40th percentile) from 11% to 8% between spring 2018 and spring 2021. Results on the District-wide screener will be presented to the board after the beginning of the year, middle of the year, and end of the year testing windows.

Goal Progress Measure 4.3

End of year data collected on the District-wide screener shall annually show a one-percentage point decrease in the gap between students receiving special education services and students not receiving special education services performing at or above benchmark (40th percentile) from 37% to 34% between spring 2018 and spring 2021. Results on the District-wide screener will be presented to the board after the beginning of the year, middle of the year, and end of the year testing windows.

Constraint 1: The Superintendent shall not permit the District to operate without a community school and feeder pattern framework, including a definition, processes, and goals.

- **Constraint Progress Measure 1.1**

The District shall launch cohort one of Every Community, Every School with a minimum of 15 schools (5 percent) by the end of the 2017–18 school year and shall increase annually until all schools (100 percent) are served in 2022.

- **Constraint Progress Measure 1.2**

The District shall develop tools for campuses to conduct a needs assessment, to access to a provider database, a data tracker, and professional development in 2017–18 and shall increase usage annually from 0 percent in Fall 2017 to 100 percent of campuses access the tools and training by 2022.

Constraint 2: The Superintendent shall not require teachers to administer more than two District-created assessments per semester.

- **Constraint Progress Measure 2.1**

The number of District-required, District-created assessments shall not increase from one per semester in fall 2017 to more than two per semester in spring 2020.

Constraint 3: The Superintendent shall not allow struggling schools to operate without highly qualified leaders and teachers in core subjects. *

*Struggling schools include Improvement Required (IR) schools, formerly IR schools, and schools receiving an overall accountability scale score of 65 or less. Teacher qualification should consider certification and experience.

- **Constraint Progress Measure 3.1**

The percentage of campus administrators at struggling schools rated as effective or above shall increase by two percentage points annually from 65 percent in 2017 to 73 percent by 2020.

- **Constraint Progress Measure 3.2**

The percentage of first-year teachers at struggling schools shall decrease by two percentage points annually from 10 percent in 2017 to four percent by 2020.

- **Constraint Progress Measure 3.3**

The percentage of teaching positions at struggling schools held by teachers certified in their assigned subject areas and grade levels shall increase each semester from 99 percent in 2017 until 100 percent is reached.

District Overview

The Houston Independent School District, with more than 209,000 students and encompassing 333 square miles within greater Houston, is the seventh-largest public-school system in the nation and the largest in Texas. There are 280 campuses in the district. Six area superintendents oversee HISD elementary, middle, high and alternative/charter schools (respectively). Approximately 41 school-support officers and lead principals report to the six area superintendents. These individuals provide leadership to principals, align resources and support for teachers, and ensure that the district is providing equitable and quality educational opportunities to students. Parent liaisons are available to answer questions and address matters regarding district schools. HISD's organization is designed to emphasize teaching and learning, align school goals and programs for sustained improvement, eliminate duplicated services, and provide greater oversight of data and compliance with state laws and regulations.

State Accountability Data Needs Assessment

Texas Education Agency Preliminary Accountability Ratings Report 2019

The 2019 accountability system uses a performance framework that consists of three domains.

Domain 1 – Student Achievement

Evaluates performance across all subjects for all students, on both general and alternate assessments, College, Career, and Military Readiness (CCMR) indicators, and graduation rates.

Domain 2 – School Progress

Measures district and campus outcomes in two areas: the number of students that grew at least one year academically (or are on track) as measured by STAAR results and the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.

Domain 3 – Closing the Gaps

Uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds and other factors. The indicators included in this domain, as well as the domain's construction, align the state accountability system with the federal Every Student Succeeds Act (ESSA).

Raw scores in each domain are converted to a consistent scale and weighted to give campuses and districts an overall rating. To receive a rating at or above a *D*, districts and campuses must have an overall rating calculation of at least 60 with 70% of the overall calculation coming from the better outcome of the Student Achievement and School Progress domains and 30% of the calculation coming from the Closing the Gaps domain. In addition, if a campus or district receives less than a scaled score of 60 in three of the four areas (Domain 1, 2A, 2B, or 3), then the highest overall scaled score possible is 59. The domain and overall 2018–2019 ratings are based on the scaled score targets presented below.

2019 Scaled Score Targets	
Overall Score	Overall Rating
90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
0 – 59	F

Campuses received an A–F letter grade for the first time in the 2018–2019 school year. In prior school years, campuses were either labeled *Met Standard* or *Improvement Required*.

Houston ISD received a grade of B based on an overall score of 88 for the 2018–2019 school year. The district received the scaled scores and corresponding letter grade for the three domains as follows:

- **Domain 1 Score: 79** Rating: **C**
- **Domain 2 Score: 89** Rating: **B**
- **Domain 3 Score: 84** Rating: **B**
- **Overall Score: 88** Rating: **B**

Key findings include:

- Houston ISD received a grade of B based on an overall score of 88 for 2018–2019.
- 250 out of the 271 campuses that were rated (**92%**) were assigned a grade of D or higher, while 21 campuses (**8%**) received an F.
- 3 out of the 6 campuses (50%) rated Improvement Required last year were assigned a grade of D or higher. Two campuses rated Improvement Required last year were closed, and one received a grade of F.
- 6 out of the 10 campuses (60%) labeled Not Rated: Harvey Provision last year and were rated Met Standard for the 2016–2017 school year were assigned a grade of D or higher.
- 6 out of the 7 campuses (86%) that received a Not Rated: Harvey Provision label last year and were rated Improvement Required for the 2016–2017 school year were assigned a grade of D or higher.
- 6 campuses had a calculated scale score at or above 60 but received an overall rating of F due to receiving an F in three out of the four areas (Student Achievement, School Progress: Academic Growth, School Progress: Relative Performance, or Closing the Gaps) measured.
- 235 campuses were eligible for Distinction Designations. 142 (60% of those eligible) received at least one, while 24 (10% of those eligible) received all eligible Distinctions.

HISD Four-Year Longitudinal Graduation Rates by Group: Grades 9-12 with Exclusions: 2011-2018

- From 2011 to 2018, the longitudinal four-year graduation rates with exclusions increased for the African American, Asian, Hispanic, students who were ever coded as English learners in high school (Ever EL in HS), and Students with Disabilities (SWD) student groups and decreased for the All, White, and Economically Disadvantaged student groups.
- From 2017 to 2018, longitudinal four-year graduation rates with exclusions increased for the Asian, Hispanic, Ever EL in HS, and All student groups and decreased for the African American and SWD. The White and Economically Disadvantaged student groups remained the same.

HISD Four-Year Longitudinal Dropout Rates by Group: Grades 9-12 with Exclusions: 2011-2018

- From 2011 to 2018, the longitudinal four-year dropout rates with exclusions increased for All students and each of the groups presented.
- From 2017 to 2018, the longitudinal four-year dropout rates with exclusions decreased for the Asian and Economically Disadvantaged student groups and increased for the All, African American, Hispanic, White, Ever EL in HS, and SWD student groups.

HISD Annual Dropout Rates by Group: Grades 7–8 with Exclusions: 2011–2018

- From 2011 to 2018, the annual dropout rates with exclusions increased for all student groups.
- From 2017 to 2018, the annual dropout rates with exclusions increased for all student groups.

Reasons for Excluded Records as Defined by the Texas Education Agency

According to TEA, starting 2010-2011, a student who meets one or more of the following criteria is **excluded from** campus and district completion rate calculations used for accountability purposes:

- A student who is ordered by court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate;
- A student previously reported to the state as a dropout;
- A student in attendance but who is not in member ship for purposes of average daily attendance (i.e., students for whom districts are not receiving state Foundation School Program (FSP) funds);
- A student whose initial enrollment in a school in the United States in Grades 7-12 was as an unschooled or asylee as defined by TEC §39.054(f) and TEC §39.055); and,
- A student who is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult.

According to TEA, starting in 2010-2011, a student reported to have left school for any of the following reasons is **NOT** considered a dropout for accountability reasons:

- A student who **graduated**;
- A student who **died** while enrolled in school or during the summer break after completing the prior school year;
- A student who withdrew from/left school to **return to family's home country**;
- A student who withdrew from/left school to **enter college** and is working towards an Associate's or Bachelor's degree;
- A student who withdrew from/left school for **home schooling**;
- A student who was **removed by Child Protective Services (CPS)** and the district has not been informed of the student's current status or enrollment;
- A student was **expelled** under the provisions of TEC §37.007 and cannot return to school;
- A student who withdrew from/left school to **enroll in a private school** in Texas;
- A student who withdrew from/left school to enroll in a public or private school outside of Texas;
- A student was **withdrawn from school by the district** when the district discovered that the student was not a resident at the time of enrollment or had falsified enrollment information, proof of identification was not provided, or immunization records were not provided;
- A student who graduated outside of Texas, returned to school, and left again; or
- A student who received a **GED outside Texas**, returned to school to work toward the completion of a high school diploma, and then left; or student earned GED outside Texas after leaving Texas public schools.

Safety and Environment

The Houston Independent School District (HISD) has established as one of its primary goals the provision of a high-quality educational program for each student in a safe school environment free of disruptions that interfere with the educational process. HISD does not discriminate on the basis of age, race, color, ancestry, national origin, sex, handicap or disability, marital status, religion, veteran status, political affiliation, sexual orientation, gender identity and/or gender expression, or physical/personal appearance. This policy includes a prohibition on racial harassment and a hostile environment, as this type of harassment denies students the right to an education free of discrimination. HISD's expectation is that all campuses develop with all members of the school community an effective School-Based Discipline Management System that promotes and maintains the support of good student behavior, is conducive to the academic and social/emotional growth of all students and supports a safe and respectful teaching and learning environment.

Goal: The District, through districtwide and campus specific training will build the capacity of all campuses to develop effective campus specific discipline management systems that will promote the social and emotional development of all students and that will include methodologies to address safety concerns, bullying and harassment violations, and any other violations that may jeopardize the health and safety of the campus community.

Improvement Strategies:

- Mandatory safety and bullying awareness training for all employees through OneSource that addresses the types of bullying, preemptive strategies to curtail bullying incidents, and response techniques that expediently addresses any bullying violation including communication procedures that addresses the needs of all stakeholders;
- Districtwide face to face training for all campus administrators on the Texas Educational Code Chapter 37 , HISD Code of Student Conduct, and other student discipline related District policies and procedures;
- Classroom management and classroom culture (development items I-9 and I-10) video exemplars and effective practices designed to provide teachers with an opportunity to watch highly effective teachers in action, paired with guidance on how to implement these practices;
- Ongoing job-embedded support provided by Teacher Development Specialists at the campus level;
- New Teacher Academy (new teachers);
- New Leadership Academy
- The Department of Social and Emotional Learning supports campuses in HISD by providing trainings which focus on creating environments that are safe and effective for all students. Trainings provide skills and framework needed for staff to create environments conducive to student growth and safety, supporting I-9 and I-10 (Classroom Management and Classroom Climate)
 - Crisis Prevention Institute
 - De-Escalation
 - Restorative Practices
 - Culturally Responsive Classrooms
 - Coaching
 - Mindfulness
 - Sanford Harmony
 - Positive and Proactive Classroom Management (CHAMPS and STOIC)
 - The Tough Kid training
 - Sandy Hook Promise

State Compensatory Education (SCE)

The goal of the SCE program is to provide additional resources to reduce any disparity in performance on assessment instruments or disparity in the rate of high school completion between educationally disadvantaged students, at-risk students, and all other students.

The purpose of the SCE program is to increase academic achievement and reduce the dropout rate for these students by providing supplemental programs and services. The legislature passed Senate Bill 1746 which added a 14th state criterion to the original 13 state criteria. The additional criterion includes a student who has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code.

Demographic Characteristics: At-Risk Students

- Of the 214,175 students enrolled in HISD at the fall snapshot for the 2017–2018 school year, 153,403 students (71.6 percent) were identified as being at-risk according to SCE criteria.
- In 2017–2018, a larger proportion of males than females enrolled in HISD (73.2 and 70.0 percent, respectively) were identified as at-risk.
- Hispanic students accounted for the largest total number of at-risk students (104,264) and constituted 68.0 percent of all at-risk students. African Americans made up the next largest group of at-risk students at 34,445, or 22.5 percent of all at-risk students.
- While only a little less than three-fifths of those who were categorized as not economically disadvantaged were identified as at-risk (56.1 percent), greater than three-quarters of those categorized as economically disadvantaged were identified as at-risk.

Key Findings:

- Of the 214,175 students who attended HISD during the 2017–2018 academic year, 153,403 students (71.6 percent) were identified as being at-risk according to SCE criteria. More males than females were identified as at-risk (73.2 percent of males in the district were identified as at-risk and 70.0 percent of females were).
- Relative to students in other grades, a higher proportion of first graders (91.8 percent) were identified as at-risk.
- The ethnic composition of at-risk students was 68.0 percent Hispanic, followed by 22.5 percent African American, 5.6 percent white, 3.0 percent Asian/Pacific Islander, and one percent American Indian or two or more races. Exactly 76.8 percent of at-risk students were economically disadvantaged. Majorities of African American, Hispanic, Asian/Pacific Islander, American Indian, and mixed-race students, as well as those who were economically disadvantaged, were deemed at-risk.
- Districtwide, on the 2018 English language STAAR, the gaps in the percentage of students who achieved the Approaches Grade Level Performance Standard between not-at-risk and at-risk students were 26 percentage points in reading, 20 percentage points in mathematics, 36 percentage points in writing, 32 percentage points in science, and 36 percentage points in social studies. The gaps decreased in reading, math, and science, but increased in writing and social studies, from 2017 to 2018.
- Districtwide, on the 2018 Spanish language STAAR, the gaps in the percentage of students who achieved the Approaches Grade Level Performance Standard between not-at-risk and at-risk students were 23 percentage points in reading, 15 percentage points in mathematics, 25

percentage points in writing, and 32 percentage points in science. The gaps decreased in all subjects except science from 2017 to 2018.

- Districtwide, on the 2018 STAAR EOC, the gaps in the percent of not-at-risk and at-risk students who achieved the Approaches Grade Level Performance Standard ranged from 13 percentage points in U.S. History to 37 percentage points in English II. The gaps in performance between not-at-risk and at-risk high school students decreased slightly from 2017 to 2018 in all subjects except English II, for which the gap remained unchanged.
- Districtwide, on the 2018 English language STAAR, the gaps in the percentage of students who achieved the Approaches Grade Level Performance Standard between not-at-risk and at-risk students were 26 percentage points in reading, 20 percentage points in mathematics, 36 percentage points in writing, 32 percentage points in science, and 36 percentage points in social studies. The gaps decreased in reading, math, and science, but increased in writing and social studies, from 2017 to 2018.
- Districtwide, on the 2018 Spanish language STAAR, the gaps in the percentage of students who achieved the Approaches Grade Level Performance Standard between not-at-risk and at-risk students were 23 percentage points in reading, 15 percentage points in mathematics, 25 percentage points in writing, and 32 percentage points in science. The gaps decreased in all subjects except science from 2017 to 2018.
- Districtwide, on the 2018 STAAR EOC, the gaps in the percent of not-at-risk and at-risk students who achieved the Approaches Grade Level Performance Standard ranged from 13 percentage points in U.S. History to 37 percentage points in English II. The gaps in performance between not-at-risk and at-risk high school students decreased slightly from 2017 to 2018 in all subjects except English II, for which the gap remained unchanged.
- For the class of 2017, 83.4 percent of not-at-risk students and 79.3 percent of at-risk students graduated from HISD. The completion rate (which includes graduates, continuers, and GED recipients) for not-at-risk students was 86.5 percent and for at-risk students was 88.0 percent.

STAAR Performance Grades 3–8

- Overall, on the 2018 English language STAAR, the gap in the percentage of students who achieved the Approaches Grade Level Performance Standard between not-at-risk students and at-risk students was 5 points at the low end and no more than 37 points at the high end on all tests and at all grade levels. The range for the previous year was 11 to 39.
- Taking all grades combined, not-at-risk students outperformed at-risk students on each subtest of the English language STAAR: the gap was 26 percentage points for reading, 20 percentage points for mathematics, 36 percentage points for writing, 32 percentage points for science, and 36 percentage points for social studies.
- From the 2016–2017 to the 2017–2018 academic years, gaps (1) decreased on the English-language STAAR reading, math, and science tests, (2) stayed the same on the English-language STAAR writing, and (3) increased on the English-language STAAR social studies test.
- On the 2018 Spanish language STAAR, not-at-risk students performed better than at-risk students on all subtests at all grade levels. The gap was 23 percentage points for reading, 15 percentage points for mathematics, 25 percentage points for writing, and 32 percentage points for science.
- From 2016–2017 to 2017–2018, gaps decreased on the Spanish-language STAAR reading, mathematics, and writing tests, but increased on the Spanish-language STAAR science test.

STAAR End-of-Course Performance

- In 2018, the districtwide difference between at-risk and not-at-risk students who achieved the Approaches Grade Level Performance Standard was 36 percentage points on the English I test, 37 percentage points on the English II test, 13 percentage points on the Algebra I test, 18 percentage points on the Biology test, and 13 percentage points on the U.S. History test.
- The gap in performance between not-at-risk and at-risk students decreased by one percentage point on the STAAR EOC English I and Algebra I tests, and three percentage points on the STAAR EOC Biology and US History tests from the 2016–2017 to the 2017–2018 academic years. The gap in performance between not-at-risk and at-risk students on the STAAR EOC English II test remained the same over the same period. The three-year trend, however, shows a closing gap on all STAAR EOC tests.

Goal: Provide program support districtwide and for campuses to reduce the disparity between educationally disadvantaged students, at-risk students, and all other students in order to increase academic achievement and reduce the dropout rate for these students by providing supplemental services.

Improvement Strategies:

- SCE direct costs will be spent on direct services for educationally disadvantaged students who meet one of the 14 state criteria.
- Campuses will support their at-risk students by providing supplemental programs and services with their at-risk funds in their campus budgets.
- Disciplinary Alternative Education Program (DAEP) funds will provide services to students who are referred to those programs.
- Provide Pregnancy Related services to students who are pregnant or parenting.
- Support the Pre-kindergarten program with ½ day teachers to complete the full-day program.
- Provide supplemental support with Wraparound Services, Family and Community Engagement, and the Achieve 180 program.

Budget Information:

Total Full-Time Equivalents (FTES) -	\$1,032.49
Campus - Total Dollar Amount -	\$84,696,047
District - Total Dollar Amount-	\$58,737,659
Grand Total -	\$143,433,706

Responsible Staff: District Employees and Campus Principals are responsible for ensuring funds are being spent on supplemental programs and services according to the law.

Houston Independent School District – District Improvement Plan 2019-2020

Department Name: Elementary Curriculum and Development

Data/ Needs Assessment (include your problem statement and root cause based on your data): Elementary Curriculum and Development recognizes gains in grades 3-5 mathematics, grades 3-5 reading, and grade 5 science student achievement; however, much more work needs to be done around early literacy, grades 3–5 reading and writing to increase student achievement and to close the achievement gap.

Department Goal 1: Percent of students reading and writing at or above grade level for grades three through English II will increase by three percentage points annually between spring 2017 and spring 2020.

