

HOUSTON INDEPENDENT SCHOOL DISTRICT



DISTRICT IMPROVEMENT PLAN 2018-2019

HOUSTON INDEPENDENT SCHOOL DISTRICT
2018-2019 District Improvement Plan – Department Index

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Mission, Vision, Core Beliefs, and Goals

In 2017, the Houston Independent School District Board of Education refined the district's mission, vision, and beliefs to more accurately reflect the needs of students, schools, and families.

MISSION

The Board of Education's mission is to equitably educate the whole child so that every student graduates with the tools to reach their full potential.

VISION

Every child shall have equitable opportunities and equal access to an effective and personalized education in a nurturing and safe environment. Our students will graduate as critical thinkers and problem solvers; they will know and understand how to be successful in a global society.

BELIEFS

- We believe that equity is a/the lens through which all policy decisions are made.
- We believe that there should be no achievement gap among socio-economic groups or children of ethnic diversity.
- We believe that the district must meet the needs of the whole child, providing wraparound service and social and emotional supports.
- We believe our classrooms/schools should be safe, vibrant, joyful spaces where students are guaranteed access to a challenging and deep educational experience.
- We believe that instruction should be customized/personalized to meet the learning needs for each individual child, including students with disabilities, gifted and talented students, and English Language Learners, so they have the support and opportunity they need to flourish.
- We believe that recruitment and retention of qualified and effective personnel are the keys to enhancing the quality of education and increasing student achievement.
- We believe that the community has a right to transparent operations across the district in all schools, departments, and divisions.
- We believe that meaningful engagement with the community is important in all major decision-making.
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DISTRICT GOALS

In 2017, the Board of Education renewed its commitment to fostering rigorous academic programs that are aligned with state standards for all students from prekindergarten to 12th grade. The board developed three goals — on which all strategic priorities are based — to ensure students demonstrate mastery of Global Graduate standards and show consistent, meaningful, and measurable growth across content areas.

Goal 1

- The percentage of students reading and writing at or above grade level for grade 3 through English 2 will increase by 3 percentage points annually between spring 2017 and spring 2020.

- Baseline reading data collected in September on the districtwide screener for students in K-12 will show improvement in the percentage of students reading on grade level at the middle and end-of-year testing windows by a minimum of 1/5 percentage points each.
- Data will be collected from students in grades 4 and 7 in September, December, and February from student portfolios of writing samples based on a district rubric; the percentage of students receiving a passing score will increase proportionally to 90% in February from the September baseline.

Goal 2

- The percentage of graduates meeting the Global Graduate standards will increase 3 percentage points annually, starting at the 2017 baseline and increasing to 85 percent by 2022.
- The number and percentage of students completing (earning a 70 or better) a career or technical (CTE) course who are coded as a student taking a coherent sequence will be reported for each semester and will show improvement from the prior year's comparable semester and from fall to spring semesters.
- The number and percentage of students completing (earning a 70 or better) an AP or IB course will be reported for each semester and will show improvement from the prior year's comparable semester and from fall to spring semesters.
- The number and percentage of students completing (earning a 70 or better) a dual-credit course will be reported for each semester and will show improvement from the prior year's comparable semester and from fall to spring semesters.

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 3 percent annually in reading and math between spring 2017 and spring 2020.
- Monthly progress monitoring of students in grades K-12 identified as being below grade level in reading and/or math on the district's screener will demonstrate a minimum of one month's growth each month through the End of Year (EOY) test.

District Overview

The Houston Independent School District, with more than 214,000 students and encompassing 333 square miles within greater Houston, is the seventh-largest public school system in the nation and the largest in Texas. 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.

HISD priorities for the upcoming 2018-2019 school year:

- **Ensure student health, safety and well-being**—the district will focus on expanding the [Every Community, Every School](#) initiative to serve more students, connecting them with resources and wraparound services, such as food, mental health, stable housing, and physical health needs.
- **Expand educational opportunities**—HISD will begin a coordinated effort to significantly increase prekindergarten student enrollment across the district, access to innovative instruction, aggressive expansion of fine arts programs.
- **Transform academic outcomes**—by fostering lifelong literacy and improving how we serve our special education leaders, the district will continue to focus on the data that continues to gaps within the state-mandated STAAR tests.

- **Cultivate Team HISD talent**—there will be a comprehensive strategy implemented to develop future leaders and become the district of choice in the Houston-area
- **Increase organizational efficiency**—the district will create several initiatives that improves financial and business transparency, which includes the creation of the Houston Education Advocacy Representatives (HEAR), a small group of leaders who serve as an advocacy group. HISD has also established a new legislative hub, the district's first online hub that educates the community on how to become involved in the lawmaking process.

Accountability

The 2018 accountability system uses a performance framework that consists of three domains. Detailed information on each of the three domains, including construction of the domains, scoring tables, minimum size requirements and exclusions can be found in the Texas Education Agency's (TEA) 2018 Accountability Manual. The three domains are: 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 Met Standard rating, 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.

Districts received A–F ratings this year while campuses received Met Standard or Improvement Required ratings. The new system is based on three domains, Student Achievement, School Progress, and Closing the Gaps. In addition, any campus or district that qualified for the Hurricane Harvey provision and would have otherwise received an Improvement Required (Campus) or a B, C, D, or F (District) rating was labeled Not Rated. The district has until September 14th, 2018 to submit appeals to TEA if any ratings have been calculated in error.

Key findings:

- The district received a rating of Not Rated: Harvey Provision for the 2017–2018 school year. If not for the Hurricane Harvey provision, the district would have received a B rating.
- 251 out of the 275 campuses that were rated (91 percent) were assigned a Met Standard rating while seven campuses (3 percent) were rated Improvement Required.
- 17 out of the 275 campuses that were rated (6 percent) received a Not Rated: Harvey Provision label, including two campuses without their own data that were paired with the district.
- 19 out of the 27 campuses (70 percent) rated Improvement Required in 2016–2017 were assigned a Met Standard rating, one was not rated this year, and seven campuses received a Not Rated: Harvey Provision label.
- 243 campuses were eligible this year for Distinction Designations • 152 campuses (63 percent of those eligible) received at least one Distinction Designation.
- 19 campuses (8 percent of those eligible) received every eligible Distinction Designation.

Safety and Environment

HISD's policy is that all students and employees shall be free from bullying and sexual harassment, including violence in students' relationships. All charges of bullying, sexual harassment, and dating violence are taken very seriously. The district makes every reasonable effort to handle and respond to every charge and complaint filed by students and employees in a fair, thorough, and just manner. Every reasonable effort is made to protect the due process rights of all victims and alleged offenders.

Goal:

HISD campuses, and the district, will reduce the number of Level II-IV disciplinary offenses and reduce the number of reported bullying instances. The departments of Federal and State Compliance, Counseling and Guidance, Student Assistance, Social and Emotional Learning and Professional Support and Development provide support for the following strategies.

Improvement Strategies:

A counselor or administrator who receives a report of bullying, sexual harassment, or dating violence will address the issue, in a private meeting, with the student who was the target of the reported behaviors. Allegations and motives of bullying will be kept in the HISD data system. In addition, HISD has taken the following proactive prevention actions regarding bullying beginning in the 2017–2018 school year:

- Mandatory safety and bullying awareness training for all employees through OneSource;
- Mandatory principal-led faculty training on anti-bullying prevention and proper campus interventions;
- Additional teacher on-line modules to facilitate a deep understanding of the different types of bullying (physical, emotional, cyber) and techniques to curtail campus bullying incidents;
- 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;
- Classroom Management and Culture Institute (new teachers);
- Saturday Touch Point sessions that focused on positive behavioral interventions and supports;
- Development of the bullying awareness course that provided teachers with a blended learning experience (90-minute session facilitated by campus leaders and a six-hour online course);
- Elementary counselors provide additional campus face-to-face trainings, as requested, and distribute conflict resolution and anti-bullying student materials to schools;
- During the first week in February, the district hosts an anti-bullying week where several community professionals are made available to provide campus assemblies regarding bullying prevention. In addition, schools are provided a list of fun activities to implement that have proven to be effective in the prevention of bullying issues on campus.

Responsible Staff: Student Support Services, Counseling and Guidance and Professional Support & Development

Title IV – Transportation

HISD Transportation: Zonar & Printers - \$400,000

The transportation dept. is moving forward with GPS & Student tracking system connected with Zonar.

- All students will be issued scan cards to board the bus.
- Scanned card printers will be utilized to replace if students lose or damage issued cards.

For safety reasons, hourly personnel will support the transportation hubs during morning and afternoon for departures and arrivals: \$1.2 million dollars.

The benefits of tracking students, bus GPS with direct link to Transfinder and the multifunctional scan cards will increase the department efficient and data accuracy.

Graduation and Dropout Rate

Graduation and Dropout Rates with Exclusions (State Accountability): Class of 2017

- Out of 12,310 students in the class of 2017, 9,940 (80.7 percent) graduated. The graduation rate for the class of 2017 was 0.2 percentage points higher than the rate for the class of 2016. This is the district's largest cohort and largest number of graduates during that period but the second lowest graduation rate since the state implemented the current methodology in 2011.
- Among the four major ethnic groups in the class of 2017, Asian students had the highest graduation rate (91.8 percent), followed by African American students (81.1 percent), Hispanic students (80.4 percent), and White students (78.7 percent). The graduation rate for African American and Hispanic students increased by 2.3 and 0.1 percentage points, respectively; while the graduation rate for Asian and White students decreased by 2.7 and 2.5 percentage points, respectively.
- The longitudinal dropout rate for the class of 2017 was 12.6 percent (based on 1,548 dropouts), the same as the dropout rate for the class of 2016.
- African American students had the highest longitudinal dropout rate among the major ethnic groups (13.8 percent), followed by White students (13.0 percent) and Hispanic students (12.6 percent). Asian students had the lowest longitudinal dropout rate (4.0 percent). The dropout rates for Asian, White, and Hispanic students were 2.6, 0.7, and 0.2 percentage points higher than the rates for the class of 2016. The dropout rate for African American students decreased by 1.0 percentage points.

Graduation and Dropout Rates without Exclusions (Federal Accountability): Class of 2017

- The graduation rate used for federal accountability purposes was 78.8 percent for the class of 2017, an increase of 0.9 percentage points over the class of 2016.
- The longitudinal dropout rate for all students decreased by 0.6 percentage points from 13.7 percent in 2016 to 13.1 percent in 2017.

District Improvement Plan: Building on this general overview, what follows are detailed plans from specific departments and the strategies being implemented to address student needs.

Houston Independent School District - District Improvement Plan 2018-2019

District Name:	Houston ISD	County District Number:	101912	Superintendent Name:	Dr. Grenita Lathan, Interim Superintendent
Department Name:	Elementary Curriculum and Development	Educational Service Center:	Region 4	School Year:	2018-2019
Data/Needs Assessment:	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.				
Problem Statement #1:	Grade 4 STAAR Writing performance decline of 4% at the approaches level				
Root Cause #1:	Lack of systemic teaching of writing skills and processes across grades PK-5				
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.				
Summative Evaluation:	2019 STAAR Reading and Writing				

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Select	Next Steps
By June 2019, 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 monitored by the district-wide universal screener.	Implement small group guided reading instruction using authentic texts with fidelity	August 2018 - May 2019	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 reading Texas Essential Knowledge and Skills process standards	August 2018 - May 2019	HISD Curriculum, lead4ward, Title II - Teacher Development and GF - Curriculum Specialists	Elementary Curriculum Officer and Elementary Literacy Director	Benchmark Running Records, Universal Screener, and Formative Assessments			
	Provide a phonics manual for kindergarten to 2nd grade teachers that systematize phonics instruction across the district	August 2018 - May 2019	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 2018 - June 2019	Texas School Leaders Grant (TSL)	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	August 2018 - May 2019	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 2019, 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 2018 - May 2019	HISD Curriculum, lead4ward, Title II - Teacher Development and GF - Curriculum Specialists	Elementary Curriculum Officer and Elementary Literacy Director	District Formative Assessments			
	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 2018 - May 2019	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 2018 - May 2019	HISD Curriculum and lead4ward	Elementary Curriculum Officer and Elementary Literacy Director	District Formative Assessments			

Problem Statement #2:	Equitable access to high quality Fine Arts instruction and Librarians; Equitable access to high quality PK programs
Root Cause #2:	Lack of targeting essential staffing, facilities, materials and equipment expectations for campuses to advance levels of Fine Arts instruction and Librarians to support 21st Century learning; Lack of PK zoning.
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.
Summative Evaluation:	Full time and certified Fine Arts teachers, Librarians, and PK Enrollment

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
By June 2019, 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 5%.	Continued data collection and development. Compile comparative data from 2017-2018 school year, in areas of campus offerings and certified and non-certified teachers.	August 2018–June 2019	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 and teachers in the areas of best practices, campus vision and instructional support.	August 2018–June 2019	GF1, Title IV	Elementary Curriculum Officer, Fine Arts Director, Fine Arts Curriculum Specialists	Campus Visitation Logs (CVLs), school leader and teacher 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 2018–June 2019	Various local and national fine arts non-profits and partners	Elementary Curriculum Officer, Fine Arts Director, Fine Arts Curriculum Specialists	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 aquired materials.			
By June 2019, promote 21st century learning and global graduate competencies by increasing the number of full-time certified librarian positions by 5%.	Recruit HISD employees annually to enroll in a post-secondary School Library Certification cohort to obtain their school library certification.	Enrollment by Spring 2019 semester, graduation by Summer 2020.	Partnership with Human Resources & university parnters to conduct cohort program using librarian certification curriculum	Library Services Manager	Number of HISD staff that complete the school library certification cohort program;			
	Partner with Construction Services to ensure that each new/renovated campus is constructed with a library space that is capable of housing the physical collection and providing a space for research work, studying and collaboration.	August 2018–June 2019	Bond Office	Library Services Manager, Director of Construction Services	Library Services has partnered with Construction Services to make recommendations for each campus library being constructed/renovated			
	Conduct an analysis of each campus library collection to determine their TCEA status, along with funds needed to further develop any library collection that doesn't meet Proficient status	August 2018–June 2019	GF- Library Curriculum Specialists	Library Services Manager; Library Curriculum Specialists	Each campus will report on library funds in their annual State of the Library report (conducted in May) and will have their collection analyzed with the TitleWave software to ensure they are meeting the TCEA Proficient standard for the library collection.			

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
By June 2019, increase prekindergarten high-quality programming and planning to be able to serve an additional 1,000 students in preparation for the 2019-2020 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 2018–June 2019	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	August 2018–March 2019	HERC Partnership	Elementary Curriculum Officer and Early Childhood Director	HISD Research and Accountability Reports			

Problem Statement #3:	Achievement gap for African American, Hispanic, Economically Disadvantaged, English Learners, and Special Education students
Root Cause #3:	Lack of consistent implementation of the 135 minute literacy block and use of authentic texts; lack of a district-wide Sheltered Instruction model and professional development; Lack of math content capacity for campus administrators and teachers.
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
Summative Evaluation:	2019 STAAR Reading and Math

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
By June 2019, the percent of students exhibiting below satisfactory performance on the 2018 STAAR reading assessment will demonstrate at least one year of academic growth resulting in an at least three percentage point increase as measured by the 2019 STAAR Reading assessment and monitored on district formative assessments and the district-wide reading universal screener.	Provide resources and training for administrators and Intervention Assistant Team (IAT) department managers and specialists to match interventions and strategies for struggling readers based on data	August 2018 - May 2019	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			
	Integrate Social Studies within the literacy block and use district adoption Studies Weekly	August 2018 - May 2019	HISD Curriculum & Studies Weekly Instructional Resource	Elementary Curriculum Officer and Elementary Social Studies Manager	Benchmark Running Records, Universal Screener, and Formative Assessments			
	Implement Literacy Rotunes as the district-wide Sheltered Instruction Model during literacy and content instruction	August 2018-May 2019	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 2019, 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 2019 STAAR mathematics assessments and monitored on district formative assessments, universal screener, and the district-wide resource, Imagine Math.	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 2018 - June 2019	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 development for campus leaders including: Principals, Assistant Principals, Math Specialists, and Math Lead Teachers.	August 2018 - June 2019	Texas School Leaders Grant (TSL)	Elementary Curriculum Officer and Elementary Math Director	School leader qualitative surveys and campus visits & Universal Screener and Formative Assessments			
	Implement and monitor Imagine Math diagnostic assessments, usage, and student TEKS mastery.	August 2018 - June 2019	Instructional Materials Allotment (IMA)	Elementary Curriculum Officer and Elementary Math Director	Imagine Math, Universal Screener and Formative Assessments			

Houston Independent School District - District Improvement Plan 2018-2019					
District Name:	Houston ISD	County District Number:	101912	Superintendent Name:	Dr. Grenita Lathan, Interim Superintendent
Department Name:	Secondary Curriculum and Development	Educational Service Center:	Region 4	School Year:	2018-2019
Data/Needs Assessment:	The Secondary Curriculum and Development department celebrates STAAR gains in the 2017-2018 school year. However, declines in student writing scores and increases in achievement gaps necessitate a focused plan that addresses 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:	Writing scores decreased and achievement gaps widened for grades 7, English I, and English II.				
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.				
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.				
Summative Evaluation:	STAAR Reading and Writing, Spring 2019				

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/ Data)	Status	Next Steps
By June 2019, 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 common writing formative assessments in the fall and spring.	Secondary Curriculum and Development will maintain implementation of Literacy in the Middle and Literacy Empowered through professional development for all four core secondary teachers and will continue to allocate literacy resources for all secondary students.	Fall 2018-Spring 2019	Classroom Libraries, Digital libraries, Teacher Training (GF, Title I, Title II, Instructional Materials Allotment)	Secondary Curriculum Directors of English/Language Arts, Mathematics, Social Studies, Science, and Literacy	Universal Screener, Achieve 3000, District Formative Assessments, Professional Learning Participation			
	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 2018-Spring 2019	Teacher Development Specialists (Title I, Title II)	Secondary Teacher Development Specialists of English/Language Arts, Mathematics, Social Studies, Science, and Literacy	Universal Screener, Achieve 3000, District Formative Assessments			

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/ Data)	Status	Next Steps
	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 2018-Spring 2019	Developed and Implemented through Teacher Development Specialists (Title I, Title II)	Secondary Curriculum 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 callibration, and provides responsive pedagogy.	Fall 2018-Spring 2019	Developed and Implemented through content directors and Teacher Development Specialists (GF, Title I, Title II)	Secondary Curriculum Directors and Teacher Development Specialists 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-wide professional learning.			

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/ Data)	Status	Next Steps
	Secondary Curriculum and Development will provide six intensive professional development opportunities by school office area and five early release day professional developments to support teacher development in writing across the content areas.	Fall 2018-Spring 2019	External partnership with writing trainers (Title I, Title II, grant)	Partnership - Spillman Consulting and Teacher Development Specialists	Common writing assignments on district formative assessments and in the district curriculum. Participation in professional learning.			

Problem Statement #2:		With an increase in STAAR accountability, soft skill development must be planned for and prioritized to ensure well-rounded student development and college and career readiness.						
Root Cause #2:		STAAR accountability places more priority on TEKS mastery, less on whole-child development.						
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.						
Summative Evaluation:		Student Survey and, ultimately, Domains 1, 2, and 3 of the State Accountability System						
Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/ Data)	Status	Next Steps
By June 2019, the number of high school students reporting increased opportunities to develop Global Graduate competencies will increase as measured by the Global Graduate survey.	The secondary core district curriculum resources will provide alignment to Global Graduate development competencies and outline strategies to develop soft skills while mastering TEKS during Tier One instruction. This includes the inclusion of college readiness modules in the middle school ELA	Fall 2018-Spring 2019	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 2019, all HISD high school campuses will have successfully identified teachers to pass the ESL certification test.	Instructional Technology TDS will supply campuses with teacher coaching, CIT development, and project support for students.	August 2018 - April 6, 2019	Title I, Title II, GF Positions	Director of Instructional Technology	Survey responses and feedback from CITs, campus participation in projects			

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/ Data)	Status	Next Steps
By April 2019, all high school campus will have at least two participating teams in the year-long project opportunity that complements the "Together with Tech" spring event/showcase.	The Secondary Curriculum and Development team will collaborate with community partners to provide learning opportunities for all participants during the event. Through strategic partnerships with community partners, prizes will be awarded to the student winners of the competitions.	August 2018 - April 6, 2019	Title I, Title II, GF Positions	Director of Instructional Technology	Partner participation and support			

Problem Statement #3:		While data currently reveals increases in reading and mathematic achievement, continued work needs to be sustained to ensure						
Root Cause #3:		Continued teacher development and instructional supports in differentiating Tier 1 instruction are needed to ensure all students a						
Goal #3:		Among students who exhibit below satisfactory performance on state assessments, the percentage who demonstrate at least one						
Summative Evaluation:		STAAR 2019 Cohort Data						
Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/ Data)	Status	Next Steps
By June 2019, the percent of secondary students exhibiting below satisfactory performance on the 2018 STAAR Reading assessment will demonstrate at least one year of academic growth resulting in at least three percentage points of increase as measured by the 2019 STAAR Reading assessment and monitored on district formative assessments and the district-wide reading universal screener and provided through tier one differentiation in all content areas.	Continued instructional supports are needed to ensure all students are able to read and comprehend complex texts, including further teacher preparation in delivering differentiation instruction based on data.	Fall 2018-Spring 2019	Title I, Title II, GF Positions	Curriculum Directors of English/Language Arts, Social Studies, and Science	District formative assessment growth, participation in professional learning, classroom observations, Universal Screener			
	Continued instructional supports are needed to ensure an increase in the volume of reading and writing daily in all content areas. Support includes curriculum embedded reading and writing opportunities, a reading app to measure independent reading, acquiring additional digital YA texts and aligned professional development.	Fall 2018-Spring 2019	Title I, Title II, GF Positions, Instructional Materials Allotment	Curriculum Directors of English/Language Arts, Social Studies, and Science	District formative assessment growth, participation in professional learning, classroom observations, Universal Screener, data from reading APP			

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/ Data)	Status	Next Steps
	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 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).	Fall 2018-Spring 2019	Title I, Title II, GF Positions	Curriculum Directors of English/Language Arts, Social Studies, and Science	District formative assessment growth, participation in professional learning, classroom observations, Universal Screener			

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
By June 2019, the percent of secondary students exhibiting below satisfactory performance on the 2018 STAAR Mathematics assessment will demonstrate at least one year of academic growth resulting in at least three percentage points of increase as measured by the 2019 STAAR Mathematics assessments and monitored on district formative assessments and the district-wide resource, Imagine Math and provided through tier one differentiation.	Continue to provide 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, Rough Draft Talk and Small Group Work.	Fall 2018 and Spring 2019 Early Release Professional Learning and also through bi-weekly Wednesday Professional Learning opportunities for Achieve 180 campuses.	Teacher Development Specialists Rice University School Mathematics Project will provide concurrent STAAR content courses for teachers on the Early Release dates (paid for by interested campuses)	Secondary Mathematics Director	District formative assessments, Imagine Math data, participation in professional learning			
	Continue to provide teacher development in the appropriate implementation of graphing calculators and digital tools through district-level Teacher Development Specialists and district-wide professional learning centered around HISD TEKS-aligned curriculum.	Fall 2018-Spring 2019	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			

Houston Independent School District - District Improvement Plan 2018-2019					
District Name:	Houston ISD	County District Number:	101912	Superintendent Name:	Dr. Grenita Lathan, Interim Superintendent
Department Name:	Coordinated School Health/Secondary Curriculum and Development	Educational Service Center:	Region 4	School Year:	2018-2019
Data/Needs Assessment:	<ul style="list-style-type: none"> • Youth Risk Behavior Survey (YRBS) • FitnessGram Data • School Health Profiles (SHP) • School Health Policies and Programs Study (SHPPS) • School Health Index (SHI) 				

<p>Problem Statement #1:</p>	<p>An Institute of Medicine report acknowledges the complexity of the health problems experienced by adolescents. Childhood obesity, injury and violence, sexual risk behaviors, and tobacco use are just a few of the health problems children and adolescents face today. These health problems are likely to compromise their health and contribute significantly to decreased academic performance, truancy, and school dropout rates. 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. 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.</p> <p>As a social construct, media are diverse entry points (T.V., music/audio, computer, video games, print, movies) into the commercial marketplace environment of **materialism and aesthetic philosophy. Frequent use of media exposes youth to these uncritical ideas that are carried into schooling. Consequently, media content becomes instructional content. In addition youth are less likely to be physical active and make poor food choices.</p> <p>Multiple studies reveal:</p> <ul style="list-style-type: none"> • Youth spend a significant amount of time within this inauthentic environment. <ol style="list-style-type: none"> 1) Frequent exposure to celebrity lifestyle choices influence youths' concepts of self-perception, body image, education, and community. 2) Advertisement firms direct placement ads targeting racial, ethnic, and income groups across the United States. • T.V. alone exposes children and adolescents to at least 14,000 ads per year <ol style="list-style-type: none"> 1) Most ads for high energy foods. 2) Houston ranked in the top ten for the most total hours watched in 2015-16. • The State Physical Activity Nutrition Texas surveillance survey revealed general increase in screen-time: <ol style="list-style-type: none"> 1) from 3-4 hours in 4th graders 2) to 8-9 hours a day in 8th and 11th graders. • Signs of generational and generalized uncritical ideas of overconsumption (a consumer culture) are: <ol style="list-style-type: none"> 1) Persistent academic underperformance and underachievement (material and aesthetic ideas are carried into the school environment which complicates and interferes with structured learning processes).
	<ol style="list-style-type: none"> 2) Minority groups were influenced to spend an estimated 2.2 trillion dollars in the commercial marketplace in 2016. 3) Cross-sector community impact: divestment of helath, educaation and economic assets results in long-term impace of unproductivity and system dependency. ** aesthetics (beauty and materialism - a tendency to consider material possessions and physical comfort as more important than mental values.