Strategic Priority:

1. Expanding Educational Opportunities
2. Ensuring Student Health, Safety and Well-Being
3. Transforming Academic Outcomes
4. Increasing Organizational Efficiency
5. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

3. Transforming Academic Outcomes

Summative Evaluation (Year-End): 2020 STAAR Reading and Writing

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
By June 2020, the percent of students reading at or above grade level for grades three through five will increase by at least three percentage points as measured by STAAR and	Implement small group guided reading instruction using authentic texts with fidelity	August 2019 – May 2020	HISD Curriculum & Scholastic Leveled Bookroom	Elementary Curriculum Officer and Elementary Literacy Director	Benchmark Running Records, Universal Screener, and Formative Assessments			
	Provide district wide professional development to address the New Reading Texas Essential	August 2019 – May 2020	HISD Curriculum, lead4ward, Title II - Teacher Development and GF - Curriculum Specialists	Elementary Curriculum Officer and Elementary Literacy Director	Benchmark Running Records, Universal Screener, and			

monitored by the district-wide universal screener.	Knowledge and Skills process standards				Formative Assessments			
	Provide a phonics manual for kindergarten to 2nd grade teachers that systematize phonics instruction across the district.	August 2019 – May 2020	HISD Curriculum & GF- Reading Curriculum Specialists	Elementary Curriculum Officer and Elementary Literacy Director	Benchmark Running Records, Universal Screener, and Formative Assessments			
	Provide ongoing professional development for campus leaders including: Principals, Assistant Principals, Reading Specialists, and Reading Lead Teachers.	August 2019 – May 2020	HISD Curriculum & GF- Reading	Elementary Curriculum Officer and Elementary Literacy Director	School leader qualitative surveys and campus visits & Universal Screener and Formative Assessments			
	Focus on independent reading and conferring with students about their comprehension goals, coaching them to think deeply about text-alignment with 7 Strands	August 2019 – May 2020	Dynamic Personalized Classroom Libraries; Title II - Teacher Development and GF - Curriculum Specialists	Elementary Curriculum Officer and Elementary Literacy Director	Benchmark Running Records, Universal Screener, and Formative Assessments			

By June 2020, the percent of students writing at or above grade level in grade four will increase by at least three percentage points as measured by STAAR and monitored by common writing formative assessments in the fall and spring.	Provide grade level specific, geographic area office professional development address effective writing instruction throughout the school year	August 2019 – May 2020	HISD Curriculum, lead4ward, Title II - Teacher Development and GF - Curriculum Specialists	Elementary Curriculum Officer and Elementary Literacy Director				
	Host the Pre-K to 12th grade Writing Summit featuring classroom teachers, specialists and experts sharing best practices for teachers and administrators across the district.	August 2019 – May 2020	Lead Teachers; Identified Expert Teacher Presenters, Title II - Teacher Development and GF - Curriculum Specialists	Elementary Curriculum Officer and Elementary Literacy Director	Participation Reports, Feedback Survey and District Formative Assessments			
	Provide principals and administrators with resources to support and monitor effective writing instruction through monthly principal meeting sessions and weekly walk-through documents	August 2019 – May 2020	HISD Curriculum and lead4ward	Elementary Curriculum Officer and Elementary Literacy Director	District Formative Assessments			

1. **Department Goal 2:** The percentage of graduates meeting the Global Graduate standards will increase three percentage points annually per year from the 2017 baseline up to 85% by 2022.

Strategic Priority:

1. Expanding Educational Opportunities
2. Ensuring Student Health, Safety and Well-Being
3. Transforming Academic Outcomes
4. Increasing Organizational Efficiency
5. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

1. Expanding Educational Opportunities
3. Transforming Academic Outcomes

Summative Evaluation (Year-End): Full time and certified Fine Arts teachers and PK Enrollment

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
By June 2020, promote high quality fine arts instruction and global graduate competencies by increasing the number of full-time certified visual arts, dance, music, and theater arts teachers by 10%.	Continued data collection and development. Compile comparative data from 2018-2019 school year, in areas of campus offerings and certified and non-certified teachers.	August 2019 – May 2020	GF1, Title IV	Elementary Curriculum Officer, Fine Arts Director, Fine Arts Curriculum Specialists, Research and Accountability	Campus Visitation Logs (CVLs), school leader and teacher qualitative survey data, and the continued development of a Fine Arts Strategic Plan			
	Provide continued professional development for administrators	August 2019 – May 2020	GF1, Title IV	Elementary Curriculum Officer, Fine Arts Director, Fine Arts Curriculum	Campus Visitation Logs (CVLs), school leader and teacher			

	and teachers in the areas of best practices, campus vision and instructional support.			Specialists, Research and Accountability	qualitative survey data, and the continued development of a Fine Arts Strategic Plan			
	Strengthen national, local and community partnerships to maximize equitable facilities, materials and equipment for underfunded and/or qualifying campuses.	August 2019 – May 2020	Various local and national fine arts non-profits and partners	Elementary Curriculum Officer, Fine Arts Director, Fine Arts Curriculum Specialists, Research and Accountability	Campus Visitation Logs (CVLs), school leader and teacher qualitative survey data, and the continued development of a Fine Arts Strategic Plan outlining the use and inventory data for acquired materials.			
By June 2020, increase prekindergarten high-quality programming and planning to be able to serve an additional 1,000 students in preparation for the 2020-2021 school year.	Provide high-quality instructional resources, increase teacher qualifications through ongoing professional development, and expand early childhood family and community engagement opportunities as outlined in Rider 78	August 2019 – May 2020	GF PK Curriculum Specialists	Elementary Curriculum Officer and Early Childhood Director	Prekindergarten CIRCLE Assessment			

	Partner with HISD Research and Accountability to analyze PK enrollment trends, space availability, and enrollment/zoning practices		HERC Partnership	Elementary Curriculum Officer and Early Childhood Director	HISD Research and Accountability Reports			
3. Department Goal 3: Among students who exhibit below satisfactory performance on state assessments, the percentage who demonstrate at least one year of academic growth will increase three percentage points annually in reading and math between spring 2017 and spring 2020								

Strategic Priority: <ol style="list-style-type: none"> 1. Expanding Educational Opportunities 2. Ensuring Student Health, Safety and Well-Being 3. Transforming Academic Outcomes 4. Increasing Organizational Efficiency 6. Cultivating Team HISD Talent 	List the Strategic Priority(ies) this Goal Addresses: <ol style="list-style-type: none"> 3. Transforming Academic Outcomes
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Summative Evaluation (Year-End): 2020 STAAR Reading and Math

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
By June 2020, the percent of students exhibiting below satisfactory performance on the 2019 STAAR reading assessment will demonstrate at	Provide resources and training for administrators and Intervention Assistant Team (IAT) department managers and specialists to match	August 2019 – May 2020	HISD Curriculum, lead4ward, Title II- Teacher Development Specialist (TDS) and General Funds (GF) Curriculum Specialist.	Elementary Curriculum Officer and Elementary Literacy Director	Benchmark Running Records, Universal Screener, and Formative Assessments			

least one year of academic growth resulting in an at least three percentage point increase as measured by the 2020 STAAR Reading assessment and monitored on district formative assessments and the district-wide reading universal screener.	interventions and strategies for struggling readers based on data							
	Integrate Social Studies within the literacy block and use district adoption Studies Weekly.	August 2019 – May 2020	HISD Curriculum & Studies Weekly Instructional Resource	Elementary Curriculum Officer and Elementary Social Studies Manager	Benchmark Running Records, Universal Screener, and Formative Assessments			
	Implement Literacy Routines as the district-wide Sheltered Instruction Model during literacy and content Instruction.	August 2019 – May 2020	Title II & III-Teacher Development Specialists	Elementary Curriculum Officer and Elementary ESL/Dual Language Director	Benchmark Running Records, Universal Screener, and Formative Assessments			
By June 2020, the percent of students exhibiting below satisfactory performance on the 2018 STAAR math assessment will demonstrate at least one year of academic growth resulting in an at least three percentage point increase as measured by the 2020 STAAR	Increase math student achievement through implementation of Guided Math to the 5E lesson model framework by providing high-quality instructional resources and ongoing professional development.	August 2019 – May 2020	HISD Curriculum, lead4ward, GF Curriculum Specialists and Title II Teacher Development Specialists	Elementary Curriculum Officer and Elementary Math Director	Universal Screener and Formative Assessments			
	Provide ongoing professional	August 2019 – May 2020	HISD Curriculum, lead4ward, GF Curriculum	Elementary Curriculum Officer and	School leader qualitative surveys and			

mathematics assessments and monitored on district formative assessments, universal screener, and the district-wide resource, Imagine Math.	development for campus leaders including: Principals, Assistant Principals, Math Specialists, and Math Lead Teachers.		Specialists and Title II Teacher Development Specialists	Elementary Math Director	campus visits & Universal Screener and Formative Assessments			
	Implement and monitor Imagine Math diagnostic assessments, usage, and student TEKS mastery.	August 2019 – May 2020	Instructional Materials Allotment (IMA)	Elementary Curriculum Officer and Elementary Math Director	Imagine Math, Universal Screener and Formative Assessments			

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Houston Independent School District – District Improvement Plan 2019-2020

Department Name: Secondary Curriculum and Development

Data/ Needs Assessment (include your problem statement and root cause based on your data): The Secondary Curriculum and Development department celebrates STAAR gains in the 2018-2019 school year, including gains in student writing scores and gains by all student groups. To ensure that progress is sustained, and all achievement gaps continue to narrow, the department proposes a plan that focuses on the needs of all student groups and continues the prioritization of literacy efforts across all secondary content areas, with a special emphasis for writing across the curriculum.

Problem Statement 1: HISD scores, while improved, still are below the state's in many areas and student groups.

Root Cause 1: Further development and expansion of literacy practices in tier one instruction, across all content areas, are needed to ensure sustainability of a district literacy culture that advances student proficiency.

Department Goal 1: The percent of students reading and writing at or above grade level for grades three through English II will increase by three percentage points annually between spring 2017 and spring 2020.

Strategic Priority:

1. Expanding Educational Opportunities
2. Ensuring Student Health, Safety and Well-Being
3. Transforming Academic Outcomes
4. Increasing Organizational Efficiency
5. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

3. Transforming Academic Outcomes

Summative Evaluation (Year-End): STAAR Reading/Writing and STAAR EOC, Spring 2020

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress:	Next Steps
By June 2020, the percent of 7th grade students writing at or above grade level will increase by at least three percentage points as measured by STAAR and monitored by	Secondary Curriculum and Development will maintain implementation of Literacy in the Middle through professional development for all four core	Fall 2019-Spring 2020	Classroom Libraries, Digital libraries, Teacher Training (GF, Title I, Title II, Instructional Materials Allotment)	Secondary Curriculum and Development Directors of English Language Arts, Mathematics, Social Studies, Science, & Literacy	Universal Screener, District Formative Assessments, Professional Learning Participation			

common writing formative assessments in the fall and spring.	secondary teachers and will continue to allocate literacy resources for all middle school students.							
	Secondary Curriculum and Development will provide job-embedded professional development around the reading and writing process in all core disciplines and for each school office area.	Fall 2019-Spring 2020	Teacher Development Specialists (Title I, Title II)	Secondary Curriculum and Development Teacher Development Specialists (TDS) of English Language Arts, Mathematics, Social Studies, Science, and Literacy	Universal Screener, District Formative Assessments			
By June 2020, the percent of high school students reading and writing at or above grade level will increase by at least three percentage points as measured by STAAR English I EOC and monitored by common writing formative assessments in the fall and spring.	Secondary Curriculum and Development will maintain implementation of Literacy Empowered through professional development for all four core secondary teachers and will continue to allocate literacy resources for all high school students.	Fall 2019-Spring 2020	Classroom Libraries, Digital libraries, Teacher Training (GF, Title I, Title II, Instructional Materials Allotment)	Secondary Curriculum and Development Directors of English Language Arts, Mathematics, Social Studies, Science, and Literacy	Universal Screener, District Formative Assessments, Professional Learning Participation			

	Secondary Curriculum and Development will build capacity in all levels of instructional support through the implementation of the writing toolkits for each content area.	Fall 2019-Spring 2020	Developed and implemented through Teacher Development Specialists (Title I, Title II)	Secondary Curriculum and Development Directors of English Language Arts, Mathematics, Social Studies, Science, and Literacy	Common writing assignments on district formative assessments and in the district curriculum			
	Secondary Curriculum and Development will provide on-going professional development for all four core teachers that develops them as writers, allows for student writing calibration, and provides responsive pedagogy.	Fall 2019-Spring 2020	Developed and implemented through content directors and Teacher Development Specialists (Title I, Title II)	Secondary Curriculum and Development Directors and TDS of English Language Arts, Mathematics, Social Studies, Science, and Literacy	Common writing assignments on district formative assessments and in the district curriculum. Participation in district professional development.			

By June 2020, the percent of high school students reading and writing at or above grade level will increase by at least three percentage points as measured by STAAR English II EOC and monitored by common writing formative assessments in the fall and spring.	Secondary Curriculum and Development will maintain implementation of Literacy Empowered through professional development for all four core secondary teachers and will continue to allocate literacy resources for all high school students.	Fall 2019-Spring 2020	Classroom Libraries, Digital libraries, Teacher Training (GF, Title I, Title II, Instructional Materials Allotment)	Secondary Curriculum and Development Directors of English Language Arts, Mathematics, Social Studies, Science, and Literacy	Universal Screener, District Formative Assessments, Professional Learning Participation			
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1. **Department Goal 2:** The percentage of graduates meeting the Global Graduate standards will increase three percentage points annually per year from the 2017 baseline up to 67% by 2022.

Strategic Priority: <ol style="list-style-type: none"> Expanding Educational Opportunities Ensuring Student Health, Safety and Well-Being Transforming Academic Outcomes Increasing Organizational Efficiency Cultivating Team HISD Talent 	List the Strategic Priority(ies) this Goal Addresses: <ol style="list-style-type: none"> Transforming Academic Outcomes
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Summative Evaluation (Year-End): May 2020 Student Global Graduate Survey and key domain ratings of the State Accountability System								
Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress:	Next Steps
By June 2020, the percent of high school students reporting	The secondary core district curriculum resources will provide alignment	Dec. 2019-May 2020	Title I, Title II, GF Positions (Teacher Development Specialists,	Secondary Curriculum Specialists and Teacher	District's Global Graduate Survey results			

increased opportunities to develop Global Graduate competencies will increase as measured by the annual EOY Global Graduate survey.	to Global Graduate development competencies in district curriculum documents.		Content Directors, Curriculum Specialists)	Development Specialists (under the leadership of all secondary core content directors)				
By June 2020, the district curriculum documents across content areas will include enhanced opportunities for students to regularly develop, practice, and apply global graduate skills and attributes as part of daily instruction as reflected in identified sections of the master courses and planning guides.	The secondary core district curriculum resources will outline strategies to develop Global Graduate soft skills while mastering TEKS during tier one instruction. This includes the inclusion of college readiness modules in selected core content master courses.	Fall 2019-Spring 2020	Title I, Title II, GF Positions (Teacher Development Specialists, Content Directors, Curriculum Specialists)	Secondary Curriculum Specialists and Teacher Development Specialists (under the leadership of all secondary core content directors)	Implementation/usage of curriculum as measured by observations and learning management system (HUB) data reporting.			
By April 2020, all high school campus will have at least two participating teams in the year-long project opportunity that complements the <i>Together with</i>	Instructional Technology TDS will supply campuses with teacher coaching, CIT development, and project support for participating students.	August 2019-April 2020	Title I, Title II, GF Positions (Teacher Development Specialists, Content Directors, Curriculum Specialists)	Director of Instructional Technology	Survey responses and feedback from CITs, campus participation in projects			

Tech spring student competition and showcase.								
	Secondary Curriculum and Development team will collaborate with community partners to provide learning opportunities for all participants during the <i>Together with Tech</i> student event. Through strategic partnerships with community partners, scholarships and other awards will be presented to the student winners of the competitions.	August 2019-April 2020	Title I, Title II, GF positions	Director of Instructional Technology	Extent and quality of partner participation and support			

Department Goal 3: Among students who exhibit below-satisfactory performance on state assessments, the percentage who demonstrate at least one year of academic growth will increase three percentage points annually in reading and in math between spring 2017 and spring 2020.

Strategic Priority:

1. Expanding Educational Opportunities
2. Ensuring Student Health, Safety and Well-Being
3. Transforming Academic Outcomes
4. Increasing Organizational Efficiency
5. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

3. Transforming Academic Outcomes

Summative Evaluation (Year-End): STAAR 2020 Cohort Data

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/Data)	Progress:	Next Steps
By June 2020, the percent of secondary students exhibiting below satisfactory performance on the 2019 STAAR Reading for grades 6 through 8 and STAAR English I and II EOC exams will demonstrate at least one year of academic growth resulting in at least three percentage points of increase as measured by the 2020 STAAR Reading and EOC assessments, monitored on district formative assessments, the district's universal screener for reading, and provided through tier-one differentiation.	Will provide continued instructional support to teachers to ensure all students can read and comprehend complex texts, including further teacher preparation in delivering differentiated instruction based on data.	Fall 2019- Spring 2020	Title I, Title II, GF Positions	Secondary Curriculum and Development Directors of English Language Arts, Mathematics, Social Studies, Science, and Literacy	District formative assessment growth, participation in professional learning, classroom observations, Universal Screener			
	Continued instructional supports are needed to ensure all students receive data-driven small-group instruction/small group work in all core content areas. This level of	Fall 2019- Spring 2020	Title I, Title II, GF Positions, Instructional Materials Allotment	Secondary Curriculum and Development Directors of English Language Arts, Mathematics, Social Studies,	District formative assessment growth, participation in professional learning, classroom			

	differentiation ensures all students grow in literacy abilities. Support includes curriculum embedded small-group instruction/small group work, TDS modeling, planning supports through PLCs and Wednesday PDs, and collaboration with Data Teacher Development Specialists (DDIs).			Science, and Literacy	observations, Universal Screener, data from reading app			
By June 2020, the percent of secondary students exhibiting below satisfactory performance on the 2019 STAAR Mathematics for grades 6 through 8 and STAAR Algebra I EOC exam will demonstrate at least one year of academic growth resulting in at least three percentage points of increase as measured by the 2020 STAAR Mathematics and Algebra I EOC assessments, monitored on district formative assessments and the district wide resource, Imagine Math, and provided	Will provide continued teacher development in academic discourse through district-level teacher development specialists and district-wide professional learning centered around HISD TEKS-aligned curriculum. Strategies will include, but not be limited to, a focus on the elements of the “rigor trifecta.”	Fall 2019 and Spring 2020 early release PD and bi-weekly Wed. PD opportunities for Achieve 180 campuses	Teacher Development Specialists; Rice University School Mathematics Project will provide concurrent STAAR content courses for teachers on early release dates (paid for by interested campuses)	Secondary Mathematics Director	District formative assessments, Imagine Math data, participation in professional learning			

through tier-one differentiation.								
	Will provide continued teacher development in the appropriate implementation of graphing calculators and digital tools through district-level TDS and district-wide professional learning centered around the district's TEKS-aligned curriculum.	Fall 2019-Spring 2020	Title I, Title II positions; Texas Instruments and Casio (free training)	Secondary Mathematics Director	District formative assessments, Imagine Math data, participation in professional learning, increased observations of calculator usage			

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Houston Independent School District – District Improvement Plan 2019-2020

Department Name: Coordinated School Health/ Secondary Curriculum and Development

Data/ Needs Assessment (include your problem statement and root cause based on your data):

Problem Statement:

The coordinated school health initiative has emerged in response to the state of children's health and education. It is an organized set of policies, procedures, and activities designed to protect and promote the health and wellbeing of students and school staff. CSH consists of eight health-related areas covering all aspects of the school health education and services for the benefit and well-being of students in establishing healthy behaviors designed to last their lifetime. HISD will utilize the ASCD Model of Whole School, Whole Community Whole Child, Model a collaborative approach to learning and health. All Texas schools are required by law to implement a coordinated school health program in grades K-8. HISD School Health Advisory Council (SHAC) is requesting for all campuses to have a health and wellness teams.

Root Cause: School and district leadership are not fully aware of the Whole School, Whole Community Whole Child Model in order to implement a Coordinated School Health Program that will focus on the whole child.

- Youth Risk Behavior Survey (YRBS)
- FitnessGram Data
- School Health Profiles (SHP)
- School Health Policies and Programs Study (SHPPS)
- School Health Index (SHI)

Department Goal 1: PK- 12 campuses will implement a Coordinated School Health Program (CSHP) and Wellness Team as mandated by state law.