Root Cause #1:	Commercial marketplace influence of aesthetic philosophy and materialism perpetuate the overconsumption of uncritical ideas. This parallels overconsumption of low nutritive, energy dense foods, entertainment, and other consumer goods.
Goal #1:	School Health and Medical Services, Curriculum & Development, and Nutrition Services collaborates to create a centralized infrastructure to promote and support sustained changes in thinking and behaviors about nutrition, physical fitness, academics, and community health on PK-12th campuses. The infrastructure consists of four component objectives: 1) Support campus implementation of Coordinated School Health Program (CSHP) Wellness Team as mandated by law using the Whole School, Whole Community, Whole Child (WSCC) Model 2) professional development or **professional learning communities** 3) critical thinking, food literacy, comprehensive health and physical education curriculum integration and delivery 4) change in environmental influences. **Program Progress Reports will be developed annually, by Program Staff.
Summative Evaluation:	Behaviors/Traits a) Academic: STAAR longitudinal performance, college admission tests b) Consumer expenditure survey* c) Food choices (sureys and Point of Sale)* d) Youth Risk Behavior survey (YRBS) e) SPAN survey. Needs Assessment g) School Health Index (SH) Assessment h) Youth Quality of Life (YQL) Survey. Mental i) Critical thinking pre/post-assessment j) Food preference surveys k) Self-efficacy surveys. Physical * l) Biometrics m) Fitness Gram* - the district's HPE and IT departments, TEA, and US Games will provide teacher/school access to the online tool to report and monitor fitness data as mandated for students in grades 3-12. Annually assesses 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). Program Evaluation n) School Health Profile *Surrogate markers for thinking.

Measurable Performance Objectives	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Summary	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 	Monthly - through August 2019	Nutrition Services, Health Physical Education Curriculum, External Resources such Foundation for Critical Thinking CATCH Resources, Coordinate with School Health Advisory Council Wellness Policy	Curriculum Manager, Health/PE Director, Food Literacy	School Health Index			

Measurable Performance Objectives	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Summary	Next Steps
	Aug-19	Nutrition Services, Health Physical Education Curriculum, External Resources such as Foundation for Critical Thinking, Coordinate with School Health Advisory Council Wellness Policy	Curriculum Manager, Health/PE Director, Food Literacy	School Health Index			

Measurable Performance Objectives	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
	Jun-19	Nutrition Services, Health Physical Education Curriculum, External Resources such as Foundation for Critical Thinking, Coordinate with School Health Advisory Council, Wellness Policy	*Curriculum Manager, Health/PE *Director, Food Literacy, *CSHP Wellness Teams	Formative assessments and composite Pre- and post-intervention (program/participants) Behaviors/Traits a) Academic: STARR longitudinal performance, college admission tests b) Consumer expenditure survey* c) Food choices (surveys and Point of Sale) * d) Youth Risk Behavior survey (YRBS)* e) SPAN survey* g) Discipline records and truancy* Needs Assessment g) School Health Index (SHI) Assessment h) Youth Quality of Life (YQL) Survey Mental i) Critical thinking pre/post-assessment j) Food preference surveys k) Self-efficacy surveys Physical* l) Biometrics m) FitnessGram® -the district's HPE and IT departments, TEA, and US Games will provide teacher/school access to the online tool to report and monitor fitness data as mandated for students in grades 3-12. 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).			

Measurable Performance Objectives	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
Provide professional development or **professional learning communities** to CSHP wellness teams, including other interested district and school staff.	Monthly - through August 2019	Nutrition Services, Health Physical Education Curriculum, External Resources such as Foundation for Critical Thinking, Coordinate with School Health Advisory Council, Wellness Policy	*Curriculum Manager, Health/PE *Director, Food Literacy, *CSHP Wellness Teams	Teacher Evaluation, Focus Groups, Teachbacks, Reflective Journals, Checks for Understanding, Teacher Observations			

Measurable Performance Objectives	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
	Monthly - through August 2019	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			

Measurable Performance Objectives	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
	Early Dismissal Days	Nutrition Services, Health Physical Education Curriculum, External Resources such as Foundation for Critical Thinking	*Curriculum Manager, Health/PE *Director, Food Literacy, *CSHP Wellness Teams	Teacher Evaluations, Focus Groups, Teachbacks,			
	Monthly - through August 2019	Nutrition Services, Health Physical Education Curriculum, External Resources such as Foundation for Critical Thinking	*Curriculum Manager, Health/PE *Director, Food Literacy, *CSHP Wellness Teams	Teacher Evaluation, Focus Groups, Teachbacks, Reflective Journals, Checks for Understanding, Teacher Observations			

Measurable Performance Objectives	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
Integrate, align and delivery critical thinking, food literacy, health and physical education curriculum.	Monthly - through August 2019	Nutrition Services, Health Physical Education Curriiculum, External Resources such Foundation for as Critical Thinking, Coordinate with School Health Advisory Council, Wellness Policy	Curriculum Manager, Health/PE Director, Food Literacy	Centers of Disease Control Health Education Curriculum Analysis Tool and Physical Education Curriculum Analysis Tool, Critical Thinking Assessment Tool, District Developed Food Literacy Assessment Tool			

Measurable Performance Objectives	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
Create and implement a change in school environment to change influences such as utilizing the cafeteria as a learning laboratory and installation of instructional garden ecosystems (outdoor classrooms) following the district feeder patterns system.	Monthly - through August 2019	Nutrition Services, Health Physical Education Curriculum, External Resources such Foundation for Critical Thinking, Coordinate with School Health Advisory Council, Wellness Policy	Curriculum Manager, Health/PE Director, Food Literacy	intervention (program/participants) Behaviors/Traits a) Academic: STARR longitudinal performance, college admission tests b) Consumer expenditure survey* c) Food choices (surveys and Point of Sale) * d) Youth Risk Behavior survey (YRBS)* e) SPAN survey* g) Discipline records and truancy* Needs Assessment g) School Health Index (SHI) Assessment h) Youth Quality of Life (YQL) Survey Mental i) Critical thinking pre/post-assessment j) Food preference surveys k) Self-efficacy surveys Physical* l) Biometrics m) FitnessGram® -the district's HPE and IT departments, TEA, and US Games will provide teacher/school access to the online tool to report and monitor fitness data as mandated for students in grades 3-12. 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). Program Evaluation n) School Health Profile *Surrogate markers for thinking			

Measurable Performance Objectives	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
				5) Implement the P.E.A.C.E. Immersion System of Processes (Preference, Experiential Learning, Awareness of overconsumption, Critical thinking; health, food literacy, and physical Education) at fifty-two PK-12th pilot campuses. (Refer to objectives 3 & 4) 6) Support linkages to non-academic services, i.e. wraparound services, mental health, and safe schools.			

Houston Independent School District - District Improvement Plan 2018-2019

District Name:	Houston ISD	County District Number:	101912			Superintendent Name:	Dr. Grenita Lathan, Interim Superintendent	
Department Name:	Gifted and Talented Students	Educational Service Center:	Region 4			School Year:	2018-2019	
Data/Needs Assessment:	The Gifted and Talented Department will continue to support campuses who have less than 10% of identified Gifted and Talented Students. In addition, the district will increase Mastery Performance on STAAR of GT Students by 20%							
Problem Statement #1:		Identified Gifted and Talented Students are not being offered Differentiated Instruction during the instructional day.						
Root Cause #1:		Teachers are not fully aware of the areas of strengths of their identified G/T students.						
Goal #1:		Every G/T student will have a Gifted Education Plan in their area of strength.						
Summative Evaluation:		Increase of G/T students meeting Mastery on STAAR Reading from 55% to 75% and in Writing from 36% to 56%						
Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
Ensure that all G/T students are provided differentiated instruction in their area of strength which will Increase the percentage of identified G/T Students meeting Mastery Level on STAAR.	Gifted Education Plan for every identified G/T student created by the teacher who provides instruction in the student's area of strength.	Communication to all Campuses- September 4, 2018.	Training Modules created by the Gifted and Talented Department.	Program Specialists	Request data from Campus Coordinators of training dates for their campus			
		Training for campuses- November 2018	Chancery (template for inputting information)	Director, Patricia Palacios	Request data from Chancery of how many GT Students are still in need of GEP-2 check points February 2019 and April 2019			
		Open Labs and Support to Campuses November-January 2018 Completion of all GEPs May 2018	Video created by the Gifted and Talented Department					

Problem Statement #2:		There is a gap between testing windows for students in Elementary that leaves students unidentified as G/T until 5th grade.						
Root Cause #2:		Students may be Gifted however are not supported by parents or teachers to test and qualify.						
Goal #2:		Increase the number of off level requests for testing and increase appropriate identification of GT students.						
Summative Evaluation:		Compare the number of identified G/T students in 4th and 5th grade for increased numbers of students.						
Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
Increase the number of off level requests for testing in Elementary at 4th grade level.	Provide information to parents through Parent Sessions about the indicators and behaviors of Gifted students through Parent Sessions. Focus is on underserved campuses with less than 10% GT population	September 20, 2018 and October 3, 2018	Trainig and informational session prepared by Gifted and Talented Department.	Program Specialists and Director of Gifted and Talented.	End of year test summary reports and a comparison of STAAR results for two years of 4th graders.			
			Research and academic information by Research and Accountability					
			Achieve 180 Campus Coordinators.					

Problem Statement #3:		Gifted and Talented Students across the district are not receiving differentiated instruction by a trained GT Teacher.						
Root Cause #3:		Principals and teachers do not understand the importance and impact that it has on the student and the campus (loss of instruction that prevents GT students from eeting their yearly growth and loss of funds for the school.						
Goal #3:		All GT students will be served by a trained GT teachers to ensure appropriate differentiated instruction that will increase their academic growth.						
Summative Evaluation:		Review all three audits for the school year involving training documents and Chancery to ensure all GT students are being served by a GT trained teacher.						
Measurable Performance Objectives	Strategy (Actions/ Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
All identified GT students will be served by a trained GT teacher to ensure all GT students show academic growth.	Communicate all courses available to campuses, teachers and administrators.	Job Alike Sessions- August 15 and August 22, 2018	One Source	Rebecca Ryan and Cecily Hale	Mini Audit results and percentages by campus of uncoded GT Students in Chancery due to teachers not being trained.			
	All campuses will receive monthly communication and support from the Gifted and Talented Department including training and open labs to ensure all teachers who are serving GT students are GT trained.	Monthly GT Coordinator Newsletter	Online Training	Program Specialist				
		Monthly Communication by Program Specialists. Mini Audit- November 12-16, 2018 and second audit January 28-February 1	Training Modules created by the Gifted and Talented department					

Houston Independent School District - District Improvement Plan 2018-2019

District Name:	Houston ISD	County District Number:	101912	Superintendent Name:	Dr. Grenita Lathan, Interim Superintendent
Department Name:	Multilingual	Educational	Region 4	School Year:	2018-2019
Data/Needs Assessment:	Based on the results of the 2018 Reading STAAR assessment, 52% of ELs, 39% of Immigrants, 35% of Refugees, and 52% of Migrants met the passing standard. Based on the results of the 2018 Writing STAAR assessments, 39% of ELs, 31% of Immigrants, 30% of Refugees, 40% of Migrants met the passing standard. Based on the results of the 2018 English I & II EOC assessment, 15% of ELs, 11% of Immigrants, 23% of Refugees, and 45% of Migrants met the passing standard. Based on the 2018 TELPAS assessment, 54% of the district's Current EL and Monitored students met the progress rate. Of the total number of teachers on ESL waivers, 33% were certified by the end of the year.				
Problem Statement #1:	Based on the results of the 2018 Reading STAAR assessment, 52% of ELs, 39% of Immigrants, 35% of Refugees, and 52% of Migrants met the passing standard. Based on the results of the 2018 Writing STAAR assessments, 39% of ELs, 31% of Immigrants, 30% of Refugees, 40% of Migrants met the passing standard. Based on the results of the 2018 English I & II EOC assessment, 15% of ELs, 11% of Immigrants, 23% of Refugees, and 45% of Migrants met the passing standard.				
Root Cause #1:	Lack of teacher/leader capacity as it relates to knowledge of sheltered instructional practices.				
Goal #1:	The percentage of identified (ELL, Immigrant, Refugee, Migrant) students reading and writing at or above grade level for grades 3 through English II will increase by three percentage points annually between Spring 2018 and Spring 2022.				
Summative Evaluation:	STAAR and EOC Data				

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Select	Next Steps
Coordinate programming to ensure data-driven services are provided to qualifying students	Meet with campus leadership at least 3 times annually to review ELL/Immigrant/Refugee/Migrant data to determine appropriate identification, assessment administration, and placement	Aug-Sept 18	Title III--Part A, Immigrant; Title I Part C, and General Funds	Assistant Superintendent for Multilingual Programs, Multilingual Programs Senior Managers, Managers, Specialists	Increase in Spanish/English reading fluency as evidenced in MOY, BOY, and EOY Universal Screener, Running Records, and HFW results. English Language Development (ELD) progress from BOY to MOY and MOY to EOY in all four language domains in OnTrack TELPAS			
	Program Specialists will visit with LPAC Administrators or Principal of each campus to create a Campus Support Plan (CSP) by the end of October.	Aug-Oct 18	Title III--Part A, Immigrant; Title I Part C, and General Funds	Assistant Superintendent for Multilingual Programs, Multilingual Programs Senior Managers, Managers, Specialists	Increase in Spanish/English reading fluency as evidenced in MOY, BOY, and EOY Universal Screener, Running Records, and HFW results. English Language Development (ELD) progress from BOY to MOY and MOY to EOY in all four language domains in OnTrack TELPAS			

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Select	Next Steps
	The Compliance Team will complete desk audits as it relates to data entry--home language surveys and program placement.	Aug-Oct 18	Title III--Part A, Immigrant; Title I Part C, and General Funds	Assistant Superintendent for Multilingual Programs, Multilingual Programs Senior Managers, Managers, Specialists	Increase in Spanish/English reading fluency as evidenced in MOY, BOY, and EOY Universal Screener, Running Records, and HFW results. English Language Development (ELD) progress from BOY to MOY and MOY to EOY in all four language domains in OnTrack TELPAS			
	Program Specialists will visit with LPAC Administrators or Principal of each campus to create a Campus Support Plan (CSP) by the end of October.	Aug-Oct 18	Title III--Part A, Immigrant; Title I Part C, and General Funds	Assistant Superintendent for Multilingual Programs, Multilingual Programs Senior Managers, Managers, Specialists	Increase in Spanish/English reading fluency as evidenced in MOY, BOY, and EOY Universal Screener, Running Records, and HFW results. English Language Development (ELD) progress from BOY to MOY and MOY to EOY in all four language domains in OnTrack TELPAS			

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Select	Next Steps
Provide on-going support to all campuses based on number of students (quintiles) and need according to STAAR/TELPAS and reclassification data (tiers)	Program Specialists will make campus visits with a focus on providing teachers/administrators with feedback on program implementation (time and content allocation), evidence of sheltered instructional practices.	Aug-May 18	Title III--Part A, Immigrant; Title I Part C, and General Funds	Assistant Superintendent for Multilingual Programs, Multilingual Programs Senior Managers, Managers, Specialists	Increase in Spanish/English reading fluency as evidenced in MOY, BOY, and EOY Universal Screener, Running Records, and HFW results. English Language Development (ELD) progress from BOY to MOY and MOY to EOY in all four language domains in OnTrack TELPAS			
	Program Specialists and Managers will provide professional development created to meet the needs of the district and campuses as it relates to state data.	Aug-May 18	Title III--Part A, Immigrant; Title I Part C, and General Funds	Assistant Superintendent for Multilingual Programs, Multilingual Programs Senior Managers, Managers, Specialists	Increase in Spanish/English reading fluency as evidenced in MOY, BOY, and EOY Universal Screener, Running Records, and HFW results. English Language Development (ELD) progress from BOY to MOY and MOY to EOY in all four language domains in OnTrack TELPAS			

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Select	Next Steps
Establish collaborative partnerships with Curriculum and Instruction and the Interventions Office to increase academic opportunities and achievement by establishing systems and embedding processes that are documented and communicated	Meet with Curriculum and Instruction Officers and/or Managers to develop one systematic approach for sheltered instruction for the district.	Aug-May 18	Title III--Part A, Immigrant; Title I Part C, and General Funds	Assistant Superintendent for Multilingual Programs, Multilingual Programs Senior Managers, Managers, Specialists	Increase in Spanish/English reading fluency as evidenced in MOY, BOY, and EOY Universal Screener, Running Records, and HFW results. English Language Development (ELD) progress from BOY to MOY and MOY to EOY in all four language domains in OnTrack TELPAS			
	Meet with Interventions Officer and/or Managers to assist and provide feedback for the team when providing support to campuses where the target population are ELs.	Aug-May 18	Title III--Part A, Immigrant; Title I Part C, and General Funds	Assistant Superintendent for Multilingual Programs, Multilingual Programs Senior Managers, Managers, Specialists	Increase in Spanish/English reading fluency as evidenced in MOY, BOY, and EOY Universal Screener, Running Records, and HFW results. English Language Development (ELD) progress from BOY to MOY and MOY to EOY in all four language domains in OnTrack TELPAS			

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Select	Next Steps
	Meet monthly with Curriculum and Instruction/Interventions Office Directors and/or Managers to review the implementation of curriculum or supports as it relates to EL's, immigrants, refugees, and migrant students.	Aug-May 18	Title III--Part A, Immigrant; Title I Part C, and General Funds	Assistant Superintendent for Multilingual Programs, Multilingual Programs Senior Managers, Managers, Specialists	Increase in Spanish/English reading fluency as evidenced in MOY, BOY, and EOY Universal Screener, Running Records, and HFW results. English Language Development (ELD) progress from BOY to MOY and MOY to EOY in all four language domains in OnTrack TELPAS			

Problem Statement #2:		Based on the 2018 TELPAS assessment, 54% of the district's Current EL and Monitored students met the progress rate.						
Root Cause #2:		Lack of teacher/leader capacity as it relates to knowledge of sheltered instructional practices.						
Goal #2:		The percentage of English Language Learners (ELs) in US schools 4+ years receiving a TELPAS Composite Rating of Beginning or Intermediate.						
Summative Evaluation:		TELPAS Data						
Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
Communicate and monitor the academic and linguistic progress of potential exits with all schools so that those students are given an opportunity to meet state reclassification criteria	Work closely with student LPAC Administrators will be required to attend 3 compliance trainings for the school year to be able to communicate the process for students to meet reclassification criteria.	Aug-Sept 18	Title III--Part A, Immigrant; Title I Part C, and General Funds	Assistant Superintendent for Multilingual Programs, Multilingual Programs Senior Managers, Managers, Specialists	Increase in Spanish/English reading fluency as evidenced in MOY, BOY, and EOY Universal Screener, Running Records, and HFW results. English Language Development (ELD) progress from BOY to MOY and MOY to EOY in all four language domains in OnTrack TELPAS			

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
Communicate and monitor the academic and linguistic progress of potential exits with all schools so that those students are given an opportunity to meet state reclassification criteria	LPAC Administrators will be required to attend 3 compliance trainings for the school year to be able to communicate the process for students to meet reclassification criteria.	Aug-May 18	Title III--Part A, Immigrant; Title I Part C, and General Funds	Assistant Superintendent for Multilingual Programs, Multilingual Programs Senior Managers, Managers, Specialists	Increase in Spanish/English reading fluency as evidenced in MOY, BOY, and EOY Universal Screener, Running Records, and HFW results. English Language Development (ELD) progress from BOY to MOY and MOY to EOY in all four language domains in OnTrack TELPAS			
	Program Specialists will visit with LPAC Administrators or Principal of each campus to create a Campus Support Plan (CSP) by the end of October.	Aug-Oct 18	Title III--Part A, Immigrant; Title I Part C, and General Funds	Assistant Superintendent for Multilingual Programs, Multilingual Programs Senior Managers, Managers, Specialists	Increase in Spanish/English reading fluency as evidenced in MOY, BOY, and EOY Universal Screener, Running Records, and HFW results. English Language Development (ELD) progress from BOY to MOY and MOY to EOY in all four language domains in OnTrack TELPAS			

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
Communicate program reclassification criteria and procedures to LPAC Administrators and school leaders	LPAC Administrators will be required to attend 3 compliance trainings for the school year to be able to communicate the process for students to meet reclassification criteria.	Aug-May 18	Title III--Part A, Immigrant; Title I Part C, and General Funds	Assistant Superintendent for Multilingual Programs, Multilingual Programs Senior Managers, Managers, Specialists	Increase in Spanish/English reading fluency as evidenced in MOY, BOY, and EOY Universal Screener, Running Records, and HFW results. English Language Development (ELD) progress from BOY to MOY and MOY to EOY in all four language domains in OnTrack TELPAS			
	Program Specialists will visit with LPAC Administrators or Principal of each campus to create a Campus Support Plan (CSP) by the end of October.	Aug-Oct 18	Title III--Part A, Immigrant; Title I Part C, and General Funds	Assistant Superintendent for Multilingual Programs, Multilingual Programs Senior Managers, Managers, Specialists	Increase in Spanish/English reading fluency as evidenced in MOY, BOY, and EOY Universal Screener, Running Records, and HFW results. English Language Development (ELD) progress from BOY to MOY and MOY to EOY in all four language domains in OnTrack TELPAS			

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
	The Compliance Team will complete desk audits as it relates to data entry--home language surveys and program placement.	Aug-Oct 18	Title III--Part A, Immigrant; Title I Part C, and General Funds	Assistant Superintendent for Multilingual Programs, Multilingual Programs Senior Managers, Managers, Specialists	Increase in Spanish/English reading fluency as evidenced in MOY, BOY, and EOY Universal Screener, Running Records, and HFW results. English Language Development (ELD) progress from BOY to MOY and MOY to EOY in all four language domains in OnTrack TELPAS			
	LPAC Administrators will be required to attend 3 compliance trainings for the school year to be able to communicate the process for students to meet reclassification criteria.	Aug-Oct 18	Title III--Part A, Immigrant; Title I Part C, and General Funds	Assistant Superintendent for Multilingual Programs, Multilingual Programs Senior Managers, Managers, Specialists	Increase in Spanish/English reading fluency as evidenced in MOY, BOY, and EOY Universal Screener, Running Records, and HFW results. English Language Development (ELD) progress from BOY to MOY and MOY to EOY in all four language domains in OnTrack TELPAS			

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
Guide school leaders to monitor pre-exit student placement so that students who meet indicators are given an opportunity to participate in the pre-exit phase of the bilingual program	Program Specialists will visit with LPAC Administrators or Principal of each campus to create a Campus Support Plan (CSP) by the end of October.	Aug-Oct 18	Title III--Part A, Immigrant; Title I Part C, and General Funds	Assistant Superintendent for Multilingual Programs, Multilingual Programs Senior Managers, Managers, Specialists	Increase in Spanish/English reading fluency as evidenced in MOY, BOY, and EOY Universal Screener, Running Records, and HFW results. English Language Development (ELD) progress from BOY to MOY and MOY to EOY in all four language domains in OnTrack TELPAS			

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
Guide school leaders to monitor pre-exit student placement so that students who meet indicators are given an opportunity given an opportunity to participate in the pre-exit phase of the bilingual program	The Compliance Team will complete desk audits as it relates to data entry--home language surveys and program placement.	Aug-Oct 18	Title III--Part A, Immigrant; Title I Part C, and General Funds	Assistant Superintendent for Multilingual Programs, Multilingual Programs Senior Managers, Managers, Specialists	Increase in Spanish/English reading fluency as evidenced in MOY, BOY, and EOY Universal Screener, Running Records, and HFW results. English Language Development (ELD) progress from BOY to MOY and MOY to EOY in all four language domains in OnTrack TELPAS			

Problem Statement #3:		Of the 216 ESL waivers reported in 2017-2018 school year, 71 teachers were certified by July 2018.						
Root Cause #3:		Teachers on waivers do not participate in a preparation program before taking the state's ESL certification test.						
Goal #3:		The percentage of teachers approved for ESL waivers who must be certified by the end of the 2018-2019 school year will increase by 6% to ensure appropriately certified personnel.						
Summative Evaluation:		Total number of teachers certified by the end of July 2019						
Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
Provide certification training and materials to successfully prepare identified teachers to pass the ESL certification test.	Secure and pay for 3 trainings per semester from Harris County Department of Education for teachers to participate in.	Sep-18	Title III--Part A, Immigrant; Title I Part C, and General Funds	Assistant Superintendent for Multilingual Programs, Multilingual Programs Senior Managers, Managers, Specialists	Monitor total number of teachers who are signed up for training, and submit ESL passing scores.			

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
	Work with the certification office to identify teachers on waivers to be able to provide them and administrators with the information on the process and supports in place by the district to get certified-- Academic Service memo, email, and in person contact.	Sept-Oct 2018	Title III--Part A, Immigrant; Title I Part C, and General Funds	Assistant Superintendent for Multilingual Programs, Multilingual Programs Senior Managers, Managers, Specialists	Monitor total number of teachers who are signed up for training, and submit ESL passing scores.			

DEPARTMENT NAME: Migrant Education Program
Title I, Part C
Data/Needs Assessment

DESCRIPTION OF PROGRAM

The Title I, Part C—Migrant Education Program (MEP) is a federally-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 purpose of the Title I, Part C—MEP is to do all of the following:

- Support high-quality and comprehensive educational programs and services during the school year and, as applicable, during the summer or intercession periods that address the unique educational needs of migratory children.
- Ensure the 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.
- Ensure that migratory children receive full and appropriate opportunities to meet the same challenging state academic standards that all children are expected to meet.
- 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.
- Ensure that migratory children benefit from state and local systemic reforms.

INTENDED PROGRAM BENEFICIARIES

As required by ESSA, Public Law 114-95, every district in the state must actively recruit migrant students, including out of school youth, on a year-round basis. A migratory child means a child:

- (1) Who is a migratory agricultural worker or a migratory fisher, or
- (2) Who, in the preceding 36 months, in order to accompany or join a parent, spouse, or guardian who is a migratory agricultural worker or a migratory fisher—
 - Is under the age of 22 and lacks a U.S.-issued high school diploma or Certificate of High School Equivalency,
 - Has moved from one school district to another,
 - In a State that is comprised of a single school district,
 - Has moved from one administrative area to another within such district, or
 - As the child of a migratory fisher, resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence.