Strategic Priority:

1. Expanding Educational Opportunities
2. Ensuring Student Health, Safety and Well-Being
3. Transforming Academic Outcomes
4. Increasing Organizational Efficiency
5. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

- Ensuring Student Health, Safety and Well-Being

Summative Evaluation (Year-End): School Health Profile data, School Health Index

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes /Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
<p>Support campus implementation of multidisciplinary CSHP Wellness teams at all PK-12th campuses using the WSCC model.</p> <p>District/Campus CSHP Wellness teams will consist of the following:</p> <ul style="list-style-type: none"> •Campus Administrators/Deans etc. •Health/Physical Education Teacher •Campus Nutrition Service Personnel •Core Teachers • Counseling and Guidance •School Safety/Police • Plant Operator •Nurse •Librarian •Parents •Students •Community Members 	<p>Monthly cyclic completion of School Health Index (SHI) assessment on 13 campuses initially. At least 52 campuses completed by February 2020. At least 117 campuses completed by June 2020.</p>	<p>Monthly - through August 2020</p>	<p>Nutrition Services, Health Physical Education Curriculum, External Resources such Foundation for Critical Thinking CATCH Resources, Coordinate with School Health Advisory Council Wellness Policy</p>	<p>Curriculum Manager, Health/PE Director, Food Literacy</p>	<p>School Health Index</p>			
<p>Provide professional development or **professional</p>	<p>Community partners will provide</p>	<p>Monthly - through</p>	<p>Nutrition Services, Health Physical Education</p>	<p>*Curriculum Manager, Health/PE</p>	<p>Teacher Evaluation, Focus Groups,</p>			

learning communities** to CSHP wellness teams, including other interested district and school staff.	professional development to campus-based and nutrition services staff on establishment of multidisciplinary CSHP wellness teams on Pk-12th campuses.	February 2020	Curriculum, External Resources such as Foundation for Critical Thinking, Coordinate with School Health Advisory Council, Wellness Policy	*Director, Food Literacy, *CSHP Wellness Teams	Reflective Journals, Checks for Understanding, Teacher Observations			
	Multidisciplinary campus CSHP wellness teams will provide professional development: a) bi-monthly to encourage teachers to integrate physical activity into the academic curriculum where appropriate, b) quarterly for physical education teachers on the state FitnessGram web-based assessment tool and data collection process c) the district will provide at least	Monthly - through May 2020	Nutrition Services, Health Physical Education Curriculum, External Resources such as Foundation for Critical Thinking, Coordinate with School Health Advisory Council, Wellness Policy, Collaborate with the IT Department, TEA and US Games to report and monitor fitness data as mandated for students in grades 3-12.	*Curriculum Manager, Health/PE *Director, Food Literacy, *CSHP Wellness Teams	Teacher Evaluation, Focus Groups, Teachbacks, Reflective Journals, Checks for Understanding, Teacher Observations, FitnessGram School/District Reports			

	2 professional development activities on brain-based physical activities and or brain energizers facilitated by the Health and Physical Education curriculum department d) the district will provide professional development for health and physical education teachers to implement a skill- based health and physical education curriculum.							
Department Goal 2: Implement and monitor the district wellness policy implementation.								

Strategic Priority: <ol style="list-style-type: none"> 1. Expanding Educational Opportunities 2. Ensuring Student Health, Safety and Well-Being 3. Transforming Academic Outcomes 4. Increasing Organizational Efficiency 5. Cultivating Team HISD Talent 	List the Strategic Priority(ies) this Goal Addresses: <ul style="list-style-type: none"> • Ensuring Student Health, Safety and Well-Being • Increasing Organizational Efficiency
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Summative Evaluation (Year-End): Wellness Plan Survey tool

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Communicate and monitor the district wellness policy/plan with all district departments and schools in order to meet the requirements for CSH.	Work closely with district department , principals and health CSH teams to implement district wellness policy/plan.	August-May 2020	Wellness Policy/Plan	*Curriculum Manager, Health/PE *Director, Food Literacy, *CSHP Wellness Teams	School Health Index			
Department Goal 3: The district shall engage students in a standard based program to lead a healthier, more active lifestyle and to make well informed decisions about their personal health and well-being.								

Strategic Priority: <ol style="list-style-type: none"> Expanding Educational Opportunities Ensuring Student Health, Safety and Well-Being Transforming Academic Outcomes Increasing Organizational Efficiency Cultivating Team HISD Talent 	List the Strategic Priority(ies) this Goal Addresses: <ul style="list-style-type: none"> Ensuring Student Health, Safety and Well-Being Transforming Academic Outcomes
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Summative Evaluation (Year End): Professional Development Agendas, teacher evaluations, and log-sheets

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
By June 2020, provide professional development for health and physical education teachers to implement a standard based health and physical education curriculum.	Provide standards-based health education curriculum and lessons to health and physical education teachers.	August 2019 through June 2020	Curriculum Resources such as district curriculum, SHAPE America Resources and OPEN Curriculum Resources	Health and Physical Education Curriculum Team	Teacher Evaluations			
By June 2020, provide support to campuses for program implementation through Health and Physical Education Teachers and Nutrition Services.	Offer support to teachers/ campuses	August 2019 through June 2020	Curriculum Resources such as district curriculum, SHAPE America Resources and OPEN Curriculum Resources	Health and Physical Education Curriculum Team	Teacher Evaluations			
By June 2020, teachers will utilize the Health Education Curriculum and CSH resources	Provide teachers with the standards-based curriculum for implementation with students	August 2019 through June 2020	Curriculum Resources such as district curriculum, SHAPE America Resources and OPEN	Health and Physical Education Curriculum Team	Teacher Evaluations			

for implementation.			Curriculum Resources					
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Department Goal 4: Annually assess the physical fitness of students in grades three or higher in a course that satisfies the curriculum requirements for physical education under Section 28.002(a) (2) (C).

Strategic Priority: <ol style="list-style-type: none"> 1. Expanding Educational Opportunities 2. Ensuring Student Health, Safety and Well-Being 3. Transforming Academic Outcomes 4. Increasing Organizational Efficiency 5. Cultivating Team HISD Talent 	List the Strategic Priority(ies) this Goal Addresses: <ul style="list-style-type: none"> • Ensuring Student Health, Safety and Well-Being • Transforming Academic Outcomes
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Summative Evaluation (Year-End): Fitness Gram completion data

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
By June 2020, the district's HPE Department, IT Department will provide teacher/school access to the online tool to report and monitor fitness data as mandated for students in grades 3-12.	Provide teachers with access to the state FitnessGram Assessment tool	October 2019- May 2020	Fitness Gram Assessment Tool provided by the state	District Health/Physical Education Curriculum Manager, District It Department	Review of the number of schools completing FitnessGram Assessment			
By June 2020, provide professional development for	Provide teachers with professional development	October 2019- May 2020	Fitness Gram Assessment Tool provided by the state	District Health/Physical Education Curriculum	Log of teachers attending Pd events			

physical education teachers on the state FitnessGram web-based assessment tool and data collection process.	on student assessment protocol and data entry			Manager, District It Department, Physical Education teachers				
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Department Goal 5: The District shall provide an environment that fosters safe, enjoyable, and developmentally appropriate fitness activities for all students, including those who are not participating in physical education classes or competitive sports.

Strategic Priority: <ol style="list-style-type: none"> 1. Expanding Educational Opportunities 2. Ensuring Student Health, Safety and Well-Being 3. Transforming Academic Outcomes 4. Increasing Organizational Efficiency 5. Cultivating Team HISD Talent 	List the Strategic Priority(ies) this Goal Addresses: <ul style="list-style-type: none"> • Expanding Educational Opportunities • Ensuring Student Health, Safety and Well-Being • Transforming Academic Outcomes
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Summative Evaluation (Year End): Youth Risk Behavior Survey, list of programs offered

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
By June 2020, campuses will provide opportunities for students to actively engage in physical activity programs that are safe and	Work with athletics and after school programs to offer physical activity programs for students	August 2019 through May 2020	List of offerings of afterschool physical activities that are offered to students	Health/Physical Education Curriculum Manager/ District Athletic Director/ Afterschool Program Manager	List of offerings			

enjoyable for all students.								
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Department Goal 6: The District shall provide appropriate staff development and encourage teachers to integrate physical activity into the academic curriculum where appropriate.

Strategic Priority:

1. Expanding Educational Opportunities
2. Ensuring Student Health, Safety and Well-Being
3. Transforming Academic Outcomes
4. Increasing Organizational Efficiency
5. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

- Expanding Educational Opportunities
- Ensuring Student Health, Safety and Well-Being
- Transforming Academic Outcomes

Summative Evaluation (Year End): PD agendas, attendance logs, teacher evaluations

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
By June 2020, the district will provide at least 4 professional development activities on brain-based physical activities and or brain energizers facilitated by the Health and Physical Education curriculum department.	Provide professional development on brain-based physical activities and or brain energizers	August 2019- May 2020	Health and Physical Education	Health and Physical Education Curriculum Department	Teacher evaluations; Meeting agendas			

Department Goal 7: Serve good food which is simple, wholesome, accessible, educational, and made with seasonal ingredients.

Strategic Priority:

1. Expanding Educational Opportunities
2. Ensuring Student Health, Safety and Well-Being
3. Transforming Academic Outcomes
4. Increasing Organizational Efficiency
5. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

Summative Evaluation (Year End): Needs Assessment, School Nutrition Physical Activity and Nutrition Survey, Program Evaluation, Menus

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Provide food choices that are rich in nutrients.	Utilize USDA Guidelines to provide food that is rich in nutrients.	August 2019 – July 2020	Nutrition Services	Nutrition Services, Director of FLI, Dietitians	USDA Guidelines, Menus			
Promote consumption of more fruits and vegetables by increasing variety, quantity, frequency, and access to healthy preparations.	Provide campus with fruits and vegetables for student consumption	August 2019 – July 2020	Nutrition Services	Nutrition Services, Director of FLI, Dietitians	USDA Guidelines, Menus			
Use only whole grains in all foods	Menus of food items	August 2019 – July 2020	Nutrition Services	Nutrition Services, Director of FLI, Dietitians	USDA Guidelines, Menus			

containing grain ingredients. Serve meals with reduced sodium.								
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Department Goal 8: Develop a scalable district model to implement and maintain the Food Literacy Food Inclusion program beginning with all Achieve 180 schools and ECC.

Strategic Priority: <ol style="list-style-type: none"> 1. Expanding Educational Opportunities 2. Ensuring Student Health, Safety and Well-Being 3. Transforming Academic Outcomes 4. Increasing Organizational Efficiency 5. Cultivating Team HISD Talent 	List the Strategic Priority(ies) this Goal Addresses: <ul style="list-style-type: none"> • Expanding Educational Opportunities • Ensuring Student Health, Safety and Well-Being • Transforming Academic Outcomes
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Summative Evaluation (Year End): Needs Assessment, School Nutrition Physical Activity and Nutrition Survey, Program Evaluation, Critical Thinking Pre/Post assessment

Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Provide an infrastructure within Nutrition Services to support a food literacy program	August 2019-July 2020	Nutrition Services Food Literacy Inclusion Program	Food Literacy Inclusion Director	Critical Thinking Assessment Tool, District developed Food Literacy Assessment Tool			

Houston Independent School District – District Improvement Plan 2019-2020

Department Name: Interventions Department

Data/ Needs Assessment (include your problem statement and root cause based on your data): The Interventions Office (IO), reporting to the Officer of Special Populations, oversees academic interventions. The IO directly impacts improving student performance through building effective Intervention Assistance Teams (IATs) on campuses that create systems for foundational literacy, math, and behavioral interventions, addressing the needs of dyslexic students, and intervention through summer school programs. Rtl/IAT: Intervention Assistance Teams (IAT) on each campus need access to enhanced training, resources, support, and accountability to build more effective problem-solving teams to oversee academic and behavioral interventions. DYSLEXIA: In order to support the district goal of having HISD children read on grade level, the specific needs of the approximately 3,400 students identified with dyslexia must be properly and legally addressed on 100% of HISD campuses. The IO oversees services to these students once identified. On each campus at least one dyslexia interventionist must be properly trained, provided materials, held accountable for logging service and progress, and given on-going support to ensure their students make progress. Administrators also need training and support in understanding the state Dyslexia Handbook, specific needs of dyslexic students, and creative solutions to serving students within shrinking budgets. With regards to identification of dyslexic students, the IO collaborates with our Special Education team to increase identification of students with dyslexia, currently 1.5% of the HISD school population.

Department Goal 1: Students in grades K-12 performing two or more years below grade level will increase their reading and writing scores by no less than three percentage points by Spring 2020.

Strategic Priority:

1. Expanding Educational Opportunities
2. Ensuring Student Health, Safety and Well-Being
3. Transforming Academic Outcomes
4. Increasing Organizational Efficiency
5. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

1. Expanding Educational Opportunities
2. Transforming Academic Outcomes

Summative Evaluation (Year-End): EOY REN 360, STAAR, STAAR EOC

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes /Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Implement a process for data disaggregating by subgroups to develop an intervention plan for targeting students performing two or more years below grade level in reading and/or math based on R360 Universal Screening tool. Provide Tier 2 and Tier 3 intervention for students performing two or more years below grade level in reading and/or math based on triangulated data from tools such as R360, on-Track and A4E.	IAT District Liaisons identified on each campus receive guidance, support, and accountability to develop RtI systems and resources for Tier 2 and 3 reading, math, and behavior, protocols for progress monitoring and documentation, and systems for handling parent requests, etc. to meet campus needs/district goal.	2019-2020	Title I Funds: ; GF ; Universal Screener funds; RtI systems and resources for Tier 2/3 reading, math, and behavior, progress monitoring protocols and documentation systems, flow chart for parent requests for referral; 504 flow charts; SSO checklist, campus visit feedback forms.	Director of Interventions, IAT Manager, Math and Reading Interventions	Title I Funds: ; GF ; Universal Screener funds; RtI systems and resources for Tier 2/3 reading, math, and behavior, progress monitoring protocols and documentation systems, flow chart for parent requests for referral; 504 flow charts; SSO checklist, campus visit feedback forms.			
Identify and provide intervention to all students with	The Dyslexia team will identify and train Dyslexia	2019-2020	GF; District dedicated staff; Instructional materials and	Director of Intervention, Dyslexia Sr. Manager	Train new or returning dyslexia interventionists and new Dyslexia Team			

dyslexia on HISD campuses using explicit and systemic instruction that is monitored for progress. This will also include a dyslexia screening for all K-2 students in HISD.	Interventionists on each campus, provide them with an HISD curriculum, scope and sequence; provide ongoing support and coaching; provide and train on a new service monitoring platform; and monitor student progress and data		training from Neuhaus, Region IV, TEA; TEA Dyslexia Handbook Revised 2014; Special Education Department for Identification; Campus-Based Dyslexia Evaluators; Dyslexia Team Leads	Specialist; Dyslexia Compliance Lead, Dyslexia Leads and Dyslexia Interventionists	Leads by September 2019; Complete HISD Scope and Sequence Year 3 Curriculum by January 2020; Hold periodic training sessions and meetings with interventionists and administrators monthly through July 2020; Design required all HISD teacher training by August 2020; Collaborate with other departments in the District to coordinate and align intervention strategies/activities; Provide information about dyslexia to the HISD Board, parents/guardians, and community members to increase knowledge about required services and District programs as measured by reports, sign-in sheets/trainings, and dyslexia events; Increase knowledge about intervention services by developing/enhancing the IO website with easily accessible, available, and up-to-			
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					date information by August 2020.			
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Department Goal 2: Students who scores approaches performance level on state assessments will demonstrate no less than three percentage points of academic growth in reading and math by Spring 2020.

Strategic Priority: <ul style="list-style-type: none"> 6. Expanding Educational Opportunities 7. Ensuring Student Health, Safety and Well-Being 8. Transforming Academic Outcomes 9. Increasing Organizational Efficiency 10. Cultivating Team HISD Talent 	List the Strategic Priority(ies) this Goal Addresses: Expanding Educational Opportunities Transforming Academic Outcomes
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Summative Evaluation (Year-End): EOY REN360, STAAR, STAAR EOC								
Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Support the implementation of effective Intervention Assistance Teams (IATs) on 100% of HISD campuses.	To ensure full implementation of campus IATs, Liaisons will continue to receive guidance, support, and accountability to develop Rtl systems and resources for Tier 2 and 3 reading, math, and behavior, protocols for progress	2019-2020	Rtl systems and resources for Tier 2/3 reading, math, and behavior, progress monitoring protocols and documentation systems, flow chart for parent requests for referral; 504 flow charts; SSO checklist, campus visit	Director of Interventions and IAT Managers	IAT Managers will conduct monthly meeting, provide ongoing trainings, and coaching sessions, as evidenced by campus visit logs and feedback forms, agendas, sign ins, etc. August 2019 -July 2020.			

	monitoring and documentation.		feedback forms.					
Improve summer school instructional programming that targets students' reading and/or math deficits at their instructional level.	To improve summer school programming, in accordance with policy and aligned to IAT/Rtl goals, the SS committee will consider terms of participation to ensure the right kids are served with the right instructional practices to meet their needs, including opportunities to impact the college and career readiness of more students.	2019-2020	Campus Title I Funds; Campus GF funds; Potential fee for service from parents; Nutrition services and summer feeding; Curriculum and Development; district committee members; Campus Coordinators	Director of Interventions and IAT Managers	October 2019; Committee will convene and begin planning by November 2019; Summer School collaborative planning and communications go out by February 2020; Campus Trainings by April 2020; Summer School programming enrollments by July 2020.			
Implement a systemic data and progress monitoring plan on all HISD campuses.	IAT Managers and Liaisons will continue to support teachers with the implementation of Rtl systems and resources for Tier 2 and 3 reading, math, and behavior, protocols for	2019-2020	Rtl Pyramids for reading, math, and behavior, protocols for progress monitoring, tracking and documentation of student progress.	IAT Manager, Math and Reading Intervention TDSs	Submission of initial Rtl Pyramids, proof of data tracking and progress monitoring systems for review by IAT Manager and district leadership.			

	progress monitoring, tracking and documentation of student progress.							
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Department Goal 3: Students who failed the STAAR assessment will demonstrate student growth; along with the number of students not meeting state academic expectations on STAAR will decrease district-wide at all levels.

Strategic Priority: <ul style="list-style-type: none"> 11. Expanding Educational Opportunities 12. Ensuring Student Health, Safety and Well-Being 13. Transforming Academic Outcomes 14. Increasing Organizational Efficiency 15. Cultivating Team HISD Talent 	List the Strategic Priority(ies) this Goal Addresses: Expanding Educational Opportunities Transforming Academic Outcomes
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Summative Evaluation (Year-End): EOY REN 360, STAAR, STAAR EOC								
Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Work with campuses to disaggregate data, design intentional plans to target student need specific academic support.	IAT District Liaisons identified on each campus receive guidance, support, and accountability to develop Rtl systems and resources for Tier 2 and 3	2019-2020	Title I Funds ; GF ; Universal Screener funds; Rtl systems and resources for Tier 2/3 reading, math, and behavior, progress monitoring protocols and documentation	Director of Interventions, IAT Manager, Math and Reading Interventions	Title I Funds ; GF ; Universal Screener funds; Rtl systems and resources for Tier 2/3 reading, math, and behavior, progress monitoring protocols and documentation			

	reading, math, and behavior, protocols for progress monitoring and documentation, and systems for handling parent requests, etc. to meet campus needs/district goal.		systems, flow chart for parent requests for referral; 504 flow charts; SSO checklist, campus visit feedback forms.		systems, flow chart for parent requests for referral; 504 flow charts; SSO checklist, campus visit feedback forms.			
Provide professional development opportunities geared toward targeted interventions and implementation of effective small/strategy grouping.	IAT District Liaisons identified on each campus in need of Professional Development targeting specific areas of interventions	2019-2020	Title I Funds ; GF ; Universal Screener funds; Rtl systems and resources for Tier 2/3 reading, math, and behavior, progress monitoring protocols and documentation systems, flow chart for parent requests for referral; 504 flow charts; SSO checklist, campus visit feedback forms.	Director of Interventions, IAT Manager, Math and Reading Interventions				

Houston Independent School District – District Improvement Plan 2019-2020

Department Name: Gifted and Talented

Data/ Needs Assessment (include your problem statement and root cause based on your data):

The Gifted and Talented Department will continue to support campuses who have less than 10% of identified Gifted and Talented. In addition, the district will increase Mastery Performance on STAAR of GT Students by 20%.

Department Goal 1:

Increase the number of minority students identified as gifted and talented in grades K-12.

Strategic Priority:

1. Expanding Educational Opportunities
2. Ensuring Student Health, Safety and Well-Being
3. Transforming Academic Outcomes
4. Increasing Organizational Efficiency
5. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

1. Expanding Educational Opportunities
2. Transforming Academic Outcomes
3. Increasing Organizational Efficiency
4. Cultivating Team HISD Talent

Summative Evaluation (Year-End):

Compare the number of minority students identified as G/T in grades K-12 from 2018-19 to 2019-20.

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Ensure teachers understand how to identify the specific characteristics of students who demonstrate	Provide information to teachers through multiple channels about the	Sept. 20,19 and Dec.20, 19	Students' academic information provided by Research and Accountability.	Campus GT Coordinators, Program Specialists, GT Prof Dev Specialists and Director of Gifted and Talented.	End of year GT Roster reports and a comparison of STAAR results for two years of minority students.			

the abilities of giftedness.	specific characteristics of students who demonstrate the abilities of giftedness. Focus is on Underserved campuses with less than 10% GT population.		Students' academic information provided by Research and Accountability.					
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Department Goal 2:

Increase the percentage of students in grades 3 through 12 who score mastery performance level on STAAR/EOC assessments for students not identified at GT.