PROGRAM NEEDS ASSESSMENT

The Texas MEP has identified the unique educational and educationally-related needs of migratory children through its statewide Comprehensive Needs Assessment. The identified needs specific to migrant children and youth in Texas are:

- First-graders must develop adequate skills for promotion to grade 2 (Preschool-Grade 1).

- Students who failed the Statewide Student Assessment must participate in summer Statewide Student Assessment remediation (Grades 3-11).
- Middle school students must use and apply effective learning and study skills (Grades 6-8).
- Middle school students must have timely attention and interventions (Grades 6-8).
- Middle school students must have the necessary homework assistance and tools (Grades 6-8).
- Secondary students must earn the required core credits for on-time graduation (Grades 7-12).
- Secondary students must make up missing coursework due to late enrollment and/or early withdrawal (Grades 7-12).
- Students migrating out of Texas in summer months must be served in summer migrant programs through the efforts of interstate coordination (All grade levels).

Delivery of MEP services to migrant children must be in accordance with the service delivery goals for the Texas MEP. The Seven Areas of Concern as identified by the Office of Migrant Education are:

- Educational continuity
- Instructional time
- School engagement (behavioral, emotional, cognitive)
- English language development
- Educational support in the home
- Health
- Access to services

MIGRANT EDUCATION PROGRAM Activities/Services/Guidelines

1. Identify and recruit migratory 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, etc.
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)
 - Credit by Exam (CBE)

- 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 migratory 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 migratory 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 and schedule Personal Graduation Plan (PGP) meetings with parent, student, and counselor
 - Meetings with parents and/or teachers to discuss needed interventions
5. Determine individual educational needs of early childhood migratory 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 migratory students which include:
- Training of middle school staff to increase their awareness of migratory middle school needs for timely attention and appropriate interventions for academic and non-academic problems or concerns
 - Provide supplemental information to migratory middle school parents
 - Provide migratory students with necessary homework tools, such as, SOAR Study Skills Program to promote effective learning and study skills
7. Reduce the number of migratory students retained in first grade by:
- providing tutors
 - web-based tutorial program, Study Island
 - monitoring of grades
 - providing at home supplemental instruction when available
8. Coordinate out of state summer STAAR testing for migratory students when possible.

- Coordination with Texas Migrant Interstate Program (TMIP)
9. Facilitate use of a variety of strategies for credit accrual for migratory students with late entry and early withdrawal characteristics.
 - Houston Community College (HCC) Adult High School Program (tuition vouchers)
 - Dual Credit
 - Credit by Exam (CBE)
 10. Provide support to twelfth grade migratory students:
 - Dialogue about progress toward graduation and needs
 - Explain and assist students/parents with TASFA/FAFSA
 - Explain college application process
 11. Identify migratory students most in need of intervention services and coordinate with Title I and Title III.
 12. Identify migratory 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 migratory students
 - Identify at-risk migratory students
 - Utilize qualified, specialized staff to identify, target, and monitor potential dropouts
 - Students will be identified early, and their progress will be monitored as they move through middle and high school
 14. Address the STAAR performance of migratory students
 - Monitor implementation of a web-based tutorial program, Study Island, to address low performance by migratory students in grades 3-8
 - Monitor SOAR Study Skills Program to promote effective learning and study skills

Priority for Service (PFS) Action Plan for Migrant Students

As part of 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.

Migrant Priority for Service (PFS) Action Plan

Goal: 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.

Objectives:

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. 	09/2018-08/2019	Irasema Gonzalez, NGS Luisa F. Parra, Specialist	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. 	08/01/2018	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. 	Every grading cycle	Luisa Parra, Specialist Irasema Gonzalez, NGS Isela Anaya, 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 Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. 	Ongoing-throughout the school year	Luisa F. Parra, Specialist	Emails, google form entries/log
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria. 	Ongoing-throughout the school year	Luisa Parra, Specialist Irasema Gonzalez, NGS Isela Anaya, Recruiter Magda Galindo, Manager	Phone logs
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator 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 Luisa F. Parra, Specialist Hourly Lecturers	Google form log, mileage log, report cards, students' 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 coordinator 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 Luisa F. Parra, Specialist Irasema Gonzalez, NGS Isela Anaya, Recruiter	Phone logs, robocalls, flyers, parent letters, google form entries, newsletters
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator 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 Luisa F. Parra, Specialist	Emails, phone logs, flyers, parent letters

Houston Independent School District - District Improvement Plan 2018-2019

District Name:	Houston ISD	County District Number:	101912	Superintendent Name:	Dr. Grenita Lathan, Interim Superintendent			
Department Name:	Office of Special Education Services	Educational Service Center:	Region 4	School Year:	2018-2019			
Data/Needs Assessment:	The OSES celebrates STAAR gains in the 2017-2018 school year. However, declines in writing scores and increases in the achievement gaps for struggling 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							
Problem Statement #1:		98.2% of students were evaluated within State timelines in HISD during the 2017-2018.						
Root Cause #1:		In 2017-2018, over 2,000 students were evaluate, up 500 evaluations from the previous year. There was not sufficient evaluation staff to cover the increases in student needs in a timely manner.						
Goal #1:		100% of all struggling students will be proactively identified and located and they will receive a Full and Individual Evaluation (FIE) within State regulations and timelines.						
Summative Evaluation:		State Performance Plan (SPP), Indicator #11.						
Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Select	Next Steps
By June 28, 2019, all struggling students will be proactively identified, evaluated and receiving services and supports as determined through Intervention Assistance Teams.	Monitor student data including referrals and reading and math screeners.	August 27-September 28, 2018	Special Education Budget	OSES Senior Manager, Evaluation	Monthly progress monitoring of evaluation case loads via EasyIEP; Universal Screeners			
	Create a systematic way to track and identify struggling students in a timely manner.	September 7, 2018-October 26, 2018	Special Education Budget	OSES Senior Manager, Evaluation	Universal Screeners Math and Reading BOY and MOY data			

Problem Statement #2:		Students with disabilities continue to perform below all other student group in the areas of ELA and Math, with increases in the achievement gap between students with disabilities and nondisabled peers.						
Root Cause #2:		Special Education teachers (both self-contained and inclusion) lack the expert content knowledge to inform the specialized instruction for students with disabilities.						
Goal #2:		OSES will develop 5 new trainings during the 2018-2019 academic year in the areas of reading, math, writing, and social/emotional learning.						
Summative Evaluation:		STAAR, STAAR Alt. 2, IEP Goal Progress Monitoring, PBMAS Outcomes						
Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
By June 2019, the OSES will develop 5 new trainings in the areas of reading, math, writing, and social/emotional	To increase teacher and leader effectiveness by closing the knowledge gap that may exist among teachers and leaders in the District, in the area of Special Education.	September 7, 2018-June 28, 2019	Special Education Budget	OSES Director and Senior Managers	Implementation of survey Universal Screener for SPED population			

Problem Statement #3:		Special Education teachers lack instructional content and data analysis skill to effectively support the learning needs of students with disabilities.						
Root Cause #3:		Formal special education teacher preparation programs and OSES PD offerings have not focused on the new accountability measures of increasing academic outcomes for students with disabilities.						
Goal #3:		Identify and develop a cadre of future OSES leaders that are knowledgeable in department and district operations, specialized instruction (content specific) critical data points and possess effective leadership skills.						
Summative Evaluation:		STAAR, STAAR Alt.2, IEP Goal Progress Monitoring, PBMAS Outcomes						
Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
By June 2019, the OSES will have trained a cohort of 25 Aspiring Program Specialists and 25 Department Chairs to increase the instructional capacity of Special Education teachers.	Recruit, train, and support cohorts of aspiring OSES Program Specialists and Department Chairs.	September 7, 2018- June 28, 2019	Special Education Budget, Lead4ward	OSES Director	Program exit data Campus/Field Support Summary (logs)			

Houston Independent School District - District Improvement Plan 2018-2019

District Name:	Houston ISD	County District Number:	101912	Superintendent Name:	Dr. Grenita Lathan, Interim Superintendent
Department Name:	External Funding	Educational Service Center:	Region 4	School Year:	2018-2019
Data/Needs Assessment:	HISD has 255 Title I, Part A Campuses for the 2018-2019 school year. The Every Student Succeeds Act (ESSA), mandates that the use of Title I funds must upgrade the entire educational program of a schoolwide program and include all of the components of a schoolwide program. The Title I, Part A Program in HISD serves approximately 160,000 low-income students which is 73% of the HISD student population. These funds provide additional instructional resources to enhance academic achievement for low performing students on Title I, Part A campuses.				
Problem Statement #1:	Close the achievement gap between high performing students and low-performing students.				
Root Cause #1:	Students lack skills and concepts required to reach proficiency on challenging State academic achievement standards and State academic assessments.				
Goal #1:	Provide supplemental funding to schools with high concentrations of students from low-income families in order to provide all students a high-quality education that will enable them to meet the state's student-performance standards.				
Summative Evaluation:	The 2019 Summer School report card and 2019 STAAR Test Results will be used as the summative evaluation to ensure we have met our objectives.				

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
By the end of July 2019, 85% of the students that attended the 2019 Summer School Program will be promoted to the next grade level.	Provide Title I campuses technical support to maximize the use of their Title I funds to impact academic achievement. Provide guidance on allowable and unallowable Title I expenditures. Provide trainings on developing the School-Parent Compact and the Parent and Family Engagement Policy. Provide guidance on implementing the three elements of a Title I campus.	August, 2018 through August 2019	Title I schoolwide funds, Title I summer School Program Funds, Title I Homeless Program Funds, Title I Comprehensive School funds.	1) Title I School Grant Administrators. 2) Title I Grant Admin. 3) Title I campus administrators.	Fall 2018 Benchmark reports and assessments.			

Problem Statement #2:		Social Studies Grade STAAR Scores have remained relatively unchanged at the local and state level.						
Root Cause #2:		Middle School Social Studies teachers lack the content knowledge and pedagogy necessary to address the depth and complexity of the TEKS.						
Root Cause: #2		Students enter 8th grade with academic deficits that include a lack of analytical and literacy skills.						
Goal #2:		Move from 54% met "Approaches Standard" to 60% met "Approaches Standard" on the Social Studies Grade 8 STAAR exam.						
Summative Evaluation:		Social Studies Grade 8 STAAR Exam.						
Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
By June 30, 2019, the Secondary Social Studies Department will increase teacher efficacy and positively impact student achievement by 6% in Social Studies Grade 8.	1) Secondary Social Studies Teacher Leader Corps Program. 2) Content/Pedagogical PD for teachers (book studies, lectures, Professional Learning Communities, PD targeting special populations, i.e. ELs. 3) Building capacity in Teacher Development Specialists in content, pedagogy, and coaching skills.	August 2018 through August 2019.	1) Content specific/pedagogical texts. 2) Digital portfolios. 3) Targeted PD.	Title I Grant Administrators. Director of Secondary Social Studies.	Student Writing Products and Social Studies Benchmark exams.			

Houston Independent School District - District Improvement Plan 2018-2019								
District Name:	Houston ISD	County District Number:	101912	Superintendent Name:	Dr. Grenita Lathan, Interim Superintendent			
Department Name:	Teacher Career Development	Educational Service Center:	Region 4	School Year:	2018-2019			
Data/Needs Assessment:	Beginning Teacher Needs Assessment, Career Pathways Teacher Leader Self Inventory, Retention and Performance Data of participating teachers							
Problem Statement #1:		Teachers lack efficacy in all areas of the TADS Instructional Practice criteria.						
Root Cause #1:		Teachers do not have enough high quality professional development opportunities aligned to their instructional needs						
Goal #1:		Improve instructional capacity of teacher/teacher leaders by providing differentiated, choice-based professional learning opportunities						
Summative Evaluation:		TADS Teacher performance data; attendance data at professional development opportunities						
Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
Ninety (90%) of teachers participating in any Teacher Career Development program (beginning teachers, teacher leaders) complete their requirements at a 75% completion rate or better.	Conduct a needs assessment	by October 2018	Survey Monkey account/Title II	Academic Program Managers	Alignment of professional learning opportunities to needs			All teachers in HISD are required to acquire a minimum of 30 professional development hours. Teacher leaders in the HISD Career Pathways Program obtain specific hours in their speciality area and beyond what most teachers receive.
	Offer differentiated, choice based professional learning opportunities	by April 2018	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			

Problem Statement #2:		High-need schools have fewer effective and highly effective teachers in their classrooms.						
Root Cause #2:		High-need schools have more challenging teaching assignments, working with at risk students, that requires a deeper skill set and more meaningful support. These teachers need to be better supported, compensated and recognized.						
Goal #2:		Increase the number of effective and highly effective classroom teachers in high-need schools						
Summative Evaluation:		HR data, Research and accountability data; TADS performance data						
Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	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 of 2017	Data provided by Research and Accountability department	Research and Accountability department	Review the latest accountability ratings of identified schools			
	Increase the teacher leader sphere of influence via peer coaching and support	May of 2018	Coaching models provided by partnerships/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			

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
	Targeting support to teachers who are receptive and room for professional growth. Then giving them just in time, tailored support	October of 2018	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			
Seventy-five (75%) of Teacher Leaders will earn performance-based compensation based on Career Pathways program leadership activities during the 2018-2019 school year.	Incentivizing teacher leaders by offering performance bonuses based on improving TADS scores of supported teacher(s) and campus	November of 2019	Performance bonuses for successful teachers/TSL grant	Team Leads, Research Analyst, TSL grant team	Quarterly reviews of teacher leader support			