Strategic Priority:

1. Expanding Educational Opportunities
2. Ensuring Student Health, Safety and Well-Being
3. Transforming Academic Outcomes
4. Increasing Organizational Efficiency
5. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

1. Expanding Educational Opportunities
2. Transforming Academic Outcomes
3. Cultivating Team HISD Talent

Summative Evaluation (Year-End):

Increase percentage of non-identified students meeting Mastery on STAAR Reading, Writing, and Math by 10%.

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Ensure that all teachers can analyze	Teachers will be provided	September 20, 2019	Access to STAAR/EOC Data stored in	GT Teachers, Campus GT	GT Roster reports will indicate			

STAAR/EOC data of non-identified students who score at the Mastery Level and recommend for testing.	STAAR/EOC data to analyze for non-identified students who scores Mastery Level.	and December 20, 2019	OnTrack and A4E. Students' academic information provided by Research and Accountability.	Coordinators, Program Specialists, GT Prof Dev Specialists and Director of Gifted and Talented.	number of newly identified GT students.			
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Department Goal 3: GT students who fail STAAR/EOC will demonstrate growth by scoring approaches which will decrease failures district-wide at all levels.

Strategic Priority:

1. Expanding Educational Opportunities
2. Ensuring Student Health, Safety and Well-Being
3. Transforming Academic Outcomes
4. Increasing Organizational Efficiency
5. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

1. Transforming Academic Outcomes

Summative Evaluation (Year-End):

Increase percentage of G/T students meeting Approaches on STAAR Reading, Writing, and Math by 10%.

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Ensure that all G/T students are provided additional Tiered instruction in their area of deficits which will increase the percentage G/T Students meeting	Teachers will develop RtI plans for every identified G/T student who did meet standard.	September 20, 2019 and April 7, 2020	Access to STAAR/EOC Data stored in OnTrack and A4E.	GT Teachers, Campus GT Coordinators, Program Specialists, GT Prof Dev Specialists and Director of Gifted and Talented.	Triangulated STAAR report from OnTrack and A4E.			

Approaches Level on STAAR.								
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Houston Independent School District – District Improvement Plan 2019-2020

Department Name: Social and Emotional Learning

Data/ Needs Assessment (include your problem statement and root cause based on your data):

The district shall create a safe environment conducive to learning for all students and provide safety and security measures at district schools and facilities, and while attending district-related events. The district Disciplinary Actions Report completed by HISD Research and Accountability indicate significant disparities among race, disability status, and socio-economic status in how students are disciplined.

Department Goal 1: Establish and support Multi-Tiered Systems of Support (MTSS) models through Positive Behavior Interventions Supports (PBIS) including Restorative Discipline Practices (RDP), and Culturally Responsive Teaching (CRT) to address inequities in discipline and behavior.

Strategic Priority:

1. Expanding Educational Opportunities
2. Ensuring Student Health, Safety and Well-Being
3. Transforming Academic Outcomes
4. Increasing Organizational Efficiency
5. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

Ensuring Student Health, Safety and Well-Being

Summative Evaluation (Year-End):

Research and Accountability Discipline end of year report June 2020 capturing In-School and Out of-School suspension data.

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes /Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Decrease the overall number of Code Violations: (ISS)In-School Suspensions.	Increase campuses ability to implement elements of Positive Behavior	Bi-Weekly and Monthly through June 2020	(PBIS) Positive Behavior Interventions Support budget allocation for Social and Emotional Learning.	Director & Sr. Behavior Manager	Monthly tracking, review and dissemination of ISS (In-School Suspensions) and OSS (Out of School Suspensions) by schools and areas.			

	Interventions Supports (PBIS), Restorative Discipline Practices (RDP) & Culturally Responsive Teaching (CRT) effectively.							
Decrease the overall number of Code Violations: (OSS) Out of-School Suspensions.	Establish protocols of the Multi-Tiered Systems of Support to include expectations, timelines, functional behavior plans, and on-going communication with all stakeholders.	Bi-Weekly and Monthly through June 2020	(PBIS) Positive Behavior Interventions Support budget allocation for Social and Emotional Learning.	Director & Sr. Behavior Manager	Monthly tracking, review and dissemination of ISS (In-School Suspensions) and OSS (Out of School Suspensions) by schools and areas.			
		Bi-Weekly and Monthly through June 2020	(PBIS) Positive Behavior Interventions Support budget allocation for Social and Emotional Learning.	Director & Sr. Behavior Manager	Monthly tracking, review and dissemination of ISS (In-School Suspensions) and OSS (Out of School Suspensions) by schools and areas.			
Decrease the overall rate of disproportionality experiencing (ISS) In-School Suspension and	Increase the number of campuses trained in Implicit Bias /Cultural Responsiveness	Bi-Weekly and Monthly through June 2020	(PBIS) Positive Behavior Interventions Support budget allocation for Social and	Director & Sr. Behavior Manager	Monthly tracking, review and dissemination of ISS (In-School Suspensions) and OSS (Out of School			

(OSS) Out of School Suspension.	to address racial disparity.		Emotional Learning.		Suspensions) by schools and areas.			
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Department Goal 2: Improve practices to decrease DAEP placements.

Strategic Priority: <ol style="list-style-type: none"> 1. Expanding Educational Opportunities 2. Ensuring Student Health, Safety and Well-Being 3. Transforming Academic Outcomes 4. Increasing Organizational Efficiency 5. Cultivating Team HISD Talent 	List the Strategic Priority(ies) this Goal Addresses: Ensuring Student Health, Safety and Well-Being
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Summative Evaluation (Year-End): Monthly tracking, review and dissemination to area offices and schools of ISS (In-School Suspensions) and OSS (Out of School Suspensions).

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Decrease the overall number of approved DAEP referrals.	Implement strategies to improve school disciplinary policies, including: Monitoring data on disciplinary placements among campuses, coaching campuses	Bi-Weekly and Monthly through June 2020	Title IV grant budget allocation for Social and Emotional Learning.	Director & Sr. Behavior Manager	Monthly review through the Social and Emotional Learning Department			

	with high numbers of placements to develop and implement alternative strategies, including progressive sanctions.							
Decrease the disproportionality between the general student population and the population of students in the DAEP	Conduct campus visits to focus on discipline and behavior data. Conduct Alternatives to Suspension Trainings	Bi-Weekly and Monthly through June 2020	Title IV grant budget allocation for Social and Emotional Learning.	Director & Sr. Behavior Manager	Monthly review through the Social and Emotional Learning Department	.		
Increase number of students participating in Community Learning Projects as an alternative to DAEP placement.	Complete cross training for transition planning for community partners	Bi-Weekly and Monthly through June 2020	Title IV grant budget allocation for Social and Emotional Learning.	Director & Sr. Behavior Manager	Monthly review through the Social and Emotional Learning Department			

Department Goal 3: Increase suicide prevention; trauma informed schools and mental health awareness campaigns and programs.

Strategic Priority:

6. Expanding Educational Opportunities
7. Ensuring Student Health, Safety and Well-Being
8. Transforming Academic Outcomes
9. Increasing Organizational Efficiency
10. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

Ensuring Student Health, Safety and Well-Being
Cultivating Team HISD Talent

Summative Evaluation (Year-End): Social and Emotional Learning Crisis end of year data June 2020 report capturing crisis response/intervention by school and area.

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Increase the overall number of campus crisis teams and build their capacity to respond to crisis events and to manage escalated behavioral concerns.	Offer weekly CPI campus trainings in addition to supporting the establishment of campus crisis teams. Continue training for campuses in See Something Say Something (Sandyhook)	Bi-Weekly and Monthly through June 2020	Title IV grant budget allocation for Social and Emotional Learning.	Director & Sr. Behavior Manager	Monthly review through the Social and Emotional Learning Department			
Increase the National Alliance of Mental Illness (NAMI)	Increase the number of trainings for Youth Mental Health First Aide, Trauma	Bi-Weekly and Monthly through June 2020	Title IV grant budget allocation for Social and Emotional Learning.	Director & Sr. Behavior Manager	Monthly review through the Social and Emotional Learning Department			

interactions districtwide.	Informed Schools in addition to recruiting campus involvement with NAMI sponsored programs.							
Increase the overall number of district Mental Health partnerships	Pair with community partners to provide appropriate behavioral health/ services to students.	Bi-Weekly and Monthly through June 2020	Title IV grant budget allocation for Social and Emotional Learning.	Director & Sr. Behavior Manager	Monthly review through the Social and Emotional Learning Department			

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Houston Independent School District – District Improvement Plan 2019-2020

Department Name: Equity and Outreach Department – Wraparound Services

Data/ Needs Assessment (include your problem statement and root cause based on your data):

Academics, Behavior, & Attendance Data extracted from Chancery; Health Needs Survey (Rice University) 2018 and 2019 data results, Board Policy (Regulations & Constraints), Boston Consulting Group (BCG) Report, Achieve 180 Board Monitoring Reports and Purple Data Results (2018 and 2019)

Root Causes: Lack of student basic needs, mental health services and stable housing; Lack of non-academic services and opportunities provided to our students; Lack of Service Providers and Community Partnerships

Department Goal 1: By the end of the 2019-2020 school year, student **attendance** will increase by 2% though connecting resources to address the barriers that prevent student success.

Strategic Priority:

1. Expanding Educational Opportunities
2. Ensuring Student Health, Safety and Well-Being
3. Transforming Academic Outcomes
4. Increasing Organizational Efficiency
5. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

2. Ensuring Student Health, Safety and Well-Being
3. Transforming Academic Outcomes

Summative Evaluation (Year-End): By the end of the 2019-2020 school year, student **attendance** will increase by at least 2% on every campus that a Wraparound Resource Specialist serves.

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Increase attendance by reducing absenteeism.	Decrease the student absenteeism rate by increasing	August 2019- June 2020	Title IV, Community Partners and Non-Profit Organizations	Assistant Superintendent, Director, Senior Managers, Managers and	Weekly review of student attendance through data tracking tool			

	interventions that previously affected their attendance performance			Wraparound Resource Specialists	and the number of times the WRS signs in to use the system.			
Frequently and Collaboratively meet with the Student at the Center Team	Increase school collaboration of non-academic supports through bi-weekly meetings called Student at the Center Team to problem solve barriers that keep students from coming to school.	August 2019-June 2020	Title IV, Community Partners, Non-Profit Organizations, Communities in Schools and the Student Assistance Department	Managers and Wraparound Resource Specialists, Counselors, Nurses, Social Workers, Outreach Workers, and Communities in Schools Staff	Meeting agenda, minutes and sign-in sheets.			
Analyze attendance rates using the data tracking tool.	Utilize the data tracking system to monitor and identify frequently absent students in order to connect them to resources.	August 2019-June 2020	Title IV, Community Partners, Non-Profit Organizations, Houston Endowment, ProUnitas, and the Student Assistance Department	Senior Managers, Managers, Wraparound Resource Specialists and HISD Outreach Workers	Baseline of attendance progression and color trends identified using the data tracking tool.			

Department Goal 2: By the end of 2019-2020 school year, the *well-being* of HISD students will improve by 5% through interventions the WAS will use to connect resources to students and families.

Strategic Priority: <ol style="list-style-type: none"> 1. Expanding Educational Opportunities 2. Ensuring Student Health, Safety and Well-Being 3. Transforming Academic Outcomes 4. Increasing Organizational Efficiency 5. Cultivating Team HISD Talent 	List the Strategic Priority(ies) this Goal Addresses: <ol style="list-style-type: none"> 2. Ensuring Student Health, Safety and Well-Being 3. Transforming Academic Outcomes
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Summative Evaluation (Year-End): By the end of 2019-2020 school year, the *well-being* of HISD students will improve by a 5% increase of students linked to services in the data tracking tool.

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Connecting students and families to non-academic resources improves academic outcomes.	Increase the number of student and family interventions.	August 2019- June 2020	Title IV, Community Partners, Non-Profit Organizations, ProUnitas, and the Student Assistance Department	Managers and Wraparound Resource Specialists, Counselors, Social Workers, Outreach Workers, ProUnitas Impact Managers and Communities in Schools Staff	Baseline of providers identified through the data tracking tool.			
Targeted interventions are given and tracked using the data tracking tool.	Decrease the number of high-risk students through targeted intervention.	August 2019- May 2020	Title IV, Community Partners, Non-Profit Organizations, ProUnitas, and the Student	Managers and Wraparound Resource Specialists, Counselors, Social Workers, Outreach Workers,	Number of interventions entered in the data tracking tool.			

			Assistance Department	ProUnitas Impact Managers and Communities in Schools Staff				
SAF referrals increase due to frequent campus presentations given by the WRS.	Increase the number of student assistance referrals by all stakeholders.	August 2019-May 2020	Title IV, Community Partners, Non-Profit Organizations and ProUnitas	Managers and Wraparound Resource Specialists, Counselors, Social Workers, Outreach Workers, Communities in Schools Staff and Every Campus (All Staff)	Number of students serviced through the Student Assistance Form (SAF).			

Department Goal 3: By the end of the 2019-2020 school year, the **Community-Driven Systems for Sustainability (CDSFS)** plan will allow the WAS to increase partnerships by 2%, as well as build a strong feeder community collaborative to share resources and best practices.

Strategic Priority:

1. Expanding Educational Opportunities
2. Ensuring Student Health, Safety and Well-Being
3. Transforming Academic Outcomes
4. Increasing Organizational Efficiency
5. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

2. Ensuring Student Health, Safety and Well-Being
3. Transforming Academic Outcomes
4. Increasing Organizational Efficiency

Summative Evaluation (Year-End): By the end of the 2019-2020 school year, all feeder pattern groups will have meet at least 5 times throughout the school year to identify and address student needs.

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
The effectiveness of the Feeder Pattern Community Councils and how it functions to meet the needs of students.	Develop strong Feeder Pattern Community Councils to give input and assess community needs.	September 2019-May 2020	Title IV, Community Partners	Managers and Wraparound Resource Specialists, Principal and appointed Parent, Student and Staff Member	Meeting agenda, minutes and sign-in sheets.			
Collaborate with community stakeholders to gain an understanding of community needs.	The Feeder Pattern Community Council will communicate their asset mapping results that will identify existing resources within their surrounding campuses.	September 2019-May 2020	Title IV, Community Partners	Managers and Wraparound Resource Specialists, Principal and appointed Parent, Student and Staff Member	Meeting agenda, minutes and sign-in sheets and Service Provider Evaluations.			
Develop a Feeder Pattern Community Council bi-monthly meeting to	To collaborate with the Feeder Pattern Community Council as we	September 2019-May 2020	Title IV, Community Partners	Managers and Wraparound Resource Specialists, Principal and appointed Parent, Student	Meeting agenda, minutes and sign-in sheets and Service Provider Evaluations.			

allow members to identify community needs.	share resources, advocate for new ones, as well as review progress.			and Staff Member				
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Houston Independent School District – District Improvement Plan 2019-2020

Department Name: Family and Community Engagement

Data/ Needs Assessment (include your problem statement and root cause based on your data): Families' perception of limited access to communicating with schools.

Department Goal 1: Increase awareness of Two-Way Communication Best Practices for Parents. Process parent concerns reported to the Parent and Community Assistance Center within 72 hours of the report.

Strategic Priority:

1. Expanding Educational Opportunities
2. Ensuring Student Health, Safety and Well-Being
3. Transforming Academic Outcomes
4. Increasing Organizational Efficiency
5. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

1. Host Two-Way Communication parent workshops
2. Provide resources for parents on how to communicate with schools
3. Provide researched-based strategies for staff and administrators in communicating with families and communities.

Summative Evaluation (Year-End): Completion of 75 Two-Way Communication Workshops for Parents

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
By June 26, 2020 FACE will complete 70 parent workshops focused on Two-Way Communication Best Practices.	School outreach to schedule parent workshop.	9/9/19 – 6/26/20	Title I, Part A Funding for: Salaries, Materials, Presentation kits, Supplies, Flyers.	FACE Specialists. FACE Sr. Manager. Designated Campus Staff.	By Dec. 2019 have a first report on number of completed Two-Way Communication Parent Workshops.			
By June 26, 2020 95 % of	Weekly reporting on	9/9/19 – 6/26/20	General Funding for: Salaries,	Parent Center Liaisons	By Dec. 2019 have a first			

reported concerns to the Parent Center will have been processed.	open reports.		Materials, Professional Development.	Designated Staff	report on open reports.			
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Department Goal 2: Support the development of parent advocacy and decision-making skills through parent groups

Strategic Priority: <ol style="list-style-type: none"> 1. Expanding Educational Opportunities 2. Ensuring Student Health, Safety and Well-Being 3. Transforming Academic Outcomes 4. Increasing Organizational Efficiency 5. Cultivating Team HISD Talent 	List the Strategic Priority(ies) this Goal Addresses: <ol style="list-style-type: none"> 1. Support the set-up of parent groups in schools 2. Host two parent group trainings during the 2019-2020 school year 3. Recognized parent groups that become structured to fundraise as a 501(c)3 non-profit organization.
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Summative Evaluation (Year-End): Tracking of school campuses with specific parent group(s) – PTA/O, PAC, SDMC, Other

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
By June 26, 2020 FACE will have supported at least 70 campuses on establishing a parent group focused on developing advocacy and decision-making skills.	Develop electronic tools to track the number of school campuses having an established parent group.	9/9/19 – 6/26/20	Title I, Part A Funding for: Salaries, Materials, PTO/PTA kits, Supplies, Flyers.	FACE Specialists. FACE Sr. Manager. Designated Campus Staff.	By Dec. 2019 have a first report on number of campuses with a parent group.			

Department Goal 3: Increase public support and confidence in schools by increasing the number of learning opportunities for HISD families by 5 percent by June 26, 2020. Host 6 community events to connect HISD families with community organizations and corporate partners supporting the district's academic and non-academic needs.

Strategic Priority:

1. Expanding Educational Opportunities
2. Ensuring Student Health, Safety and Well-Being
3. Transforming Academic Outcomes
4. Increasing Organizational Efficiency
5. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

1. Offer a variety of learning opportunities for parents across the district
2. Recruit first-time Family Friendly School Campuses
3. Host family events offering informational sessions and community resources.

Summative Evaluation (Year-End): Number of Family Friendly School Activities completed across the district.

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Increase the number of campuses offering Family Friendly School Activities by 5 percent.	Enroll 5 first-time campuses participating in the Family Friendly School Program.	9/9/19 – 6/26/20.	Title I, Part A Funding for: Salaries, Materials, Awards, Supplies, Flyers.	FACE Specialists, FACE Sr. Manager Designated Campus Staff.	By Dec. 2019 have a first report on number of campuses enrolled in the program.			
Offer at least 8 Parent University Sessions across the district.	Provide a variety of informational sessions for parents to learn how to better support	9/9/19 – 6/26/20.	Title I, Part A Funding for: Salaries, Materials, Presentation kits, Supplies, Flyers.	FACE Specialists, FACE Sr. Manager Designated Campus Staff.	By Dec. 2019 have a first report on number of sessions made available to parents.			

	their children.							
Host community events connecting external stakeholders seeking to support HISD's academic and non-academic needs	Strategic outreach to partner with community organization and corporation.	9/9/19 – 6/26/20.	Title I, Part A Funding for: Salaries, materials, programming.	FACE Sr. Manager Designated FACE Staff	By Dec. 2019 have a first report on number of new or renewed partnerships.			

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Houston Independent School District – District Improvement Plan 2019-2020

Department Name: Student Assistance

Data/ Needs Assessment (include your problem statement and root cause based on your data): Many students require programs to address non - academic barriers to attendance and achievement.

Department Goal 1: Improve academic success by providing comprehensive services and/or referrals to 100% of identified homeless, unaccompanied, foster care, residential treatment, students with chronic absenteeism and future graduates by the end of the 2019-2020 school year.

Strategic Priority:

1. Expanding Educational Opportunities
2. Ensuring Student Health, Safety and Well-Being
3. Transforming Academic Outcomes
4. Increasing Organizational Efficiency
5. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

- Expanding Educational Opportunities
- Transforming Academic Outcomes

Summative Evaluation (Year-End): Academic outcomes will improve for targeted students.

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
1. By June 2020, attendance of identified homeless, foster care or residential treatment centers, students with chronic absenteeism and future	Provide Metro Money and/or district transportation to students with transportation issues.	August, 2019 – June, 2020	Program Materials and Program Staff -n TECHY grant, Hurricane grant, Title I and Title IV funds Collaboration from HISD campuses and departments	Senior Manager, Managers and Outreach staff Student Assistance	Mid-Point January, 2020 Final June, 2020 As evidenced by attendance records and transportation logs			

graduates will increase by 2%.								
2. By June 2020, 100% of students who are identified as homeless, foster care or residential treatment centers will be provided uniforms upon request.	Communicate with campus staff regularly to stay abreast of issues regarding the enrollment of foster care students.	August, 2019 – June, 2020	Program Materials and Program Staff -n TECHY grant, Hurricane grant, Title I and Title IV funds Collaboration from HISD campuses and departments	Senior Manager, Managers and Outreach staff Student Assistance	Mid-Point January, 2020 Final June, 2020 As evidenced by attendance records and transportation logs			
3. Provide direct services, supports and referrals to 100% of parents and students identified as homeless, in foster care or residential treatment centers, students with chronic absenteeism and future graduates to ensure that students remain in school and	Provide uniforms, school supplies and backpacks to identified homeless, foster care or residential treatment center students.	August, 2019 – June, 2020	Program Materials and Program Staff -n TECHY grant, Hurricane grant, Title I and Title IV funds Collaboration from HISD campuses and departments	Senior Manager, Managers and Outreach staff Student Assistance	Mid-Point January, 2020 Final June, 2020 As evidenced by attendance records and transportation logs			

participate fully.								
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Department Goal 2: Increase staff knowledge of laws that govern the education of homeless, unaccompanied and chronically absent youth districtwide.

Strategic Priority: <ul style="list-style-type: none"> Expanding Educational Opportunities Ensuring Student Health, Safety and Well-Being Transforming Academic Outcomes Increasing Organizational Efficiency Cultivating Team HISD Talent 	List the Strategic Priority(ies) this Goal Addresses: <ul style="list-style-type: none"> Increasing Organizational Efficiency Cultivating Team HISD Talent
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Summative Evaluation (Year-End): Staff will become more knowledgeable of available resources and services and refer students accordingly.

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
1. By June 2020, outreach staff will train a representative from each campus on Every Student Succeeds Act provisions regarding homelessness and foster care.	Provide ongoing professional development training on the McKinney – Vento Act to district personnel to heighten the understanding and sensitivity to the needs and rights of homeless students.	August, 2019 – June, 2020	Program Materials and Program Staff - n TECHY grant, Hurricane grant, Title I and Title IV funds Collaboration from HISD campuses and departments	Senior Manager, Managers and Outreach staff Student Assistance	Mid-Point January, 2020 Final June, 2020 As evidenced by attendance records and transportation logs			
2. By June 2020,	Provide ongoing	August, 2019 –	Program Materials and	Senior Manager, Managers and	Mid-Point January, 2020			

outreach staff will train each partner agency on identification and awareness of students experiencing homelessness.	trainings on the McKinney – Vento Act to community partners in order to heighten the understanding and sensitivity to the needs and rights of homeless students.	June, 2020	Program Staff - n TECHY grant, Hurricane grant, Title I and Title IV funds Collaboration from HISD campuses and departments	Outreach staff Student Assistance	Final June, 2020 As evidenced by attendance records and transportation logs			
3. By June 2020, outreach staff will train a representative from each campus on House Bill 2398 under the Texas Education Code.	Provide ongoing professional development training to district personnel to increase the understanding of the needs students who are chronically absent.	August, 2019 – June, 2020	Program Materials and Program Staff - TECHY grant, Hurricane grant, Title I and Title IV funds Collaboration from HISD campuses and departments	Senior Manager, Managers and Outreach staff Student Assistance	Mid-Point January, 2020 Final June, 2020 As evidenced by attendance records and transportation logs			

Department Goal 3: Increase awareness about post-secondary education and training programs for homeless, unaccompanied and foster care students.

Strategic Priority: <ul style="list-style-type: none"> Expanding Educational Opportunities Ensuring Student Health, Safety and Well-Being Transforming Academic Outcomes Increasing Organizational Efficiency Cultivating Team HISD Talent 	List the Strategic Priority(ies) this Goal Addresses: <ul style="list-style-type: none"> Ensuring Student Health, Safety and Well- Being Increasing Organizational Efficiency
Summative Evaluation (Year-End): Identified students will seek additional post – secondary education and training programs.	

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
1. Provide two district-wide events geared towards college readiness and job preparation to increase awareness of post-secondary opportunities.	Host The Back to School Extravaganza and Project Prom each school year.	August, 2019 – June, 2020	Program Materials and Program Staff -n TECHY grant, Hurricane grant, Title I and Title IV funds Collaboration from HISD campuses and departments	Senior Manager, Managers and Outreach staff Student Assistance	Mid-Point January, 2020 Final June, 2020 As evidenced by attendance records and transportation logs			
2. Provide local college tours for identified high school students to increase awareness of post-secondary opportunities.	Work in collaboration with College and Career and CTE to visit local colleges and universities.	August, 2019 – June, 2020	Program Materials and Program Staff -n TECHY grant, Hurricane grant, Title I and Title IV funds Collaboration from HISD campuses and departments	Senior Manager, Managers and Outreach staff Student Assistance College and Career Readiness	Mid-Point January, 2020 Final June, 2020 As evidenced by attendance records and transportation logs			

Houston Independent School District – District Improvement Plan 2019-2020

Department Name: Multilingual Department

Data/ Needs Assessment (include your problem statement and root cause based on your data): Based on the 2019 STAAR results, 52% (reading), 48% (writing), 18% (English I), 17% (English II) percent of ELs met the passing standard due to lack of a district wide instructional plan to support central office and campus-based staff with tools for delivering quality sheltered instruction and support to EL's.
Based on the 2019 TELPAS results, 39% of ELs grew one proficiency level due to the lack of a district-wide instructional plan to support central office and campus-based staff with the tools and resources to monitor language proficiency of ELs.

Department Goal 1: The percentage of identified English Learners (ELs) reading and writing at or above grade level on STAAR for grades 3 through 8 will increase by three percentage points –52% to 55% Reading & 48% to 51% Writing.

Strategic Priority:

1. Expanding Educational Opportunities
2. Ensuring Student Health, Safety and Well-Being
3. Transforming Academic Outcomes
4. Increasing Organizational Efficiency
5. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

- 1, Expanding Educational Opportunities
- 3, Transforming Academic Outcomes
- 4, Increasing Organizational Efficiency

Summative Evaluation (Year-End): STAAR Reading and Writing

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Provide SI training to schools (teachers & leadership teams)-2-day institute &	Train school teams with district's strategic approach to sheltered instruction	June 2019- May 2020	Bilingual Allotment Funds (\$2.5 million), Title III Funds (\$3.5 million)	Curriculum Officers and Multilingual Superintendent	Training Attendance Records; Total Number of Schools Trained; Renaissance 360, DLA			

Literacy Routines 2.0 (Curriculum Dept) & ML Dept will provide supplemental SI trainings during school day, Saturdays, and early release days for teachers and leadership teams			Dollar amounts include personnel					
Secondary Schools with large population of ELs and in need of assistance according to Accountability system will participate in SI training with Seidlitz Education & ELlevation— Audience includes SSOs, Principals, Administrative Teams, Teachers, TDS,	To increase the number of teachers/leaders trained in SI best practices at targeted schools in need of assistance.	August 2019-May 2020	<p>Bilingual Allotment Funds (\$2.5 million), Title III Funds (\$3.5 million)</p> <p>Dollar amounts include personnel</p>	Multilingual Superintendent	Training Attendance Records; Total Number of Schools Trained; Renaissance 360, DLA			

ML Specialists and Managers								
Schools who serve ELs will identify a Sheltered Instruction (SI) Coach and ML Team will provide strategic training and support to coaches; SI Coaches who support teachers not certified to teach ELs will receive a stipend	To ensure that each school has an EL expert to support teachers/leaders of ELs	August 2019-May 2020	Bilingual Allotment Funds (\$3 million), Title III Funds (3.5 million) Dollar amounts include personnel	Multilingual Superintendent	Training Attendance Records; Total Number of Schools Trained; Renaissance 360, DLA			

Department Goal 2: The percentage of identified English Learners reading and writing at or above grade level on STAAR English I & II will increase by three percentage points –18% to 21% English I & 17% to 20% English II.

Strategic Priority:

1. Expanding Educational Opportunities
2. Ensuring Student Health, Safety and Well-Being
3. Transforming Academic Outcomes
4. Increasing Organizational Efficiency
5. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

- 1, Expanding Educational Opportunities
- 3, Transforming Academic Outcomes
- 4, Increasing Organizational Efficiency

Summative Evaluation (Year-End): STAAR

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes /Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Provide SI training to schools (teachers & leadership teams)-2-day institute & Literacy Routines 2.0 (Curriculum Dept) & ML Dept will provide supplemental SI trainings during school day, Saturdays, and early release days for teachers and leadership teams	Train district and school teams with district's strategic approach to sheltered instruction	June 2019-May 2020	Bilingual Allotment Funds (\$2.5 million), Title III Funds (\$3.5 million) Dollar amounts include personnel	Curriculum Officers and Multilingual Superintendent	Training Attendance Records; Total Number of Schools Trained; Renaissance 360, DLA			
Secondary Schools with large population of ELs and in need of	To increase the number of teachers/campus and district leaders trained in SI best practices	August 2019-May 2020	Bilingual Allotment Funds (\$2.5 million), Title III Funds (\$3.5 million)	Multilingual Superintendent	Training Attendance Records; Total Number of Schools Trained;			

assistance according to Accountability system will participate in SI training with Seidlitz Education & ELLevation— Audience includes SSOs, Principals, Administrative Teams, Teachers, TDS, ML Specialists and Managers	at targeted schools in need of assistance.		Dollar amounts include personnel		Renaissance 360, DLA			
Schools who serve ELs will identify a Sheltered Instruction (SI) Coach and ML Team will provide strategic training and support to coaches; SI Coaches who support teachers not certified to teach ELs will receive a stipend	To ensure that each school has an EL expert to support teachers/leaders of ELs	August 2019- May 2020	Bilingual Allotment Funds (\$3 million), Title III Funds (\$3.5 million) Dollar amounts include personnel	Multilingual Superintendent	Training Attendance Records; Total Number of Schools Trained; Renaissance 360, DLA			

Department Goal 3: The percentage of English Learners (ELs) who gain one proficiency level on TELPAS (composite) will increase by three percentage points—39% in 2019 to 42% in 2020.

Strategic Priority:

6. Expanding Educational Opportunities
7. Ensuring Student Health, Safety and Well-Being
8. Transforming Academic Outcomes
9. Increasing Organizational Efficiency
10. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

- 1, Expanding Educational Opportunities
- 3, Transforming Academic Outcomes
- 4, Increasing Organizational Efficiency

Summative Evaluation (Year-End): TELPAS

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Provide supplemental training to district/ campus administrators and teachers on TELPAS 101—the assessment and how to plan for instruction.	Ensure district/campus administrators and teachers are knowledgeable about the assessment and how students are measured.	September 2019– March 2020	Title III Funds (\$2 million) Dollar amounts include personnel	Curriculum Officers and Multilingual Superintendent	Training Attendance Records; Total Number of Schools Trained; Renaissance 360, DLA			
Secondary Schools with large population of ELs and in need of	To increase the number of teachers/leaders trained in SI best	August 2019– May 2020	Bilingual Allotment Funds (\$2.5 million), Title III Funds (\$3.5 million)	Multilingual Superintendent	Training Attendance Records; Total Number of Schools Trained;			

assistance according to Accountability system will participate in SI training with Seidlitz Education & ELlevation— Audience includes SSOs, Principals, Administrative Teams, Teachers, TDS, ML Specialists and Managers	practices at targeted schools in need of assistance.		Dollar amounts include personnel		Renaissance 360, DLA			
Schools who serve ELs will identify a Sheltered Instruction (SI) Coach and ML Team will provide strategic training and support to coaches; SI Coaches who support teachers not certified to teach ELs will receive a stipend	To ensure that each school has an EL expert to support teachers/leaders of ELs	August 2019- May 2020	Bilingual Allotment Funds (\$3 million), Title III Funds (\$3.5 million) Dollar amounts include personnel	Multilingual Superintendent	Training Attendance Records; Total Number of Schools Trained; Renaissance 360, DLA			

Houston Independent School District – District Improvement Plan 2019-2020

Department Name: Multilingual Department (Migrant)

Data/ Needs Assessment (include your problem statement and root cause based on your data): Based on the 2019 STAAR results, 39% (English I), 41% (English II), 50% (4th Writing) and 54% (7th Writing) met the passing standard; however, an emphasis of professional development is needed for tutors to address the needs of migrant students and to increase student achievement.

Department Goal 1: The percentage of identified migrants writing at or above grade level on STAAR Writing for grades 4 and 7 will increase by three percentage points –52% to 55%.

Strategic Priority:

1. Expanding Educational Opportunities
2. Ensuring Student Health, Safety and Well-Being
3. Transforming Academic Outcomes
4. Increasing Organizational Efficiency
5. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

- 1, Expanding Educational Opportunities
- 3, Transforming Academic Outcomes

Summative Evaluation (Year-End): STAAR Writing

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Professional development for tutors; working with campuses to provide academic support using the push-in model.	Increase the number of tutors; Assign tutors to migrant students; Monitor student progress; Dialogue	September 2019-June 2020	Title I, Part C \$60,000 Dollar amounts include personnel	Multilingual (Migrant Manager)	Professional Development (training attendance); Migrant Student Documentation Form; Report Cards			

	progress with parent and student							
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Department Goal 2: The percentage of identified migrants reading and writing at or above grade level on STAAR English I & II will increase by three percentage points–40% to 43%.

Strategic Priority: <ol style="list-style-type: none"> 1. Expanding Educational Opportunities 2. Ensuring Student Health, Safety and Well-Being 3. Transforming Academic Outcomes 4. Increasing Organizational Efficiency 5. Cultivating Team HISD Talent 	List the Strategic Priority(ies) this Goal Addresses: <ol style="list-style-type: none"> 1, Expanding Educational Opportunities 3, Transforming Academic Outcomes
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Summative Evaluation (Year-End): STAAR Reading

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Professional development for tutors; working with campuses to provide academic support using the push-in model.	Increase the number of tutors; Assign tutors to migrant students; Monitor student progress; Dialogue progress with parent and student	Sept. 2019- June 2020	Title I, Part C \$60,000 Dollar amounts include personnel	Multilingual (Migrant Manager)	Professional Development (training attendance); Migrant Student Documentation Form; Report Cards			

DEPARTMENT NAME: Multilingual Programs
Migrant Education Program
Title I, Part C

DESCRIPTION OF PROGRAM

The Title I, Part C—Migrant Education Program (MEP) is a federal-funded program authorized under Sections 1115(b) and (c)(2), and 1309 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Every Student Succeeds Act (ESSA) of 2015. The intent and purpose of the Title I, Part C—MEP is to do the following:

1. Support high-quality and comprehensive educational programs and services during the school year and, as applicable, during the summer or intersession periods, that address the unique educational needs of migratory children.
2. Ensure that migratory children who move among the states are not penalized in any manner by disparities among the states in curriculum, graduation requirements, and challenging state academic standards.
3. Ensure that migratory children receive full and appropriate opportunities to meet the same challenging state academic standards that all children are expected to meet.
4. Design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to succeed in school.
5. Ensure that migratory children benefit from state and local systemic reforms (ESSA Title I, Part C).

INTENDED PROGRAM BENEFICIARIES

Intended program beneficiaries are migratory children, ages 0 through 21, and their families.

General Program Requirements

1. All Migrant Education Program grant recipients must operate and implement the program in accordance with all the Provisions and Assurances of Title I, Part C.
2. For each required activity, the LEA is responsible for maintaining written documentation on file at the district level to support the implementation of each activity.
3. The LEA is responsible for incorporating all MEP activities, services, plans, and guidelines into a migrant-specific section of the District Improvement Plan (DIP) and updating it on a yearly basis.
4. MEP activities shall be used to do the following:
 - To meet the identified and unique educational needs of migratory children that result from their migratory lifestyle, and to permit these children to participate effectively in school; and
 - To address the unique educational needs of migratory children that are not addressed by services available from other federal or nonfederal programs, except that migratory children who are eligible to receive services under Title I, Part A, may receive those services through funds provided under that part.
5. In providing services with Title I, Part C, funds, LEAs shall give priority to serving Priority for Service (PFS) migratory children with MEP funds before using migrant funds to address the needs of other migratory children. PFS students are defined as migratory children who have made

a qualifying move within the previous 1-year period and (1) who are failing or most at risk of failing to meet the state's academic standards; or (2) have dropped out of school. [Section 1304(d)]. The Title I, Part C Migrant Coordinator will include a Priority for Service Action Plan as a separate section labeled or identified (e.g., "Migrant PFS Action Plan").

6. Migrant student data collection and data entry in the New Generation System (NGS) must be conducted on a year-round basis as outlined in the Texas Manual for New Generation System (NGS) Data Management Requirements.
7. Utilize Migrant Student Information Exchange (MSIX) to promote interstate coordination and timely records exchange. Coordinate with the Texas Migrant Interstate (TMIP) Program during the summer months in order to serve students from Texas who may attend out-of-state migrant summer programs.
8. Designate and enter into NGS a district summer contact person who will be available throughout the summer months and will have access to migrant student records.
9. The identification and recruitment of all eligible migratory children and youth residing in the district must be conducted on a year-round basis and done in accordance with the Texas Manual for the Identification and Recruitment of Migrant Children and must be documented in each district's Identification and Recruitment (ID&R) Plan. Annual residency verification of eligible migrant students must be completed in accordance with the procedures outlined in the aforementioned manual.
10. In planning, implementing, and evaluating its MEP activities, the LEA assures that the unique educational needs of migratory children will be identified and addressed. A local migrant-specific needs assessment that meets the requirements of Section 1306 and a plan for delivering all services checked off on the ESSA Consolidated Application must be incorporated into the DIP.
11. In planning, implementing, and evaluating its MEP activities, the LEA assures that local and regional data has been used to determine and provide services to migrant children in coordination with other stakeholders.
12. The district's MEP will provide for advocacy and outreach activities for migratory children and their families, including coordination to inform such children and their families of other education, health, nutrition, and social services (Migrant Services Coordination). [Section 1304(c)(6)]
13. To ensure parental participation in the MEP, the migrant-funded LEA will establish an LEA-wide migrant parent advisory council (PAC) which will be elected by the parents of eligible migrant students, nominated, by volunteering, and which will be composed of a majority of such parents. PAC meetings must be conducted in a format and language that is understandable to migrant parents. To ensure full parent participation, PAC meetings should be held at times convenient for the migrant parents and transportation and childcare should be offered. [Section 1304(c)(3)]
14. In planning, implementing, and evaluating the MEP, there has been and will be adequate provision for addressing the unmet needs of preschool migratory children and migratory children who have dropped out of school, as well as the identification and recruitment of such children. [Section 1304(c)(4)]
15. Coordinate with available program offering options for credit accrual and recovery to ensure that migrant secondary students are accessing opportunities available to earn needed credits and make up courses lacking due to late entry or early withdrawal.
16. Develop and implement a set of procedures that (1) outline a variety of strategies for partial and full credit accrual for migrant students with late entry and early withdrawal; and (2) saved course slots in elective and core subject areas based on district's history of student migration.

17. Coordinate and collaborate with sending and receiving districts to ensure continuity of services for migratory children as they move from district to district.
18. The district's MEP will provide information regarding family literacy programs.
19. The LEA must conduct an evaluation of their Migrant Education Program by June 30th. [Section 1306(A)(1)]

SEVEN AREAS OF CONCERN

1. Educational Continuity: Due to the mobility of many migrant students, they often face differences in curriculum, academic standards, homework policies and classroom routines, as well as inconsistent course placement.
2. Instructional Time: Family mobility and delays in enrollment procedures may impact attendance patterns and the amount of time migrant students spend engaged in learning.
3. School Engagement: Migrant students often face difficulties associated with adjusting to new school settings, making new friends and gaining social acceptance, issues which can be grouped according to (a) behavioral engagement, which relates to opportunities for participation in academic, social or extracurricular activities; (b) emotional engagement, which relates to positive and negative reactions to teachers, classmates, academic materials and school, in general; and (c) cognitive engagement, which relates to investment in learning and may be a response to expectations, relevance and cultural connections.
4. English Language Development: Many migrant students have a home language other than English and may face language barriers which impact content area learning. However, in this particular area, it is important to note that providing MEP-funded services to meet needs related to a student's limited English proficiency is rarely appropriate, due to the high risk of supplanting activities more appropriately funded through State Bilingual/ESL, or when appropriate, Title III or other Federal programs.
5. Educational Support in the Home: While many migrant parents value education very highly for their children, they may not have the educational resources or knowledge to provide the support expected by school staff.
6. Health: Migrant children face higher proportions of dental, nutritional, acute and chronic health problems than non-migrant children and are more likely to be uninsured and have difficulty accessing health care to address health problems which are interfering with a student's ability to succeed in school.
7. Access to Services: As a result of language barriers or the mobile family's newcomer status, migrant children and families often face difficulties accessing educational and educationally-related services to which they are entitled.