Problem Statement #3:		Effective and highly effective teachers tend to transfer to high performing campuses/districts						
Root Cause #3:		Campuses do not create the conditions to support effective teachers and gaining the teachers commitments.						
Goal #3:		Retain effectively and highly effective teachers in high-need schools						
Summative Evaluation:		Calculating the number of effective and highly effective teachers who remain on their campuses/district						
Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
Eighty-eight (88%) of effective/highly effective teachers supported by Teacher Career Development team supported teacher cohorts (beginning teachers, teacher leaders, supported teachers) will remain at their campus/ the district for the 2019-2020 school year.	Executing the Career Pathways Teacher Leader Program to improve teacher efficacy	May of 2017 through May 2018	Stipends for teacher leaders, differentiated professional development options/TSL grant	School Support Managers	Monthly review of School Support Manager logs; Teacher Leader time tracking			
	Create support systems that meet the needs of teachers first	May of 2018	School leader with distributive leadership mindset	Career Pathways Teacher Leaders	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 of 2018	Face to face check ins with school leaders	School Support Managers	Monthly review of School Support Manager logs; BOY, MOY and EOY surveys			

HOUSTON INDEPENDENT SCHOOL DISTRICT SCHOOL IMPROVEMENT PLAN 2018-2019

District Name:	Houston ISD	County District Number:	101912	Superintendent Name:	Dr. Grenita Lathan, Interim Superintendent
Department Name:	Leadership Development	Educational Service Center:	Region 4	School Year:	2018-2019

Data/Needs Assessment:	<p>In light of the diverse and specific needs of HISD campuses, effective school leaders need a keen understanding of educational leadership in the areas of Instructional Leadership, Human Capital, Executive Leadership, School Culture, and Strategic Operations. The Leadership Development Department is committed to growing and developing school leaders through a variety of leadership development cohorts and/or targeted leadership learning experiences to ensure that every student has high-quality school leadership.</p> <p>Data Review:</p> <p>1. Aspiring School Leaders--“Grow Your Own” Initiative</p> <p>During the 2017-2018 school year, The HISD Leadership Development Department offered three aspiring school leader cohort programs: 1) the Principal Candidate Development Opportunity (PCDO), 2) the Assistant Principal Candidate Development Opportunity (APCDO), and 3) the School Leadership Academy (SLA).</p> <p>1a. The Principal Candidate Development Opportunity (PCDO) offered rigorous training aligned with Texas Principal Standards and Houston ISD current initiatives. The Leadership Development Department collaborated with a number of effective principals and School Support Officers, nominated by their Area Superintendents, to develop content and learning activities for each of the training sessions in order to prepare the candidates to take leadership roles on HISD campuses. PCDO cohort participants had opportunities to apply the new learning in their current assignments or during planned field activities, which served as an extension of learning sessions, and showcased the acquired skills in a real-time skills demonstration.</p> <ul style="list-style-type: none"> • In 2017-2018, 25 applicants were selected to participate in PCDO; 21 school leaders successfully completed the program. • The candidates were surveyed after every training session; their feedback was used in planning subsequent training. The participants’ overall satisfaction rate with the program averaged 4.3 out of 5.0 points. <p>1b. The Assistant Principal Candidate Development Opportunity (APCDO) offered rigorous training aligned with Texas Principal Standards and Houston ISD current initiatives. APCDO pulled from a variety of campus leadership experiences, from teacher leader to campus instructional specialist, and APCDO cohort participants had opportunities to apply the new learning in their current assignments and showcased the acquired skills in a real-time skills demonstration.</p> <ul style="list-style-type: none"> • In 2017-2018, 14 candidates were selected to participate in the APCDO. All 14 participants completed the program and were promoted to campus or central office leadership positions. The participants’ overall satisfaction rate with the program averaged 4.3 out of 5.0 points. <p>1c. The School Leadership Academy (SLA) bridged the gap between the roles of teacher leader and first-time school instructional leader. The Leadership Development Department designed a year-long curriculum that focused on the preparation of instructional leaders with an emphasis on data-driven instruction, school culture, and observation/feedback in the context of the unique needs of HISD schools and students.</p>
Problem Statement #1:	There is a need to increase the number of internal eligible candidates who have the knowledge, skills, and disposition to become school leaders in the District.
Root Cause #1:	A large number of aspiring school leaders lack the training and experience to lead historically unserved schools.
Goal #1:	High Quality School Leadership

Summative Evaluation:		Aspiring school leaders will successfully complete skills demonstration activities and all program requirements.						
Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Select	Next Steps
1. 80% of aspiring school leaders (Principal Candidate Development Opportunity, Assistant Principal Candidate Development Opportunity, and School Leadership Academy) will complete the cohort program requirements.	1. Increase the number of eligible candidates to become school leaders in HISD. 2. Recruit, select, and train principal candidates. 3. Collaborate with the School Offices and designated principals and SSOs in planning content and learning activities.	Mar-19	Title II Funds- Fund- 2550000000 Internal Order- 500000004919 Functional Area- AD1399000000 0000 C. I. 6299000000	Michael Torres	1. Launch all aspiring leader cohorts by October 15, 2018. 2. Monitor program implementation and completion. 3. Monitor rate of acceptance into the principals' pipeline.			

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
2. 70% of aspiring school leaders who participate in Leadership Development cohorts will be promoted to fill leadership vacancies.	1. Increase the number of internal candidates selected to lead diverse campuses in HISD. 2. Recruit, select, and train aspiring school leaders. 3. Schedule multiple opportunities for the aspiring leaders to demonstrate their skills and readiness for the leadership positions to the hiring managers.		Title II Funds- Fund- 2550000000 Internal Order- 500000004919 Functional Area- AD1399000000 0000 C. I. 6299000000	Tetyana Yeromenko	1. Survey the participants and identify leadership learning gaps by October 1, 2018. 2. Differentiate learning activities to address priorities as identified by knowledge and skills self-assessment and through collaboration with the School Offices. 3. Monitor program completion status. 4. Monitor rate of acceptance into the principals' and assistant principals' pipelines. 5. Partner with HR Leadership Recruitment in promoting candidates.			

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
3. 90% of first-time school leaders (principals, assistant principals, and deans) will complete induction program in the 2018-2019 school year and continue as leaders in HISD at the beginning of the 2019-2020 school year.	1. Retain, develop, and support effective school leaders in the district. 2. Mentor, coach, train, and support first-time principals and assistant principals/deans. 3. Collaborate with the Central Office departments to identify most relevant content and deliver training on current district initiatives.	Aug-19	Title II Funds- Fund- 2550000000 Internal Order- 500000004919 Functional Area- AD1399000000 0000 C. I. 6299000000	Reginald Fisher	1. Finalize lists of cohort participants (principals and APs/deans) by September 1, 2018. 2. Launch first-year principals' and AP/deans' cohorts by October 1, 2018. 3. Match campus leaders with mentors and begin one-on-one coaching by September 15, 2018. 4. Monitor program completion requirements for new campus leader induction.			

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
4. A minimum of 10 choice courses that are aligned to specific needs of current and aspiring school leaders will be offered by the Leadership Development Department each semester during the 2018-2019 school year.	1. Increase leadership effectiveness by closing the knowing and doing gap that may exist among aspiring and veteran school leaders in the district. 2. Design course offerings based on the ongoing needs assessment to increase capacity and effectiveness of campus leaders.	May-19	Title II Funds- Fund- 2550000000 Internal Order- 500000004919 Functional Area- AD1399000000 0000 C. I. 6299000000	Lauren Ford	1. Identify growth areas of aspiring and veteran campus leaders by October 1, 2018. 2. Notify principals, APs/deans, and aspiring school leaders of differentiated and self-selected professional development offerings by November 1, 2018. 3. Monitor course attendance and implementation of new learning. 4. Follow up with school visits.			

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
5. A minimum of 5 districtwide leadership professional developments/trainings that are aligned to state mandates and district initiatives will be available to school leaders during the 2018-2019 school year.	1. Create targeted and collaborative professional development that is aligned to HISD Global Leader Profile, relevant, and supportive of school leaders as they implement state mandates and district initiatives. 2. Continue to partner with the Office of School Support and Academics to offer training on current district initiatives, including literacy, data-driven instruction, and social-emotional learning.	May-19	Title II Funds- Fund- 2550000000 Internal Order- 500000004919 Functional Area- AD1399000000 0000 C. I. 6299000000	Tetyana Yeromenko	1. Identify instructional priorities by October 1, 2018. 2. Notify principals of district wide PD offerings by October 15, 2018. 3. Review formative assessment data and make adjustments. 4. Monitor attendance and implementation of new learning. 5. Follow up with school visits.			

Houston Independent School District - District Improvement Plan 2018-2019

District Name:	Houston ISD	County District Number:	101912	Superintendent Name:	Dr. Grenita Lathan, Interim Superintendent			
Department Name:	Elementary Curriculum and Development: Fine Arts	Educational Service Center:	Region 4	School Year:	2018-2019			
Data/Needs Assessment:	The Fine Arts Department has identified 32 campuses where no art, dance, music or theatre courses are available to students.							
Problem Statement #1:		District-wide student access to Fine Arts programs is inconsistent.						
Root Cause #1:		Budgetary constraints, inadequate facilities to accommodate programming and limited applicants of highly qualified fine arts teachers						
Goal #1:		By June 2019, increase student access to Fine Arts Programs/Classes taught through Certified Fine Arts Teachers by 5%.						
Summative Evaluation:		Compare number of FTE Certified Fine Arts positions to May 2018 FTE Fine Arts Positions to see increase.						
Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	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.	Sep-18	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.	18-Oct	Fine Arts Team Principals	Fine Arts Team Principals	Plan of Action compiled by School Office Area			
	Work to secure funding and resources for Fine Arts positions and classes.	18-Nov	Fine Arts Team & Grants Dept. Time and Labor	Fine Arts Team Grants Dept. Personnel	Grant Applications filed			

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
Post Fine Arts positions on State and National Fine Arts Organization Job Boards.	Post open positions on State Job Boards of Fine Arts Organizations	18-Aug	Fine Arts Team time and labor	Fine Arts Team	Posting reports			
	Post open positions on National Fine Arts Organization Job Boards.	18-Sep	Fine Arts Team time and labor	Fine Arts Team	Posting reports			

Problem Statement #2:		There is inconsistent student access to high quality music instruments.						
Root Cause #2:		Budgetary constraints and insufficient understanding of budget needs to maintain instrumental programs						
Goal #2:		By November 2018, increase access to high quality music instruments across all geographic regions by 4%.						
Summative Evaluation:		Inventory reports will reflect increased instrument access compared to program enrollments.						
Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
Identify 27 music programs across geographic regions and across school levels, elementary, middle and high school.	Survey campuses	18-Aug	Fine Arts Music Team labor and time	Fine Arts Team	Campus survey data			
	Assess current campus music instrument inventories	18-Sep	Fine Arts Music Team labor and time	Fine Arts Team	Campus inventories created			
	Develop minimal standards of instrumentation at each school level.	18-Aug	Fine Arts Music Team labor and time	Fine Arts Team	Lists of standards of instrumentation for programs			
By November 2018, Fine Arts Dept will invest approximately \$358,000.00 in feeder pattern music programs.	Assess current campus music instrument inventories	18-Sep	Fine Arts Music Team labor and time Title IV funds	Fine Arts Team	Campus inventories created			
	Secure quotes and purchase orders for required investments	18-Sep	Fine Arts Music Team labor and time Title IV funds	Fine Arts Team	Purchase Order numbers			
	Orders delivered to campuses	18-Nov	Fine Arts Music Team labor and time Title IV funds	Fine Arts Team	Goods receipts posted			

Houston Independent School District - District Improvement Plan 2018-2019

District Name:	Houston ISD	County District Number:	101912	Superintendent Name:	Dr. Grenita Lathan, Interim Superintendent
Department Name:	Social and Emotional Learning	Educational Service Center:	Region 4	School Year:	2018-2019
Data/Needs Assessment:	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.				
Problem Statement #1:	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.				
Root Cause #1:	Inequities in discipline and behavior referrals impact on student academic outcomes.				
Goal #1:	Provide enhanced Social and Emotional Learning Multi-Tiered Systems of Support models to Achieve 180 schools through Positive Behavior Intervention Supports (PBIS) including Restorative Discipline Practices (RDP) and Culturally Responsive Teaching (CRT) to address inequities in discipline and behavior.				
Summative Evaluation:	Research and Accountability Discipline end of year report June 2019 capturing Achieve 180 schools' In-School and Out of-School suspension data.				