MIGRANT EDUCATION PROGRAM
Activities/Services/Guidelines

1. Identify and recruit migrant students and coordinate academic support services with parents, schools and external stakeholders.
Supports include:
 - In-school and out-of-school tutoring
 - Identification/coordination of in-district resources and services
 - Migrant data input and monitoring on Chancery, New Generation System (NGS) and Migrant Student Information Exchange (MSIX)
 - Priority for Service (PFS) students receive access to instructional services
 - A Bright Beginning program for ages 3-4 not enrolled in an early childhood program
 - Parent meetings which includes information about promotion/retention standards, credit accrual, college readiness, reading/math strategies, etc.
 - Coordinate efforts with community partners
2. Coordinate opportunities for migrant students to accrue or recover course credits through activities that include:
 - Houston Community College (HCC) Adult High School Program (tuition vouchers)
 - Periodic reviews of report cards
 - Dual Credit
 - Assign tutor for instructional support when needed
 - Study Island
3. Provide support to schools with middle school and high school migrant students through actions which include:
 - Monitor late entries, withdrawals and leaver codes
 - Phone calls and home visits to inform parents of academic progress and opportunities for grade recovery
4. Monitor the academic progress of migrant students and provide and/or coordinate academic support through activities that include:
 - A Bright Beginning program for ages 3-4 not enrolled in an early childhood program
 - In-school and out-of-school tutoring
 - Review report card grades at the end of each grading cycle
 - Identify at risk high school students
 - Meetings with parents and/or teachers to discuss needed interventions
5. Determine individual educational needs of early childhood migrant students and coordinate with or provide services to meet the identified needs.
 - A Bright Beginning program for ages 3-4 not enrolled in an early childhood program
 - In-school and out-of-school tutoring

6. Provide assistance to middle school migrant students which include:
 - Training of middle school staff to increase their awareness of migrant middle school needs for timely attention and appropriate interventions for academic and non-academic problems or concerns
 - Provide supplemental information to migrant middle school parents
 - Provide migrant students with necessary homework tools, such as, SOAR Study Skills Program to promote effective learning and study skills
7. Reduce the number of migrant students retained in first grade by:
 - Provide tutors
 - Web-based tutorial program, Study Island
 - Monitoring of grades
 - Provide at home supplemental instruction when available
8. Coordinate out of state summer STAAR testing for migrant students when possible.
 - Coordination with Texas Migrant Interstate Program (TMIP)
9. Facilitate use of a variety of strategies for credit accrual for migrant students with late entry and early withdrawal characteristics.
 - Houston Community College (HCC) Adult High School Program (tuition vouchers)
 - Dual Credit
10. Provide support to twelfth grade migrant students:
 - Dialogue about progress toward graduation and needs
 - Explain and assist students/parents with TASFA/FAFSA
 - Explain college application process
 - Provide college workshop for parents and students
11. Identify migrant students most in need of intervention services and coordinate with Title I and Title III.
12. Identify migrant special education students most in need of intervention services and coordinate services based upon needs identified in student's Individual Education Plan (IEP).
13. Address the dropout rate and graduation rate for migrant students.
 - Identify at-risk migrant students
 - Utilize qualified, specialized staff to identify, target, and monitor potential dropouts
 - Identify at-risk middle school students and monitor their progress as they move through middle and high school
 - Identify dropout migrant students and provide alternative school settings

14. Address the STAAR performance of migrant students

- Monitor implementation of a web-based tutorial program, Study Island, to address low performance by migrant students in grades 3-8
- Monitor SOAR Study Skills Program to promote effective learning and study skills

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**Priority for Service (PFS) Action
Plan for Migrant Students**

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <u>AND</u> • Have failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <u>AND</u> • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> • For students in grades K-2, who have been retained, or are overage for their current grade level.

Priority for Service (PFS) Action Plan
School Year: 2019-2020

Goal(s): To identify and ensure that Priority for Service migrant students have the same opportunity to meet the state content and student performance standards by providing instructional and support services that will ensure student success.

Objective(s):

100% of PFS students will have access to instructional opportunities and services.
 80% of PFS students in grades 3-12 will meet the state academic achievement standard (STAAR).
 80% of PFS students in grades K-2 will be promoted to the next grade level.
 90% of PFS students will graduate with a high school diploma.

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	09/2019-08/2020	Irasema Gonzalez, NGS	PFS Monthly Report
<ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	08/01/2019	Magda Galindo, Manager	Priority for Service Action Plan Document
Additional Activities			
<ul style="list-style-type: none"> At the end of each grading cycle, MEP staff reviews PFS students' report cards and contact parents to inform them of the students' academic progress. 	Each grading cycle	Irasema Gonzalez, NGS Isela Anaya, Recruiter Elizabeth Rodriguez, Recruiter Magda Galindo, Manager	Report cards and phone logs
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Manager or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service 	Ongoing-throughout the school year	Magda Galindo, Manager	Emails, Google form entries/log

<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Manager or MEP staff will provide parents of PFS information on the Priority for Service criteria. 	Ongoing-throughout the school year	Magda Galindo, Manager Irasema Gonzalez, NGS Isela Anaya, Recruiter Elizabeth Rodriguez, Recruiter	Phone logs
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Manager or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	Ongoing-throughout the school year	Magda Galindo, Manager Irasema Gonzalez, NGS Isela Anaya, Recruiter Elizabeth Rodriguez, Recruiter Hourly Lecturers	Documentation Log, Mileage Log, Report Cards, Student Case Files, Parent Notification Letters for PFS Tutoring Services, School-tutor Contracts.
Provide Services to PFS Migrant Students			
<ul style="list-style-type: none"> The district's Title I, Part C Migrant Manager or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	Ongoing-throughout the school year	Magda Galindo, Manager	Phone logs, Robocalls, Flyers, Parent Letters, Emails, Newsletters
<ul style="list-style-type: none"> The district's Title I, Part C Migrant Manager or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	Ongoing-throughout the school year	Magda Galindo, Manager Irasema Gonzalez, NGS Isela Anaya, Recruiter Elizabeth Rodriguez, Recruiter Hourly Lecturers	Emails, Phone logs, Flyers, Parent Letters
<ul style="list-style-type: none"> The district's Title I, Part C Migrant Manager or MEP staff will determine what federal, state, or local programs serve PFS students. 	Ongoing-throughout the school year	Magda Galindo, Manager	NGS Reports, Student Transcripts, Emails; Phone logs.

Houston Independent School District – District Improvement Plan 2019-2020

Department Name: External Funding - Title I

Data/ Needs Assessment (include your problem statement and root cause based on your data): In 2018-2019, 40 percent of HISD students in grades 3-8 that were first time testers who took the Reading STAAR exam spring administration scored at the Meets Grade Level standard or higher. Although the district showed a one percentage-point improvement, the district did not meet its one-year performance goal of a three percentage-point increase from 2017-2018 to 2018-2019.

Department Goal 1: To provide low-performing students an opportunity to obtain a high-quality education, increase academic achievement and perform proficiently on state academic assessments.

Strategic Priority:

1. Expanding Educational Opportunities
2. Ensuring Student Health, Safety and Well-Being
3. Transforming Academic Outcomes
4. Increasing Organizational Efficiency
5. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

#3: Transforming Academic Outcomes

Summative Evaluation (Year-End): The 2020 Summer School report card will be used as our summative evaluation to ensure that we have met our objective.

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
All students in grades 3-8, that are first time testers on all test versions in reading will increase student achievement at grade level or above from 39% to	Provide supplemental funding to Title I Campuses to enhance their instructional program by providing additional instructional resources,	August 2019- June 2020	-Title I Schoolwide Funds -Title I Summer School Program Funds -Title I Comprehensive Support School Funds	External Funding Dept., Elementary and Secondary Curriculum Departments, Achieve 180	Budget worksheets -2020 Summer School report card -2019-2020 Title I, Part A Student Achievement Evaluation Report			

42% on the Spring assessment.	materials, programs, tutoring, intervention strategies and Professional Development		-Title I Homeless Program Funds					
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Department Goal 2: Increase proficiency on the STAAR 8th grade Social Studies Assessment and the STAAR EOC.

Strategic Priority: <ol style="list-style-type: none"> 1. Expanding Educational Opportunities 2. Ensuring Student Health, Safety and Well-Being 3. Transforming Academic Outcomes 4. Increasing Organizational Efficiency 5. Cultivating Team HISD Talent 	List the Strategic Priority(ies) this Goal Addresses: Transforming Academic Outcomes
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Summative Evaluation (Year-End): 2019-2020 STAAR 3-8 Test Scores- Social Studies and 2019-2020 STAAR EOC Test Scores

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
By June 30, 2020, Secondary Social Studies Teachers will increase their content knowledge and improve instructional /literacy practices to facilitate the teaching and learning of the	Using a book study, we will facilitate two professional development sessions centered around the examination of content aligned with TEKS to improve content knowledge among secondary social studies teachers.	August 2019 – June 2020	Title I, Part A Funds	Director of Secondary S. Studies, S. Studies Secondary personnel, Title I Grant Administrators.	2019-2020 STAAR 3-8 Test Scores- Social Studies 2019-2020 STAAR EOC Test Scores			

Social Studies Texas Essential Knowledge and Skills (TEKS).								
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Houston Independent School District – District Improvement Plan 2019-2020

Department Name: Title II - Human Resources

Data/ Needs Assessment (include your problem statement and root cause based on your data): Recruiting and retaining effective teachers in critical shortage areas in improving student academic data in the district.

Department Goal 1: To provide incentives to recruit and retain effective teachers in critical shortage and core areas to improve student achievement.

Strategic Priority:

1. Expanding Educational Opportunities
2. Ensuring Student Health, Safety and Well-Being
3. Transforming Academic Outcomes
4. Increasing Organizational Efficiency
5. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

1. Expanding Educational Opportunities
3. Transforming Academic Outcomes
5. Cultivating Team HISD Talent

Summative Evaluation (Year-End): Number of Teacher Vacancies and Teacher Retention/Turnover Rate

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Recruit effective critical shortage teachers.	Provide recruitment incentives for teachers in critical shortage content areas.	July 2019 – August 2020	Stipends for remaining at the district in critical shortage areas; LinkedIn; Title II funds	Talent Acquisition	Review teacher vacancy report.			
Recruit quality teacher candidates for a robust teacher pool.	Provide stipends to recruit teachers as well as use	July 2019 – August 2020	Stipends for remaining at the district in critical shortage areas;	Talent Acquisition	Review teacher candidate pool numbers.			

	LinkedIn to post for available positions in the district.		LinkedIn; Title II funds					
Recruit and screen quality candidates for teacher pool.	Recruitment Fellows to effectively and efficiently screen applications for the teacher pool.	July 2019 – August 2020	Stipends for remaining at the district in critical shortage areas; LinkedIn; Title II funds	Talent Acquisition	Review teacher retention rate.			

Department Goal 2: To provide incentives to retain teachers in critical shortage and core areas to improve student achievement.

Strategic Priority:

1. Expanding Educational Opportunities
2. Ensuring Student Health, Safety and Well-Being
3. Transforming Academic Outcomes
4. Increasing Organizational Efficiency
5. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

1. Expanding Educational Opportunities
3. Transforming Academic Outcomes
5. Cultivating Team HISD Talent

Summative Evaluation (Year-End): Teacher Retention/Turnover Rated for the school year.

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Retain effective critical	Provide incentives for teachers that	July 2019 – August 2020	Stipends for remaining at the district in critical shortage areas;	Talent Acquisition	Review teacher retention rate.			

shortage teachers.	remained retained in critical shortage content areas.		LinkedIn; Title II funds					
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Houston Independent School District – District Improvement Plan 2019-2020

Department Name: Title II - Leadership Development Department

Data/ Needs Assessment (include your problem statement and root cause based on your data): Based on quantitative and qualitative data, aspiring and current school leaders lack the training and experience to lead historically unserved schools, specifically to lead school improvement efforts aimed at closing the achievement gap. There is a need to increase a number of internal eligible candidates who have the knowledge, skills, and disposition to become school leaders in the District as well as expand ongoing training opportunities and targeted support for Tier II leaders in their current roles. Growing these leaders' instructional leadership capacity in the areas of instructional planning, data-driven decisions, and observation and feedback will improve student outcomes.

Department Goal 1: Increase rigorous learning opportunities for campus leaders aimed at increasing their instructional leadership capacity by 50%.

Strategic Priority:

1. Expanding Educational Opportunities
2. Ensuring Student Health, Safety and Well-Being
3. Transforming Academic Outcomes
4. Increasing Organizational Efficiency
5. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

Cultivating Team HISD Talent
Transforming Academic Outcomes

Summative Evaluation (Year-End): Customer feedback surveys and evidence of impact.

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Rigorous learning opportunities for campus leaders aligned to Instructional Leadership standards will increase by 50%.	Each LD training offering will include learning outcomes focused on instructional leader's skills and behaviors.	June 2020	Title II Funds	Asst. Superintendent; Senior Managers	Quarterly review of course data (surveys and follow-up requests/provided support)			
	LD will develop training on the leader's role in equitable student outcomes.	Nov. 2019	Title II Funds	Asst. Superintendent; Senior Managers				

	LD will provide new learning opportunities for Tier II leaders each semester.	Nov. 2019; March 2020	Title II Funds	Asst. Superintendent; Senior Managers				
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Department Goal 2: Leadership Development will increase effectiveness of campus leaders at struggling schools by providing individualized support to address their development needs identified in 100% of COP visits.

Strategic Priority: <ol style="list-style-type: none"> 1. Expanding Educational Opportunities 2. Ensuring Student Health, Safety and Well-Being 3. Transforming Academic Outcomes 4. Increasing Organizational Efficiency 5. Cultivating Team HISD Talent 	List the Strategic Priority(ies) this Goal Addresses: Cultivating Team HISD Talent Transforming Academic Outcomes
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Summative Evaluation (Year-End): LD annual report; increase in the leaders' SLAS ratings (Instructional Leadership Domain).

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
LD staff will provide individualized support to campus leaders at struggling schools to address their development needs as identified in 100% of COP visits.	LD staff will participate in all COP visits and create action steps to support the leaders with identified development needs.	May 2020	Title II Funds	Asst. Superintendent; Senior Managers				

Department Goal 3: 50% of campus leadership vacancies will be filled by any LD cohort participants who completed the training within a 3-year period.

Strategic Priority:

6. Expanding Educational Opportunities
7. Ensuring Student Health, Safety and Well-Being
8. Transforming Academic Outcomes
9. Increasing Organizational Efficiency
10. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

Cultivating Team HISD Talent

Summative Evaluation (Year-End): Data on new hires to fill campus leadership vacancies.

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
A number of vacancies filled by aspiring cohorts' participants will amount to at least 50%.	LD will redesign the scope and sequence of aspiring leaders' cohorts to increase the candidates' opportunities to develop instructional leadership skills.	Sept. 2019	Title II Funds	Asst. Superintendent; Senior Manager/Aspiring Cohorts' Work Stream	Curriculum Review; Course Evaluation			
	LD will increase collaboration with the Office of School Support to	Feb. 2020	Title II Funds	Asst. Superintendent; Senior Manager/Aspiring Cohorts' Work Stream	Participants' Portfolios			

	identify specific needs of campuses and to provide the cohort participants with opportunities to apply the new learning and skills.							
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Houston Independent School District – District Improvement Plan 2019-2020

Department Name: Teacher Career Development

Data/ Needs Assessment (include your problem statement and root cause based on your data): Beginning Teacher Needs Assessment, Career Pathways Teacher Leader Self Inventory, Retention and Performance Data of participating teachers

Department Goal 1: Improve instructional capacity of teacher/teacher leaders by providing differentiated, choice-based professional learning opportunities facilitated by practitioners.

Strategic Priority:

1. Expanding Educational Opportunities
2. Ensuring Student Health, Safety and Well-Being
3. Transforming Academic Outcomes
4. Increasing Organizational Efficiency
5. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

Cultivating Team HISD Talent
Transforming Academic Outcomes

Summative Evaluation (Year-End): TADS Teacher performance data; OneSource attendance data at professional development opportunities; post PD evaluation data

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Ninety (90%) of teachers participating in any Teacher Career Development program (beginning teachers,	Conduct a needs assessment.	By Sept. 2019	Survey Monkey account/Title II	Academic Program Managers	Alignment of professional learning opportunities to needs identified in the needs assessment			

teacher leaders) complete their requirements at a 75% completion rate or better.								
	Offer differentiated, choice-based professional learning opportunities	Through April 2019	Stipends for attending PD/TSL grant; Time tracking tools provided by the district	Team Leads, Academic Program Managers, Teacher Leaders	Review number of participants attending PD learning opportunities			
	Utilize HISD teacher leaders as facilitators to ensure context alignment	Through April 2019	Stipends for teacher leaders who facilitate learning opportunities.	Team Leads, Academic Program Managers, Teacher Leaders	Review and confirm that majority of learning opportunities are taught by HISD teachers			

Department Goal 2: Increase the number of effective and highly effective classroom teachers in high-need schools

Strategic Priority: <ol style="list-style-type: none"> 1. Expanding Educational Opportunities 2. Ensuring Student Health, Safety and Well-Being 3. Transforming Academic Outcomes 4. Increasing Organizational Efficiency 5. Cultivating Team HISD Talent 	List the Strategic Priority(ies) this Goal Addresses: Cultivating Team HISD Talent Transforming Academic Outcomes
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Summative Evaluation (Year-End): HR data, Research and accountability data; TADS performance data

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes /Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Seventy-five (75%) of Teacher Leaders and supported teachers at Teacher and School Leader grant campuses will improve or maintain their TADS ratings of "Effective" or "Highly Effective".	Identify exemplary teacher leaders on high needs campuses	May 2019	Data provided by Research and Accountability department	Research and Accountability department	Review the latest accountability ratings of teachers at identified schools			
	Increase HISD teacher leaders sphere of influence via peer coaching and support	May of 2019	Coaching models provided by partnerships with New Teacher Center, SIBME/TSL grant	All TCD team members	Review time-tracking data, review teacher leader e-Portfolio, quarterly check ins with school leaders and monthly check ins with teacher leaders			
	Targeting support to teachers who are receptive and room for professional growth. Then giving them just in	October of 2019	SharePoint linkage of teacher leaders and supported teachers submitted by school leader	All TCD team members	Review the TADS data for pre-identified supported teachers			

	time, tailored support.							
Seventy-five (75%) of Teacher Leaders will earn performance-based compensation based on Career Pathways program leadership activities during the 2019-2020 school year.	Incentivizing teacher leaders by offering performance bonuses based on improving TADS scores of supported teacher(s) and campus	Nov.2019	Performance bonuses for successful teachers/TSL grant	Team Leads, Research Analyst, TSL grant team	Quarterly review of teacher leader support			

Department Goal 3: Retain effectively and highly effective teachers in high-need schools

Strategic Priority:

6. Expanding Educational Opportunities
7. Ensuring Student Health, Safety and Well-Being
8. Transforming Academic Outcomes
9. Increasing Organizational Efficiency
10. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

Cultivating Team HISD Talent
Transforming Academic Outcomes

Summative Evaluation (Year-End): Calculating the number of effective and highly effective teachers who remain on their campuses/district

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Sixty (60%) of effective/highly effective teachers supported by Teacher Career	Execute the Career Pathways Teacher Leader Program	May 2018 through May 2019	Stipends for teacher leaders, differentiated professional development	School Support Managers	Monthly review of School Support Manager logs; Teacher Leader time tracking			

Development team and their supported teacher cohorts (beginning teachers, teacher leaders, supported teachers) will remain at their campus/in the district for the 2020-21 school year.	leverage highly effective teachers to support their peers		options/TSL grant					
	Create support systems that meet the needs of teachers first and is differentiated to their campus context – including Teacher Leader Campus Collaboratives	May of 2019	School leader with distributive leadership mindset	Career Pathways Teacher Leaders and School Support Mangers	Teacher Leader time tracking; BOY, MOY and EOY surveys of teacher leaders and their supported teachers			
	Work with school leaders to provide positive working environments	May 2019	Face to face check ins with school leaders	Support School Mangers and TCD Team leads	Monthly review of School Support Manager logs' BOY, MOY and EOY surveys			

Houston Independent School District – District Improvement Plan 2019-2020

Department Name: Fine Arts Department

Data/ Needs Assessment (include your problem statement and root cause based on your data): The Fine Arts Department identified 99 elementary campuses across HISD where only one certified fine art teachers existed to provide quality TEKS based instruction to students. TAC 74 and 112 mandate that every elementary that enrolls K-5 students provide TEKS based instruction by a certified teacher in music, visual art and theatre.

Department Goal 1: By August 2020, full implementation of Superintendent’s Strategic Priority to provide fine arts classes taught by Certified Fine Arts Teachers at every elementary in order to establish strong community school feeder patterns and to bring all campuses into total compliance with TAC 74 and 112.

Strategic Priority:

1. Expanding Educational Opportunities
2. Ensuring Student Health, Safety and Well-Being
3. Transforming Academic Outcomes
4. Increasing Organizational Efficiency
5. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

1. Expanding Educational Opportunities
3. Transforming Academic Outcomes

Summative Evaluation (Year-End): Compare number of FTE Certified Fine Arts Positions on August 30, 2020 to May 30, 2020 number of FTE Fine Arts Positions for measurable increase.

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Work with HR Department to secure highly qualified and certified Fine Arts Teaching candidates.	Meet with Chief of HR and recruiters. Establish process for Fine Arts Department	October 2019 November 2019	Personnel Time Human Resources System access and training	Dir. Of Fine Arts Human Resources Acquisition Team Fine Arts Team	Meeting notes and plan of action Training documentation			

	to be involved in hiring and recruiting process of certified FA Teachers.				Plan of Action for recruitment and attainment of Highly Qualified and Certified Fine Arts Teachers.			
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Department Goal 2: By June 2020, the Fine Arts Department, in collaboration with other HISD departments, will have initiated expansion plans for fine arts academic programming at the elementary, middle and high school levels across all geographic regions.

Strategic Priority: <ol style="list-style-type: none"> 1. Expanding Educational Opportunities 2. Ensuring Student Health, Safety and Well-Being 3. Transforming Academic Outcomes 4. Increasing Organizational Efficiency 5. Cultivating Team HISD Talent 	List the Strategic Priority(ies) this Goal Addresses: <ol style="list-style-type: none"> 1. Expanding Educational Opportunities 3. Transforming Academic Outcomes
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Summative Evaluation (Year-End): Fully developed Fine Art Implementation Plan as set by Schools Offices and Fine Arts Department across all grade levels to fully develop Neighborhood Feeder Patterns to develop the Whole Child.

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Meet and work with campus administrators to open positions and find certified teachers.	Meet with School Office Area Superintendents and outline assessed needs.	Oct - 2019	Fine Arts Director and Assistant Superintendent Time Fine Arts Personnel time and labor	Director of Fine Arts Asst. Superintendents	Meeting notes and assessment of campus Fine Arts programming by School Office			

	Meet with School Office's Campus Principals to establish path forward for each feeder pattern for Fine Arts	Oct - 2019	Fine Arts Team time and labor	Fine Arts Team Principals	Plan of Action compiled by School Office Area			
	Work to secure funding and resources for Fine Arts positions and classes.	Nov - 2019	Fine Arts Team and Grants Development time and labor	Fine Arts Team Grants Dept. Personnel	Grant Applications filed			
Department Goal 3: By December 2019, increase access to high quality music instruments across all geographic regions by 5% to allow access to instrumental music programs to historically underserved students.								

Strategic Priority: <ol style="list-style-type: none"> 1. Expanding Educational Opportunities 2. Ensuring Student Health, Safety and Well-Being 3. Transforming Academic Outcomes 4. Increasing Organizational Efficiency 6. Cultivating Team HISD Talent 	List the Strategic Priority(ies) this Goal Addresses: <ol style="list-style-type: none"> 1. Expanding Educational Opportunities 3. Transforming Academic Outcomes
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Summative Evaluation (Year-End): Inventory reports will reflect increased instrument access compared to program enrollments.

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
By November 2019, Fine Arts Dept will invest approximately \$100,000.00 into	Assess current campus music	Sept - 2019	Fine Arts Music Team labor and time	Fine Arts Team	Campus inventories upated, reviewed and assessed.			

instrumental music programs.	instrument inventories							
	Secure quotes and purchase orders for required investments	Oct - 2019	Fine Arts Music Team labor and time	Fine Arts Team	Purchase Order Numbers			
	Orders delivered to campuses	Dec - 2019	Fine Arts Music Team labor and time	Fine Arts Team	Good receipts posted			

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Houston Independent School District – District Improvement Plan 2019-2020

Department Name: Title IV - Transportation Services

Data/ Needs Assessment (include your problem statement and root cause based on your data): Bus Tracking System/Bus and Terminal Cameras/Professional Development

Department Goal 1: Transportation Services would like a bus tracking system for all students. The tracking system will be able to promote safety and track daily ridership.

Strategic Priority:

1. Expanding Educational Opportunities
2. Ensuring Student Health, Safety and Well-Being
3. Transforming Academic Outcomes
4. Increasing Organizational Efficiency
5. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

#2 Ensuring Student Health, Safety and Well-Being

Summative Evaluation (Year-End): By the end of 2019-2020 School Year the Transportation Department should be able to see true numbers and a decline in lost students.

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Track Ridership	Give all students a RFID tracking badge card	2019-2020 School Year	\$50,000.00	John Wilcots	Run monthly reports by route checking ridership and badge swipes			

Department Goal 2: Bus Video Cameras/Terminal Center Cameras**Strategic Priority:**

1. Expanding Educational Opportunities
2. Ensuring Student Health, Safety and Well-Being
3. Transforming Academic Outcomes
4. Increasing Organizational Efficiency
5. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

#2 Ensuring Student Health, Safety and Well-Being

Summative Evaluation (Year-End): By school year end video cameras would be installed. Terminal Operation Centers will have updated camera systems to promote safety and track violators on properties.

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Ensure safety of students and be able to have driver retraining with video footage	To install and updated current video systems with fleet and terminal facilities	2019-2020 School Year	\$200,000.00	John Wilcots	Every 60 days we will audit of video footage on facilities and buses			

Department Goal 3: Professional Development**Strategic Priority:**

1. Expanding Educational Opportunities
2. Ensuring Student Health, Safety and Well-Being
3. Transforming Academic Outcomes
4. Increasing Organizational Efficiency
5. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

#5 Cultivating Team HISD Talent

Summative Evaluation (Year-End): Going to send transportation personnel to the following courses: CPR Training/CPI Training/TAPT Certification/First Responder Training/Accident Investigation Training

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Personnel will be certified in areas that promote student and bus driver safety	Systematic approach to certifying transportation personnel within the school year	2019-2020 School Year	\$100,00.00	John Wilcots	Create database to track personnel certifications and trainings			

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Houston Independent School District – District Improvement Plan 2019-2020

Department Name: Office of Special Education Services (OSES)

Data/ Needs Assessment (include your problem statement and root cause based on your data):

The OSES celebrates STAAR gains in the 2018-2019 school year with slight increases in student achievement. However, increases in the achievement gap between general education students and students with disabilities necessitate a focused plan that addresses the needs of all student groups and continues the prioritization of literacy efforts for all teachers, both Special Education and General Education.

Problem Statement: STAAR EOC passing rate for students with disabilities in English I is 6% “Approaches, 8% “Meets,” and 0% “Masters”. STAAR 3-8 passing rate for Reading (English and Spanish) is 36% “Meets,” and Writing 31% “Meets”.

Root Cause: Failure to implement specially designed instruction for students with disabilities.

Department Goal 1: Ensure that students with disabilities receive high-quality core instruction, specially designed instruction, and intervention, in accordance with state and federal laws.

Strategic Priority:

1. Expanding Educational Opportunities
2. Ensuring Student Health, Safety and Well-Being
3. Transforming Academic Outcomes
4. Increasing Organizational Efficiency
5. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

1. Expanding Educational Opportunities
3. Transforming Academic Outcomes

Summative Evaluation (Year-End): STAAR, STAAR Alt. 2, IEP Goal Progress Monitoring, PBMA/Results Driven Accountability Outcomes

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Increase in percentage of students making progress towards annual IEP goals Academic,	Train campus administrators and teaching staff who serve students with disabilities in English Language Arts	August 2019 - July 2020	Training Costs, Training Materials, Develop Work Plan, Develop a Schedule for Training	Office of Special Education Services Staff, Directors, Senior Managers, Managers, Program Specialists, SPED	Campus Administrators and Teaching Staff will have completed training.			

behavioral and social/emotional supports for students with disabilities are clearly embedded in the general curriculum.	in specially designed instruction via a continuum of services.		IDEA – B Formula and IDEA-Pre-School Funding	Teacher Development Specialists				
Improve student outcomes as indicated by a variety of measures	Office of Special Education Services Staff will monitor the fidelity of inclusive practices in the classroom conducting weekly observations and providing feedback to Campus Administrators.	Nov. 2019 - May 2020	Student Achievement, Student Data, Progress Monitoring IDEA – B Formula and IDEA-Pre-School Funding	Directors, Senior Managers, Managers and Program Specialists, SPED Teacher Development Specialists	Formative assessments and screeners			

Department Goal 2: Deliver ongoing, differentiated professional development for parents, teachers, campus leaders and other stakeholders designed to increase their effectiveness in providing support for students with disabilities.

Strategic Priority:

1. Expanding Educational Opportunities
2. Ensuring Student Health, Safety and Well-Being
3. Transforming Academic Outcomes
4. Increasing Organizational Efficiency
5. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

1. Expanding Educational Opportunities
3. Transforming Academic Outcomes
5. Cultivating Team HISD Talent

Summative Evaluation (Year-End): STAAR, STAAR Alt. 2, IEP Goal Progress Monitoring, PBMAS/Results Driven Accountability Outcomes, OneSource Course Report

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Increase integration of resources, supports, and strategies into classroom environment.	Provide training to parents, teachers, campus leaders and other stakeholders to increase awareness of all curriculum supplements provided to increase academic achievement	Nov. 2019 - March 2020	Training Costs, Training Materials, Develop Work Plan, Develop a Schedule for Training IDEA – B Formula and IDEA-Pre-School Funding	OSES Assistant Superintendent, Senior Managers, Managers and Program Specialists, SPED Teacher Development Specialists	Campus and Support Staff will observe the classroom teacher and case manager utilizing accommodations during instructional time.			
Improve student outcomes as indicated by a variety of measures (formative assessments, screeners, STAAR/ALT 2, STAAR)	Create and conduct district level trainings that provide support for programs and initiatives used by general and special education teachers (Unique, Restorative Practices, GoalBook, STAAR ALT 2, Self-Determination, Easy IEP, IEP Writing, etc.).	Nov. 2019 – May 2020	Student Achievement Data, Progress Monitoring IDEA – B Formula and IDEA-Pre-School Funding	Campus Administrators, OSES Assistant Superintendent, Directors, Senior Managers, Managers and Program Specialists, SPED Teacher Development Specialists	Student progress will be tracked through the Beginning of Year and Middle of Year Renaissance benchmarks.			

Provide available PD and supports based on priority, and differentiated to the individual and specific needs	Create and conduct district level trainings that provide support for programs and initiatives used by general and special education teachers (Unique, Restorative Practices, GoalBook, STAAR ALT 2, Self-Determination, Easy IEP, IEP Writing, etc.).	July 2019 – June 2020	Training Costs, Training Materials, Develop Work Plan, Develop a Schedule for Training IDEA – B Formula and IDEA-Pre-School Funding	Campus Administrators, OSES Assistant Superintendent, Directors, Senior Managers, Managers and Program Specialists, SPED Teacher Development Specialists	Observations and monitoring of classrooms for the implementation of inclusive practices in instruction will be conducted.			
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Department Goal 3: Implement clear systems of monitoring and evaluating special education services, both at the campus and central office levels that inform the continuous improvement of academic, behavioral, and social/emotional outcomes for students with disabilities.

Strategic Priority:

1. Expanding Educational Opportunities
2. Ensuring Student Health, Safety and Well-Being
3. Transforming Academic Outcomes
4. Increasing Organizational Efficiency
5. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

1. Expanding Educational Opportunities
3. Transforming Academic Outcomes
4. Increasing Organizational Efficiency

Summative Evaluation (Year-End): Comprehensive Updated Operating Guidelines, Master Progress Monitoring Calendar, PBMA/Results Driven Accountability Outcomes

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Revise the accessible OSES special education procedural manual	Update the special education procedural manual for school leaders and teachers.	July 2019 - June 2020	Legal Framework for Child Centered Special Education Process OSes Operating Guidelines IDEA – B Formula and IDEA-Pre-School Funding	OSes Assistant Superintendent, Directors, Senior Managers, Managers	Implementation Manual for School Leaders and Teachers will show updates by April 2020.			
Establish communication protocol for gathering and disseminating information	Provide campus leaders and special education department chairs with a structured schedule of dates to provide parents with communication to include progress toward academic and behavior IEP goals and attendance	July 2019 – August 2020	District's academic calendar TEA Correspondence IDEA – B Formula and IDEA-Pre-School Funding	OSes Assistant Superintendent, Directors, Senior Managers, Managers	Campus leaders and department chairpersons will receive a calendar which indicates the dates in which parents will be informed on students' academic and behavior IEP goals and attendance.			
Create equitable placement options across	Disseminate a framework illustrating the continuum of	July 2019 – January 2020	Legal Framework for Child Centered Special	OSes Assistant Superintendent, Directors, Senior	Framework published illustrating the continuum of			

each school area	special education services delivery models.		Education Process IDEA – B Formula and IDEA-Pre-School Funding	Managers, Managers	special education services in spring 2020.			
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Houston Independent School District – District Improvement Plan 2019-2020

Department Name: Innovation & Postsecondary Programming

Data/ Needs Assessment (include your problem statement and root cause based on your data):

The district provides direct support to campuses to offer postsecondary programs, which include: Advanced Placement, International Baccalaureate, Dual Enrollment, and Dual Credit. The district centrally supports campuses by providing professional/teacher development, Advanced Placement exams, IB exams, TSIA exams, and Dual Credit textbooks at no cost to campuses, students, and families. There are opportunities for students to leverage these postsecondary programming options to earn college credit while in high school. To increase student success, there is a need to provide more direct teacher training and support, vertical alignment between middle school and high school postsecondary opportunities, family and stakeholder awareness of postsecondary programming opportunities, and to strategically use data to inform personalized graduation plans and postsecondary program offerings across the district.

Department Goal 1: Improve student success in postsecondary programs across Houston Independent School District.

Strategic Priority:

1. Expanding Educational Opportunities
2. Ensuring Student Health, Safety and Well-Being
3. Transforming Academic Outcomes
4. Increasing Organizational Efficiency
5. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

1. Expanding Educational Opportunities
2. Transforming Academic Outcomes

Summative Evaluation (Year-End): Student performance, postsecondary program participation, end-of-year reports from CollegeBoard, community colleges, and other relevant sources.

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Increase the percentage of students receiving qualifying scores on AP	Direct teacher support and training at the campuses to	June 2019- June 2020	Postsecondary Programming Department	Director, Postsecondary Programming; Senior Managers, Postsecondary Programming; AP	Feedback surveys; Teacher PLC surveys; AP exam results			

exams by at least 3%	increase the level of academic rigor in advanced courses.			Curriculum Specialists				
	AP Institute training and district professional development throughout the year.	June 2019- June 2020	Postsecondary Programming Department	Director, Postsecondary Programming; Senior Managers, Postsecondary Programming; AP Curriculum Specialists	Teacher participation; Engagement surveys; AP exam results			
	AP Lead Teachers supporting and training AP teachers through early release professional learning communities (PLCs).	June 2019- June 2020	Postsecondary Programming Department	Director, Postsecondary Programming; Senior Managers, Postsecondary Programming; AP Curriculum Specialists	Teacher participation; PLC surveys; AP exam results			
Maintain or increase the percentage of students earning a qualifying grade in dual	Provide dual credit leaders professional development addressing student support tools.	Sept. 2019- April 2020	Houston Community College (HCC)	Dual Credit Manager & Senior Specialists	Survey of PD participants via OneSource			

credit courses	Support campuses in the delivery of strategic programming aligned with the learning objectives of college-level student success courses.	Sept. 2019-April 2020	Postsecondary Programming Department; HCC shared data	Dual Credit Manager & Senior Specialists; HCC P-16 personnel; Campus-based dual credit leaders	Campus visit logs, data sharing			
	Provide students access to all textbook-related content supporting mastery of coursework.	August 2019 (Fall term); January 2020 (Spring term); June 2020 (Summer term)	Postsecondary Programming Department; college textbooks are provided at no cost to schools and students	Dual Credit Manager & Senior Specialists	Inventory Tracking			

Department Goal 2: Increase the number of students meeting College, Career, and Military Readiness (CCMR) indicators via Postsecondary Programming.

Strategic Priority:

1. Expanding Educational Opportunities
2. Ensuring Student Health, Safety and Well-Being
3. Transforming Academic Outcomes
4. Increasing Organizational Efficiency
5. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

1. Expanding Educational Opportunities
2. Transforming Academic Outcomes

Summative Evaluation (Year-End): PSAT, SAT, ACT, and TSI score reports.

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes /Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Increase opportunities for vertical alignment from middle school to college level coursework including: Dual Credit, Dual Enrollment, AP IB	Provide national and district professional development throughout the year; including AP Professional Learning Communities, National History Day event, and Laying the Foundation training for teachers (elementary-high schools). Provide (4) AP Saturday Academies for student exam preparation and AP teacher professional development. Co-host nine National Math & Science Initiative (NMSI) Super Saturdays for student AP exam prep and teacher development.	June 2019-June 2020	Postsecondary Programming Department	Postsecondary Programming Director; Postsecondary Programming Senior Managers; Dual Credit Specialists; Curriculum Specialists	Teacher attendance and feedback surveys			

	Project Explore Advisors will advise middle school students on college-level coursework opportunities available in high schools.	Sept. 1, 2019 - June 15, 2020	Postsecondary Programming Department	Postsecondary Programming Director; Postsecondary Programming Senior Managers; Dual Credit Specialists; Curriculum Specialists; Project Explore Advisors	Personal Graduation Plans			
	Provide professional development on postsecondary programming options to middle school counselors and leadership.	June 1, 2019 - June 1, 2020	Postsecondary Programming Department Project Explore	Postsecondary Programming Director; Postsecondary Programming Senior Managers; Dual Credit Specialists; Curriculum Specialists	Personal Graduation Plans			
Increase the percentage of students completing dual credit English or Math courses or 9 semester credit hours of dual credit	Provide support to campuses by facilitating TSI Assessment training to site administrators and proctors	Fall 2019 - District level; Spring 2020 - Region 4	The Postsecondary Programming Department will continue to monitor TSI testing units for dual credit students	Dual Credit Manager & Senior Specialists	TSI usage data from College Board and HCC data sharing			
	Collaborate with campuses on strategic plan using student data.	June 1, 2019 - June 1, 2020	Postsecondary Programming Department School Strategic Plan	Postsecondary Programming Director; Postsecondary Programming Senior Managers; Dual Credit Specialists; Curriculum Specialists	Student enrollment reports (K-12 & postsecondary)			

	Establish campus-specific plans regarding academic and CTE postsecondary pathways.	June 2019 - June 1, 2020	Postsecondary Programming and CTE Departments Project Explore	Postsecondary Programming Director; Postsecondary Programming Senior Managers; Dual Credit Specialists; Curriculum Specialists	Postsecondary Programming Progress Reports			
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Department Goal 3: Expand student access to postsecondary programs across Houston Independent School District.

Strategic Priority:

1. Expanding Educational Opportunities
2. Ensuring Student Health, Safety and Well-Being
3. Transforming Academic Outcomes
4. Increasing Organizational Efficiency
5. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

1. Expanding Educational Opportunities
2. Transforming Academic Outcomes

Summative Evaluation (Year-End): Course Offerings in 2019-2020 school year; Student participation in postsecondary programs & related assessments; Student participation in assessment practice through Khan Academy.