Measurable Performance Objectives s	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
By June 2019, the SEL department will support the decrease in the overall number of Code Violations: (ISS) In-School Suspensions by 3% as compared to the 2017-18 school year.	Increase the Achieve 180 campuses' ability to implement elements of Positive Behavior Interventions Supports (PBIS), Restorative Discipline Practices (RDP) & Culturally Responsive Teaching (CRT) effectively.	Bi-Weekly and Monthly through June 2019	(PBIS) Positive Behavior Interventions Support budget allocation for Social and Emotional Learning.	Director & PBIS Manager	Monthly tracking, review and dissemination of ISS (In-School Suspensions) and OSS (Out of School Suspensions) by schools and areas.			
	Establish protocols for Achieve180 schools' 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 2019	(PBIS)Positive Behavior Interventions Support budget allocation for Social and Emotional Learning.	Director & PBIS Manager	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 (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
	Visit and Monitor Achieve180 schools' the campus ability to implement elements of Positive Behavior Interventions Supports (PBIS), Restorative Discipline Practices (RDP) & Culturally Responsive Teaching (CRT) effectively.	Bi-Weekly and Monthly through June 2019	(PBIS)Positive Behavior Interventions Support budget allocation for Social and Emotional Learning.	Director & PBIS Manager	Monthly tracking, review and dissemination to area offices and schools of ISS (In-School Suspensions) and OSS (Out of School Suspensions).			
By June 2019, the SEL department will support to decrease the overall number of Code Violations: (OSS)Out of-School Suspensions by 3% as compared to the 2017-18 school year.	Increase the number of campuses trained in Positive Behavior Interventions Supports (PBIS), Restorative Discipline Practices (RDP) & Culturally Responsive Teaching (CRT) effectively	Bi-Weekly and Monthly through June 2019	(PBIS)Positive Behavior Interventions Support budget allocation for Social and Emotional Learning.	Director & PBIS Manager	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 (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
	Increase the number of campuses trained in Positive Behavior Interventions Supports (PBIS), Restorative Discipline Practices (RDP) & Culturally Responsive Teaching (CRT) effectively	Bi-Weekly and Monthly through June 2019	(PBIS)Positive Behavior Interventions Support budget allocation for Social and Emotional Learning.	Director & PBIS Manager	Monthly tracking, review and dissemination to area offices and schools of ISS (In-School Suspensions) and OSS (Out of School Suspensions).			
	Increase the number of campuses trained in Positive Behavior Interventions Supports (PBIS), Restorative Discipline Practices (RDP) & Culturally Responsive Teaching (CRT) effectively	Bi-Weekly and Monthly through June 2019	(PBIS)Positive Behavior Interventions Support budget allocation for Social and Emotional Learning.	Director & PBIS Manager	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 (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Select	Next Steps
By June 2019, the SEL department will monitor and support schools to decrease the current disproportionate rate of suspensions for African American students while closely monitoring all other ethnic minority groups to ensure that the rate of suspensions does not have a disproportionate impact.	Increase the number of campuses trained in Implicit Bias /Cultural Responsiveness to address racial disparity.	Bi-Weekly and Monthly through June 2019	(PBIS) Positive Behavior Interventions Support budget allocation for Social and Emotional Learning.	Director & PBIS Manager	Monthly tracking, review and dissemination to area offices and schools of ISS (In-School Suspensions) and OSS (Out of School Suspensions).			
	Establish multiple models for alternatives to suspensions to address racial disparity .	Bi-Weekly and Monthly through June 2019	(PBIS)Positive Behavior Interventions Support budget allocation for Social and Emotional Learning.	Director & PBIS Manager	Monthly tracking, review and dissemination to area offices and schools of ISS (In-School Suspensions) and OSS (Out of School Suspensions) by race and gender.			

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Select	Next Steps
	Build campus capacity to address racial disparity trends.	Bi-Weekly and Monthly through June 2019	(PBIS)Positive Behavior Interventions Support budget allocation for Social and Emotional Learning.	Director & PBIS Manager	Monthly tracking, review and dissemination of ISS (In-School Suspensions) and OSS (Out of School Suspensions) by race, gender, schools and areas.			

Problem Statement #2:		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 and referred to DAEP.						
Root Cause #2:		Inequities in discipline and behavior referrals.						
Goal #2:		Improve preventative practices to decrease DAEP placements.						
Summative Evaluation:		Research and Accountability end of year June 2019 Discipline Report capturing <u>Achieve180</u> DAEP enrollment data.						
Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
By June 2019, the SEL department will decrease the overall number of approved DAEP referrals by 3% as compared to the 2017-18 school year.	Implement strategies to improve school disciplinary policies, including: Monitoring data on disciplinary placements among campuses coaching campuses with high numbers of placements to develop and implement alternative strategies, including progressive sanctions.	Bi-Weekly and Monthly through June 2019	(PBIS)Positive Behavior Interventions Support budget allocation for Social and Emotional Learning.	Director & Administrator Manager	Monthly tracking and review of DAEP referrals submitted, approved and denied by schools and areas.			
	Implement strategies to improve school disciplinary policies, including: Monitor, review and revise student code of conduct to minimize discretionary removals, as well as time spent in out of school placements.	Bi-Weekly and Monthly through June 2019	(PBIS)Positive Behavior Interventions Support budget allocation for Social and Emotional Learning.	Director & Administrator Manager	Monthly tracking and review of DAEP referrals submitted, approved and denied by schools and areas.			

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
	Collaborate with the zoned campus to provide transitional service plans for returning students.	Bi-Weekly and Monthly through June 2019	(PBIS)Positive Behavior Interventions Support budget allocation for Social and Emotional Learning.	Director & Administrator Manager	Monthly tracking and review of DAEP referrals submitted, approved and denied by schools and areas.			
By June 2019, the SEL department will monitor and support school to decrease the current disproportionate DAEP placement for African American students while closely monitoring all other ethnic minority groups to ensure that DAEP placement does not have a disproportionate impact.	Complete cross training for transition planning partners.	Bi-Weekly and Monthly through June 2019	(PBIS)Positive Behavior Interventions Support budget allocation for Social and Emotional Learning.	Director & Administrator Manager	Monthly tracking and review of DAEP referrals submitted, approved and denied by race, gender, schools and areas.			
	Conduct campus visits to focus on discipline and behavior data.	Bi-Weekly and Monthly through June 2019	(PBIS)Positive Behavior Interventions Support budget allocation for Social and Emotional Learning.	Director & Administrator Manager	Monthly tracking, review and dissemination of DAEP referrals submitted, approved and denied by race, gender, schools and areas.			

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
	Provide professional development for all school administrators and campus behavior coordinators on Chapter 37 and HISD code of conduct and DAEP procedures.	Bi-Weekly and Monthly through June 2019	(PBIS) Positive Behavior Interventions Support budget allocation for Social and Emotional Learning.	Director & Administrator Manager	Monthly tracking and review of DAEP referrals submitted, approved and denied by race, gender, schools and areas.			
By June 2019, the SEL department will increase number of students participating in Community Learning Projects as an alternative to DAEP placement by 3% as compared to the 2017-18 school year.	Complete cross training for transition planning for community partners	Bi-Weekly and Monthly through June 2019	(PBIS) Positive Behavior Interventions Support budget allocation for Social and Emotional Learning.	Director & Administrator Manager	Monthly tracking and review of Substance Abuse DAEP referrals submitted, approved and denied by race, gender, schools and areas.			
	Train teachers, nurses, counselors, social workers, and administrators and all other appropriate personnel to receive culturally competent training in how to recognize and appropriately respond to signs of behavioral health issues in students.	Bi-Weekly and Monthly through June 2019	(PBIS) Positive Behavior Interventions Support budget allocation for Social and Emotional Learning.	Director & Administrator Manager	Monthly tracking and review of Substance Abuse DAEP referrals submitted, approved and denied by race, gender, schools and areas.			

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
	Create opportunities to support alternatives to suspension.	Bi-Weekly and Monthly through June 2019	(PBIS)Positive Behavior Interventions Support budget allocation for Social and Emotional Learning.	Director & Administrator Manager	Monthly tracking and review of Substance Abuse DAEP referrals submitted, approved and denied by race, gender, schools and areas.			

Problem Statement #3:		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.						
Root Cause #3:		Center for Disease Control data reports that one in five youth suffer with mental illness during childhood.						
Goal #3:		Increase suicide prevention and mental health awareness programs.						
Summative Evaluation:		Social and Emotional Learning Crisis end of year data June 2019 report capturing crisis response/intervention by school and area.						
Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
By June 2019, the SEL department will increase the number of campuses participating in CPI (Nonviolent Crisis Intervention Training) from 67 to 97.	Provide direct and indirect intervention services, assisting in trauma/grief support, and by intervening with students, parents, and school personnel at times of distress.	Bi-Weekly and Monthly through June 2019	Crisis Intervention budget allocation for Social and Emotional Learning.	Director & Behavior Manager	Monthly review through the Social and Emotional Learning Department			
	Partner with community partners to provide appropriate behavioral health/ services to students.	Bi-Weekly and Monthly through June 2019	Crisis Intervention budget allocation for Social and Emotional Learning.	Director & Behavior Manager	Monthly review through the Social and Emotional Learning Department			
	Offer montly CPI campus trainings.	Bi-Weekly and Monthly through June 2019	Crisis Intervention budget allocation for Social and Emotional Learning.	Director & Behavior Manager	Monthly review through the Social and Emotional Learning Department			

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
By June 2019, the SEL department will increase National Alliance of Mental Illness (NAMI) interactions district-wide from 10 to 40.	Recruit campus involvement with NAMI sponsored programs.	Bi-Weekly and Monthly through June 2019	Crisis Intervention budget allocation for Social and Emotional Learning.	Director & Behavior Manager	Monthly review through the Social and Emotional Learning Department			
	Increase the number of trainings for youth mental health topics.	Bi-Weekly and Monthly through June 2019	Crisis Intervention budget allocation for Social and Emotional Learning.	Director & Behavior Manager	Monthly review through the Social and Emotional Learning Department			
	Assist in building active school base crisis team to address mental health concerns.	Bi-Weekly and Monthly through June 2019	Crisis Intervention budget allocation for Social and Emotional Learning.	Director & Behavior Manager	Monthly review through the Social and Emotional Learning Department's			
By June 2019, the SEL department will increase the overall number of campuses served by Campus Service Providers from 25 to 40.	Provide direct and indirect intervention services, assisting in trauma/grief support, and by intervening with students, parents, and school personnel at times of distress.	Bi-Weekly and Monthly through June 2019	Crisis Intervention budget allocation for Social and Emotional Learning.	Director & Behavior Manager	Monthly review through the Social and Emotional Learning Department			
	Partner with community partners to provide appropriate behavioral health/ services to students.	Bi-Weekly and Monthly through June 2019	Title IV Funding - Total Amount \$420,00 Crisis Intervention budget allocation for Social and Emotional Learning.	Director & Behavior Manager	Monthly review through the Social and Emotional Learning Department			

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
	Implement best practice-based culturally competent, mental health, and substance abuse Interventions.	Bi-Weekly and Monthly through June 2019	Title IV Funding Total Amount \$420,000 Crisis Intervention budget allocation for Social and Emotional Learning.	Director & Behavior Manager	Monthly review through the Social and Emotional Learning Department			