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Increase access to college-level coursework across the district	Postsecondary Programming Department will collaborate with campus leadership teams to	Sept. 1, 2019 - June 1, 2020	Performance data provided by Houston ISD's research team	Postsecondary Programming Director; Postsecondary Programming Senior Managers; Dual Credit Specialists; Curriculum Specialists	College-level course plan; student performance data			

	create a complete college-level course plan, to ensure students have a variety of opportunities to earn college credit in high school.							
	Postsecondary Programming Department will provide access and guidance to using AP Potential data to stakeholders (campuses, families, students).	June 1, 2019 - June 1, 2020	AP Potential Data, which is no cost to campuses and families	Postsecondary Programming Director; Postsecondary Programming Senior Managers; Dual Credit Specialists; Curriculum Specialists	AP exam participation, performance, and 2019-2020 AP course offerings			
	Postsecondary Programming Department will host district-wide family and community events on college-level coursework benefits and offerings in HISD high schools, to increase awareness	Sept. 1, 2019 - June 1, 2020	Postsecondary Programming Department; HCC's P-16 Department	Postsecondary Programming Director; Postsecondary Programming Senior Managers; Dual Credit Specialists; Curriculum Specialists	Participant Surveys; Attendance			

	and participation.							
High schools will meet all dual credit course and student paperwork deadlines established by postsecondary partners, ensuring students have access to dual credit programs	Dual Credit team will implement summative evaluation of campuses' abilities to meet student onboarding benchmarks.	June 1, 2019 - June 1, 2020	Postsecondary Programming Department	Postsecondary Programming Director; Postsecondary Programming Senior Managers; Dual Credit Specialists; Curriculum Specialists	Postsecondary Programming Status Reports			
	Dual credit team will monitor course requests and supporting documents across the district.	June 1, 2019 - June 1, 2020	HCC's Smartsheet online platform and HISD's SIS system	Postsecondary Programming Director; Postsecondary Programming Senior Managers; Dual Credit Specialists; Curriculum Specialists	Smartsheet and HCC progress reports			
Increase number of students (grades 8-11) taking the PSAT & School Day SAT by 2%	Provide direct support to campuses to maximize use of Khan Academy throughout the school year. Increase students with Official SAT practice accounts in grades 8-12 grade by 2%. Postsecondary Programming Department will sponsor	June 1, 2019 - June 1, 2020	Postsecondary Programming Department	Postsecondary Programming Director; Postsecondary Programming Senior Managers; Dual Credit Specialists; Curriculum Specialists	Khan Academy usage reports provided by CollegeBoard; Participation rates			

	district-wide promotional program, campaigns, as well as a student ambassador program for campuses and students.							
	Provide direct support and training to campus PSAT and SAT Test coordinators.	June 1, 2019 - June 1, 2020	Postsecondary Programming Department	Postsecondary Programming Director; Postsecondary Programming Senior Managers; Dual Credit Specialists; Curriculum Specialists	Test Coordinator attendance; 100% of test coordinators trained to administer exam prior to testing			
	College & Career Readiness Advisors will provide direct advising to students on the importance of PSAT/SAT Exams for postsecondary opportunities.	August 2019 - June 2020	Postsecondary Programming Department	Postsecondary Programming Director; Postsecondary Programming Senior Managers; Dual Credit Specialists; Curriculum Specialists; College & Career Readiness Advisors	Khan Academy usage reports provided by College Board; participation rates			

Successfully support schools through IB Candidacy, Verification and/or 5-year Evaluation Process	IB district manager will provide direct support to IB coordinators at campus to successfully complete the Texas IB Schools organization (TIBS) candidacy and evaluation processes.	June 1, 2019 - June 1, 2020	Postsecondary Programming Department	IB Manager, Postsecondary Programming Senior Manager	Schools will be on track to complete candidacy on-schedule; Schools will pass TIBS evaluation process; TIBS evaluation data			
	Provide national and district professional development for teachers and IB coordinators throughout the year.	Sept. 1, 2019 - June 1, 2020	Postsecondary Programming Department	IB Manager, Senior Manager	Teacher and student participation in IB trainings and coursework			
	The district will provide direct support and funding to select IB campuses through the candidacy process.	June 1, 2019 - June 1, 2020	Postsecondary Programming Department	IB Manager, Senior Manager	Schools will be on track to complete candidacy on schedule; TIBS evaluation data			

Houston Independent School District – District Improvement Plan 2019-2020

Department Name: College Readiness

Data/ Needs Assessment (include your problem statement and root cause based on your data):

The College Readiness Department relies on a variety of external systems for its data analysis needs. The below data supports the strategies we have included in our plan to increase student achievement, specifically in the number of students demonstrating college readiness, enrolling in postsecondary education, and receiving financial aid and scholarship offers.

College Applications, Submissions and College Enrollment

- The persistence rate (i.e., the percentage of students who enroll in college and return for a second year) for HISD graduates in the Class of 2016 was 83 percent—a higher rate than other low-income, high minority, urban schools across the nation.
- Fifty-five percent of seniors who graduated in 2018 enrolled in college during the next school year (33% to 4-year and 22% to 2-year institutions).
- For the Class of 2019, 81% of seniors applied to college (54% to a 4 year-program and 49% to 2 year-program).
- College and Career Readiness Advisors advised 56% of 2018 seniors. Of these, 89% applied to a college (63% to a 4-year program and 59% to a 2-year program). This year there was a further increased focus on advising students who are less likely to enroll in college.
- More HISD graduates enrolled in postsecondary institutions in the year after high school in the Class of 2018 (6,076) than the Class of 2017 (5,930). However, the rate of enrollment has dropped slightly. HISD graduates enrolled in postsecondary institutions at 55% in 2018 and 56% in 2017. The drop in enrollment percentage correlates to an increase in the graduating class from 10,561 in 2017 to 11,025 in 2018.
- Compared to the Class of 2015 (before the district advising initiative), 17 HISD high schools had increases in college enrollment and 20 high schools improved the enrollment rate to four-year colleges and universities.
- 462 SPED seniors were advised by a College Success Advisor. Of those, 304 applied to college and 251 submitted a FAFSA.

Scholarship and Financial Aid Offers and FAFSA/TASFA Completion

- Total increase from 2015 to 2019 for number of recorded scholarship and financial aid dollars was \$191,901,269. A 72% increase.
- African Americans increase from 2015 to 2019 for number of recorded scholarship and financial aid dollars was \$34,970,164. A 41% increase.
- Hispanic increase from 2015 to 2019 for number of recorded scholarship and financial aid dollars was \$113,433,661. A 108% increase.
- Asian increase from 2015 to 2019 for number of recorded scholarship and financial aid dollars was \$16,206,616. A 61% increase.
- White increase from 2015 to 2019 for number of recorded scholarship and financial aid dollars was \$25,725,803. A 63% increase.
- Other increase from 2015 to 2019 for number of recorded scholarship and financial aid dollars was \$1,565,025. A 22% increase.

FAFSA/TASFA completion increased from 50% in 2016 to 63% for 2019.

Students who were advised by the College Readiness team completed their FAFSA/TASFA at a 77% rate (63% for all seniors in the district).

Department Goal 1: Leverage technology and summer bridge programs to increase the number of HISD graduate who enroll in and persist once in college.	
Strategic Priority: <ol style="list-style-type: none"> 1. Expanding Educational Opportunities 2. Ensuring Student Health, Safety and Well-Being 3. Transforming Academic Outcomes 4. Increasing Organizational Efficiency 5. Cultivating Team HISD Talent 	List the Strategic Priority(ies) this Goal Addresses: <ul style="list-style-type: none"> • Increasing Organizational Efficiency • Expanding Educational Opportunities

Summative Evaluation (Year-End): Run weekly, monthly, and semester reports on usage; sign in sheets for trainings; monitor attendance in summer bridge program and track enrollment in fall.

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Double the number of HISD graduates participating in HCCS summer bridge programs from 75 to 150.	Using historical data, identify students most likely to benefit from transition programs. Actively recruit starting in the fall and follow up with phone calls, class visits, and text messages.	Fall 2019 through Summer 2020	Co-Pilot Platform & Naviance. Houston Endowment Grant & General Matching Funds.	Director, Senior Manager, Managers, and Advisors.	Student Surveys given at end of bridge programs; National Student Clearing House Data.			
The percent of HISD graduates who return to a second year of college after	Will assign 4 advisors to work with students at high	Spring & Summer 2019.	Co-Pilot Platform & Naviance. Houston Endowment	Director, Senior Manager, Managers, and Advisors.	National Student Clearing House Data			

enrolling will increase from 83% to 86%.	enrollment college and universities; deploying former graduates to act as mentors.		Grant & General Matching Funds.					
We will increase the number of graduates deemed 'at-risk-for-summer-melt' who receive targeted advising through the summer and into their first year from 75% (1311 targeted /978 received direct advising) to 80%	Identify students likely to melt using historical data; advise highest priority students via phone or in person; send bi-weekly text messages; assign advisors to monitor and respond to text.	Summer 2020	Co-Pilot Platform & Naviance. Houston Endowment Grant & General Matching Funds.	Director, Senior Manager, Managers, and Advisors.	Reports run in CoPilot data tracking/texting platform.			

Department Goal 2: Implement a comprehensive college advising strategy for students through high school graduation.

Strategic Priority:

1. Expanding Educational Opportunities
2. Ensuring Student Health, Safety and Well-Being
3. Transforming Academic Outcomes
4. Increasing Organizational Efficiency
5. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

- Expanding Educational Opportunities
- Ensuring Student Health, Safety and Well-Being
- Transforming Academic Outcomes
- Increasing Organizational Efficiency
- Cultivating Team HISD Talent

Summative Evaluation (Year-End):

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
82% of the Class of 2020 seniors will have applied to either a 2 or 4 year college. 55% to a 4-year program and/or 55% to a 2-year program. This compares to 81% overall application rate for 2019 seniors with 54% applying to 4-year and 49% applying to 2-year.	Team of centrally trained College and Career Readiness Advisors assigned to high schools. Targeted advising of seniors (underrepresented minorities/lower income students) identified as traditionally less likely to attend college by the College Readiness team.	Application workshops starting September through December	Houston Endowment Grant & General Matching Funds. Co-Pilot Platform & Naviance. Houston Endowment Grant & General Matching Funds.	Director, Senior Manager, Managers, and Advisors.	Administrative reports in Naviance and CoPilot will be used to monitor student progress and access to information and applications for admissions, financial aid, and scholarships.			
57% of Houston ISD 2020 graduates will	College Readiness awareness events and	"Advising begins the first week of school and	"Co-Pilot Platform & Naviance. Houston	"Director, Senior Manager, Managers, and Advisors.	Annual reporting from the National Student			

enroll in a college or university within one year of graduating from HISD (compared to 55% for class of 2019) with a targeted increased from 23% to 26% enrolling in two-year institutions	enrichment programs, including TACRAO fairs, Black College Expo, Top Tier College Night, International DREAMERS Summit, and National Hispanic Institute.	continues through the end of June. Application benchmarks are created each week and shared among the three teams. Action plans are implemented for those schools or student sub-population sets who need attention.	Endowment Grant & General Matching Funds. Monthly Professional development trainings (College Institutes) at the University of Houston.		Clearinghouse Student Tracker program will be used to measure efficacy of improvement strategies. Application rates will be tracked on an ongoing basis through Apply Texas, and our CoPilot platform.			
75% of sophomores and juniors who receive direct advising will demonstrate an increase in their likelihood to attend college or pursue career training after high school.	More intentional outreach to campus staff, such as teachers, to increase awareness of the college-going processes. Targeted advising of sophomores and juniors whose demographic and academic	September through May	"Co-Pilot Platform & Naviance. Houston Endowment Grant & General Matching Funds. Monthly Professional development trainings (College Institutes) at the University of Houston.	Director, Senior Manager, Managers, and Advisors.	"Trainings will be monitored through attendance and participation logs. Expenditures will be monitored through budget spreadsheets, contracts, invoicing, and financial reports."			

	profiles indicate decreased likelihood of enrolling in college without directed support.							
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Department Goal 3: Provide a wide array of resources, trainings, and supports to assist seniors through the financial aid and scholarship process.

Strategic Priority:

1. Expanding Educational Opportunities
2. Ensuring Student Health, Safety and Well-Being
3. Transforming Academic Outcomes
4. Increasing Organizational Efficiency
6. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

- Expanding Educational Opportunities
- Ensuring Student Health, Safety and Well-Being
- Transforming Academic Outcomes
- Increasing Organizational Efficiency
- Cultivating Team HISD Talent

Summative Evaluation (Year-End): TASFA/FAFSA completion report run through CoPilot will be used. Percent FAFSA/TASFA submitted will be based on 2019 summer graduating class. Advisor will input a summary of each student interaction in CoPilot. We will run a TASFA/FAFSA completion report on students advised.

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes /Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
The amount of scholarship and financial aid offers to HISD students will increase from \$456,821,000	A series of professional development trainings targeting financial aid will be provided by	September through May Professional Development Meetings (College Institutes)	Houston Endowment Grant & General Matching Funds. HISD FAFSA	Director, Senior Manager, Managers, and Advisors.	Weekly reports run from the CoPilot Platform will be used to measure efficacy of improvement			

to \$470,526,000.	university financial aid officers and HISD trained college readiness/success/Emergence managers.		webpage. FAFSA/TASFA workshops during Parent Universities.		strategies.			
The percent of students completing the FAFSA/TASFA will increase by a 2 percentage point increase for class of 2020 from 63% to 65%	<p>A summit for HISD international students is planned in December to assist this subpopulation of students with their TASFA applications</p> <p>The department will visit campuses to provide ongoing FAFSA support. In October, the department will host a FAFSA event to increase FAFSA completion.</p>	HISD will host a FAFSA event on October 1th to increase FAFSA completion rates.	<p>HISD HUB landing page will have relevant college readiness and financial aid/scholarship information posted weekly.</p> <p>HISD DACA/DREAMER Website for information for refugee and immigrant students.</p> <p>Youth empowerment summit to assist foster and homeless students complete the</p>	Director, Senior Manager, Managers, and Advisors.	<p>Trainings of College Access Coordinators, Success Managers/Advisors, and Emergence Program managers will be monitored through attendance and satisfaction surveys.</p>			<p>In anticipation of the 2020-2021 FAFSA graduation requirement under House Bill 3, the College Readiness department will work with each principal and relevant district stakeholders to create FAFSA completion action plans. We will also analyze historical FAFSA submission data for the past three years in setting benchmarks and goals</p> <p>Additionally, the graduation requirement will provide significant leverage at the campus and district level to increase FAFSA submission rates. This will be factored in for our 2020-2021 goals/objects for the District.</p> <p>As context, HISD has raised FAFSA rates</p>

			TASFA/FAFSA					from around 54% in 2014 to 62% for 2018. These represent significant gains, equating to hundreds of more students completing their FAFSA each year. From 2017 to 2018, over 400 more students submitted a FAFSA.
Students who were advised by a college and career readiness advisor will increase their completed FAFSA/TASFA rate by 3 percentage point increase, from 77% to 80%	Weekly FAFSA/TASFA completion reports will be reviewed by the department and shared with campus and district leadership. Action plans will be developed for struggling campuses and sub-populations.	HISD will host the DREAM summit for HISD international students in December.	CoPilot is a tracking platform used by campus staff campus to track FAFSA completion at the student level. Counselors can filter to specific student groups and send out targeted communications via a texting platform.	Director, Senior Manager, Managers, and Advisors.	Weekly reports run from the CoPilot Platform will be used to measure efficacy of improvement strategies.			

Houston Independent School District – District Improvement Plan 2019-2020

Department Name: Career and Technical Education

Data/ Needs Assessment (include your problem statement and root cause based on your data): The Career and Technical Education department primarily works with educators who have come directly from industry and thus need pedagogical supports to effectively deliver instruction in the classroom.

Department Goal 1: The CTE department will provide individualized instruction for new and experienced teachers on pedagogy and best instructional practices based on classroom observations and campus requests by May 2020 to address academic and workforce skill development in students in at least 5 high need campuses.

Strategic Priority:

1. Expanding Educational Opportunities
2. Ensuring Student Health, Safety and Well-Being
3. Transforming Academic Outcomes
4. Increasing Organizational Efficiency
5. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

1. Expanding Educational Opportunities
2. Transforming Academic Outcomes
3. Cultivating Team HISD Talent

Summative Evaluation (Year-End): The Career and Technical Education department will collect data via survey from instructors and administrators regarding services received and its impact on instruction.

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
CTE department staff will visit classrooms at least 1 time monthly and observe instructional practices and provide informal feedback and	Minimum scheduled meetings with campuses are planned and documented on calendars monthly.	Ongoing August – June	CTE Centralized Budget, CTE Perkins Grant, Career Readiness	CTE Specialist, CTE Managers, Sr. Managers, CTE Director	A survey from instructors and administrators regarding services received and its impact on instruction. Data Analytics based on follow			

recommendations to teachers.					up letters and evaluations			
CTE department staff will provide at least one opportunity for developing teachers as specified by campus administrators, to attend in state professional development on various instructional strategies during the school year and summer 2020.	Professional Development Calendars are distributed and created monthly including but not limited to pedagogy, industry standards and upskilling, and industry-based certifications.	Ongoing August – August	CTE Centralized Budget, CTE Perkins Grant, Career Readiness	CTE Specialist, CTE Managers, Sr. Managers, CTE Director	A survey from instructors and administrators regarding services received and its impact on instruction. Data Analytics based on follow up letters and evaluations			

Department Goal 2: The CTE department will work with campuses to increase the number of industry-based certifications earned by students by 5% by the summer of 2020.

Strategic Priority:

6. Expanding Educational Opportunities
7. Ensuring Student Health, Safety and Well-Being
8. Transforming Academic Outcomes
9. Increasing Organizational Efficiency
10. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

1. Expanding Educational Opportunities
2. Transforming Academic Outcomes
3. Cultivating Team HISD Talent

Summative Evaluation (Year-End): Data tracking for Industry based certifications, performance measures by students and teachers.

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
The CTE department will provide ongoing professional development aligned to industry-based certification content.	Professional Development Calendars are distributed and created monthly including but not limited to pedagogy, industry standards and upskilling, and industry-based certifications.	Ongoing August – August	CTE Centralized Budget, CTE Perkins Grant, Career Readiness	CTE Specialist, CTE Managers, Sr. Managers, CTE Director	Data tracking for Industry based certifications, performance measures by students and teachers. A survey from instructors and administrators regarding services received and its impact on instruction. Data Analytics based on follow up letters and evaluations			
The CTE department will provide supplemental resources in the form of curriculum, vouchers, industry site visits, credentialing of labs, partnerships,	The CTE department will have specialist, curriculum and programming managers work with industry stakeholders to provide services	Ongoing August – August	CTE Centralized Budget, CTE Perkins Grant, Career Readiness	CTE Specialist, CTE Managers, Sr. Managers, CTE Director	Data tracking for Industry based certifications, industry stakeholder reviews and evaluations, and performance measures by students and teachers.			

equipment, and supplies to support student outcomes.	needed to meet the outlined objectives.							
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Department Goal 3: Implement a planned approach ensure that every student commits to a post-secondary plan by their senior year.

Strategic Priority: <ul style="list-style-type: none"> 11. Expanding Educational Opportunities 12. Ensuring Student Health, Safety and Well-Being 13. Transforming Academic Outcomes 14. Increasing Organizational Efficiency 15. Cultivating Team HISD Talent 	List the Strategic Priority(ies) this Goal Addresses: <ul style="list-style-type: none"> 1. Expanding Educational Opportunities 2. Transforming Academic Outcomes
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Summative Evaluation (Year-End): Review of and completion of Post -Secondary plan

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Implement a planned approach ensure that every student commits to a post-secondary plan by their senior year.	The initiative "Every student must commit" to a post-secondary plan. 100% of graduating seniors will have completed steps to	AUGUST-JULY	CTE Centralized Budget, CTE Perkins Grant, Career Readiness	CTE Advisors, CTE Managers, Sr. Managers, CTE Director	Evaluation performed by CTE advisors on senior students to determine if they have committed to a post-secondary plan and has worked with the advisors to determine next steps. The advisors will use the existing PGP			

	<p>their own post-secondary goals. Students will complete a survey mid-year with the CTE advisors to review options and develop a post-secondary action plan and next steps.</p>				<p>to help formulate plans with students who are undecided.</p>			
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