Houston Independent School District - District Improvement Plan 2018-2019								
District Name: Department Name:		Houston ISD Interventions	County District Number: 101912		Superintendent: Dr. Grenita Lathan, Interim Superintendent			
Data/Needs Assessment:		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, overseeing technical support for Grad Coaches/Labs to address graduation rate, and intervention through summer school programs. RtI/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 3,943 students (up from 3,369 in 2017-2018) 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. GRAD LABS/COACHES: The graduation rate improvement has slowed and new innovations are needed. Expansion of use of online curriculum for original credit (OC), credit recovery (CR), Advanced Placement (AP) and supplemental instruction (SI) for class cohorts is needed, along with adaptive digital tools to support STAAR/EOC test success.						
Problem Statement #1:		Based on 2017-2018 Renaissance data from the BOY to the EOY, the number of students scoring at/above benchmark only increased by 3% in math and 4% in reading.						
Root Cause #1:		Campuses inability to disaggregate data and plan interventions to target specific skills deficits in Tier 2 and Tier 3 students.						
Goal #1:		Students in grades K-12 English II performing two or more years below grade level will increase their reading and writing scores by no less than three percentage points by Spring 2019.						
Summative Evaluation:		Percent of students reading at or above grade level for grades K-12 English II (at or above 40 PR) will increase by no less than three percentage points by Spring 2019 from BOY to EOY as measured by the universal screener.						
Measurable Performance Objectives	Strategy	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Select	Next Steps
Implement a process for data desegregation 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 AAE.	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.	08/2018 - 07/2019	Title I Funds: \$630,000; GF \$100,000; 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	Intervention Assistance Team (IAT) Managers held initial meetings with each campus' IAT – August- October 2018; Ongoing trainings, meetings, and coaching, as evidenced by visit logs and feedback forms, agendas, sign ins, etc. September 2018-July 2019. Deliverables August 2018: IAT rubric, action plan, membership, meeting calendars, proof of faculty PD, and initial pyramids of tiered interventions in the Hub for review by IAT Manager.			
Identify and provide intervention to all students with 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.	The Dyslexia team will identify and train Dyslexia 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.	08/2018 - 07/2019	\$232,700 GF; District dedicated staff; Instructional materials and training from Neuhaus, Region IV, TEA; TEA Dyslexia Handbook Revised 2014; Special Education Department for Identification; Campus-Based Dyslexia Evaluators; Dyslexia Team Leads	Director of Interventions, Dyslexia Sr. Manager Specialist; Dyslexia Compliance Lead, Dyslexia Leads and Dyslexia Interventionists	Train new or returning dyslexia interventionists and new Dyslexia Team Leads by September 2018; Train Bilingual Interventionists in Esperanza by January 2019; Implement and Monitor new service and progress tracking system by January 2019; Complete HISD Scope and Sequence Year 3 Curriculum by January 2019; Hold periodic training sessions and meetings with interventionists and administrators monthly through July 2018; Design required all HJSD teacher training by August 2018; Collaborate with other departments in the District to coordinate and align intervention strategies/activities.			
Problem Statement #2:		STAAR 2017-2018 results indicate that strategies implemented to reverse a decade-long downward trajectory in STAAR scores are working, but we have yet to met a 70% average for reading.						
Root Cause #2:		In previous years, students performing two or more grades below level, in math had reading have not been provided additional support/interventions.						
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 2019.						
Summative Evaluation:		STAAR Scores						
Measurable Performance Objectives	Strategy	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	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 RtI systems and resources for Tier 2 and 3 reading, math, and behavior, protocols for progress monitoring and documentation.	07/2018 - 08/2019	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 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 2018 - July 2019.			
Improve summer school instructional programming that targets students' reading and/or math deficits at their instructional level.	systems and resources for Tier 2 and 3 reading, math, and behavior, protocols for progress monitoring and documentation.	08/2018 - 07/2019	requests for referral; 504 flow charts; SSO checklist, campus visit feedback forms.	Director of Interventions and IAT Managers	November 2018; Summer School collaborative planning and communications go out by February 2019; Campus Trainings by April 2019; Summer School programming enrollments by			
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 RtI systems and resources for Tier 2 and 3 reading, math, and behavior, protocols for	08/2018 - 06/2019	RtI 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 RtI Pyramids, proof of data tracking and progress monitoring systems for review by IAT Manager and district leadership.			
Problem Statement #3:		More than half of HISD students scored at or above the 50th percentile for the state in Algebra I (52 percent), U.S. History (51 percent), English II (53 percent), and English I (56 percent), and less than half in Biology (44 percent).						
Root Cause #3:		The majority of at risk students are not first time test takers for these courses. More than half are re-testers for these courses.						
Goal #3:		There will be an increase of 3 percentage points from 2018 baseline to no less than 90% by 2023 for students meeting the Global Graduate standards.						
Summative Evaluation:		Number and percent of students accessing Apex tools for credit recovery, original credit, tutorials, and/or supplemental instruction will increase by 10% from July 2018 to July 2019.						
Measurable Performance Objectives	Strategy	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
Provide support to core instruction courses with academic supports through original credit recovery, supplemental instruction and tutorials through APEX in Grad Labs as measured by credit accrual in Chancery and graduation rate.	Increase awareness of credit recovery solutions to student needs available through Apex online courseware and adaptive tutorials for STAAR, SAT, ACT, and TSI available to all middle and high school students in HISD by providing GradLab coaches and teachers with professional development. Continue to improve integration for easier access by educators and students.	08/2018 - 07/2019	\$1.34 M in GF including High School Allotment; Grad Coaches on Traditional High School Campuses; Apex Lead Administrators on other campuses; Apex staff unlimited training contract for training and grad coach support; College and Career Readiness teams for	Director of Special Pops, Virtual Schools Program Manager and Interventions Program Manager	Integration with all IT systems for access by new SIS by October 2018; Awareness and training of departments and campuses for new tutorials October 2017 and ongoing; Grad Coach training and support monthly and as needed August 2018-June 2019 and ongoing; Data Monitoring of Apex reports; August 2018 – July 2019.			
Provide support to overage middle school students by offering credit advancement as well as remediation and to create a safe environment in middle schools by ensuring students are traveling with their original cohort.	Provide opportunities for students to use Edgenuity for credit advancement, remediation for skill deficits	8/2018 - 8/2019	SAT/ACT/TSI collaboration; Training with registrars and counselors. Title IV funding, \$525,000	Director of Special Pops, Virtual Schools Program Manager and Interventions Program Manager	Credits earned, middle school overage numbers, middle school dropout numbers			

Houston Independent School District - District Improvement Plan 2018-2019

District Name:	Houston ISD	County District Number:	101912			Superintendent Name:	Dr. Grenita Lathan, Interim Superintendent	
Department Name:	Student Assistance	Educational Service Center:	Region 4			School Year:	2018-2019	
Data/Needs Assessment:	Student Information System, Student Assistance Questionnaire data, and Homeless Audit Report							
Problem Statement #1:		Programs are needed to address the non academic needs of at risk students						
Root Cause #1:		Non academic factors						
Goal #1:		Provide comprehensive services and/or referrals to 100% of identified homeless, foster care, residential treatment and students to improve academic success.						
Summative Evaluation:		Number of identified students provided comprehensive services and referrals as evidenced by direct service logs and end of year data						
Measurable Performance Objectives	Strategy <i>(Actions/Processes)</i>	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results <i>(Outcomes/Data)</i>	Select	Next Steps
By June 2019, identification of homeless, foster care, residential treatment and students will increase by 10%.	Provide direct services and supports to students in homeless, foster care, and in residential treatment	August 2018- June 2019	GF1, Title I and TECHY Grant Funds	Sr. Manager, Managers and Outreach Workers	Review of Student Assistance Questionnaire data			

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Select	Next Steps
By June 2019, 100% of students who are identified as homeless, foster care or residential treatment will be provided uniforms upon request.	Remove attendance barriers for homeless, foster care and residential treatment students by providing school supplies, uniforms, transportation and referrals for other services	August 2018-June 2019	Gift Cards/In Kind donations, GF1, Title I and TECHY Grant Funds	Sr. Manager, Managers and Outreach Workers	Direct Service Logs			
By June 2019, outreach staff will train a campus representative from each campus staff on the McKinney - Act.	Provide professional development training to district staff and community partners.	August 2018-June 2019	GF1, Title I and TECHY Grant Funds	Sr. Manager, Managers and Outreach Workers	Number of staff attending trainings and number of trainings provided to each area			

	Problem Statement #2:	Targeted interventions are needed to address the needs of students with chronic absences						
	Root Cause #2:	Lack of targeted interventions impede academic success						
	Goal #2:	Increase student achievement by increasing access to district and community supports/resources						
	Summative Evaluation:	Student Information System, Student Exceptions Report data, and campus Graduation Support Meeting data						
Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
By June 2019, outreach staff will train a campus representative from each campus staff on House Bill 2398 and attendance requirements under the Texas Education Code.	Provide professional development training to district staff and community partners.	August 2018- June 2019	GF1 and Title I Grant Funds	Sr. Manager, Managers and Outreach Workers	Review of graduation support committee or attendance meetings. Monthly review of attendance data.			

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
Support campuses, including in-district charters, by building capacity to increase attendance and address truant behavior by reinforcing best practices for dropout prevention.	Monitor campus based graduation support meetings to ensure that early identification of barriers are being addressed. Organize and facilitate annual Grads within Reach Walk, which includes conducting home visits to students that were enrolled during the last school year at HISD and and have not re-enrolled for the current school year.	August 2018-June 2019. Grad Walk is being held at all comprehensive high schools on 9/22/18 from 8AM to noon.	GF1, Title I and Title IV Grant Funds	Sr. Manager, Managers and Outreach Workers	Review of graduation support committee or attendance meetings. Monthly review of attendance data.			
	Host parent meetings at schools and community meetings to provide information regarding attendance and truancy prevention. SEL has reorganized to include 3-5 SEL certified counselors to support schools with PBIS implementation, trauma informed practices, and restorative practices.	August 2018-June 2019	GF1 and Title I Grant Funds	Sr. Manager, Managers and Outreach Workers	Review of outreach worker and direct service logs.			

Houston Independent School District - District Improvement Plan 2018-2019

District Name:	Houston ISD	County District Number:	101912	Superintendent Name:	Dr. Grenita Lathan, Interim Superintendent
Department Name:	State Compensatory Education	Educational Service Center:	Region 4	School Year:	2018-2019

Data/Needs Assessment:	<p>State Compensatory Education is defined in law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. The goal is to reduce any disparity in performance between students at risk of dropping out of school and all other students. The annual budget for 2017 was \$117,395, 087. This included \$26,795,543 of supplemental campus-based funds. These are budget amounts, not final expenditures. Of the 216,106 students who attended HISD during the 2016–2017 academic year, 145,725 students (67.4 percent) were identified as being at-risk according to SCE criteria. More males than females were identified as at-risk (69.7 percent of males in the district were identified as at-risk and 65.1 percent of females were). The ethnic composition of at-risk students was 70.8 percent Hispanic, followed by 22.2 percent African American, 3.9 percent white, 2.4 percent Asian/Pacific Islander, and less than one percent American Indian or two or more races. Exactly 85.3 percent of at-risk students were economically disadvantaged. Majorities of Hispanic and African American students, as well as those who were economically disadvantaged, were deemed at-risk. Districtwide, on the 2017 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 29 percentage points in reading, 24 percentage points in mathematics, 36 percentage points in writing, and 33 percentage points in science and social studies. The gaps decreased in all subjects from 2016 to 2017. Districtwide, on the 2017 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 26 percentage points in reading, 22 percentage points in mathematics, 35 percentage points in writing, and 24 percentage points in science. The gaps increased in all subjects from 2016 to 2017. Districtwide, on the 2017 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 14 percentage points in Algebra I to 37 percentage points in English I and English II. The gaps in performance between not-at-risk and at-risk high school students decreased slightly from 2016 to 2017 in all subjects except US History, for which the gap remained unchanged. For the class of 2016, 86.0 percent of not-at-risk students and 76.3 percent of at-risk students graduated from HISD. The completion rate (which includes graduates, continuers, and GED recipients) for not-at-risk students was 88.9 percent and for at-risk students was 86.2 percent. The not-at-risk and at-risk gaps among graduating students and continuers increased from 2015 to 2016. This increase was especially pronounced with respect to the percentage of graduates between the two groups. Of the 216,106 students enrolled in HISD at the fall snapshot for the 2016–2017 school year, 145,725 students (67.4 percent) were identified as being at-risk according to SCE criteria. In 2016–2017, a larger proportion of males than females enrolled in HISD (69.7 and 65.1 percent, respectively) were identified as at-risk. Hispanic students accounted for the largest total number of at-risk students (103,219) and constituted 70.8 percent of all at-risk students. African Americans made up the next largest group of at-risk students at 32,299, or 22.2 percent of all at-risk students. While only a little more than two-fifths of those who were categorized as not-economically disadvantaged were identified as at-risk (43 percent), nearly three-quarters of those categorized as economically disadvantaged were identified as at-risk.</p>
Problem Statement #1:	Students who are at-risk of dropping out of school are not performing as well as all other students.
Root Cause #1:	Not all SCE funds may be directly impacting at-risk students
Goal #1:	Provide program support for campuses to reduce the disparity between students at risk of dropping out of school and all other students.
Summative Evaluation:	SCE Evaluation for 2018-2019

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
90 % of SCE funds will be spent on direct services for students at-risk of dropping out of school	Review campus budgets and work with principals to ensure funds are targeted for direct instructional services for at-risk students.	August-April	SCE	Director, Student Support Services	Budget reviews quarterly			
100% of the Disciplinary Alternative Education funds will provide services to students who are referred to those programs.	Review program budgets.	August - June	SCE	Director, Student Support Services	Budget reviews quarterly			
	Meet with Principals of those programs for programing and budget concerns.	August - December	SCE	Director, Student Support Services	Receive updates from DAEP programs.			
Provide Pregnancy Related services to students who are pregnant or parenting.	Provide funds for services to our pregnant and parenting students through Health and Medical Services.	August - May	SCE	Director, Student Support Services and Health and Medical Services staff.	Program updates and budget expenditures reports.			

Houston Independent School District - District Improvement Plan 2018-2019				
District Name:	Houston ISD	County District Number:	101912	Superintendent Name: Dr. Grenita Lathan, Interim Superintendent
Department Name:	Wraparound Services	Educational Service Center:	Region 4	School Year: 2018-2019
Data/Needs Assessment:	Academics, Behavior, & Attendance Data from Chancery; Health Needs Survey (Rice University), Board Policy (Regulations & Constraints), Boston Consulting Group (BCG) Report			
Problem Statement #1	Challenges in meeting the needs of the whole child, especially the non-academic			
Root Cause #1:	Lack of non-academic services and opportunities provided to our students			
Goal #1:	Continue in the development of the Community School Model and feeder pattern framework on all HISD campuses, including the definition, process and goals, to provide emotional and social supports to meet the needs of the whole child by 2022.			
Summative Evaluation:	Increased services and resources provided to families, particularly on campuses with Wraparound Resource			

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Select	Next Steps
To increase external partnerships at each campus.	WRS and Managers will participate in collaborative meetings from various external partners	August 2018-June 2019	United Way, Houston Community Schools Partnership, Houston Endowment, HISD Departments, Wraparound Specialists, Wraparound	Wraparound Resource Dept.	Number of providers entered into Purple.			
	Utilize the database to identify non-academic needs for the campus and community.	August 2018-June 2019	GFI; Community Partners, Purple (data base)	Wraparound Resource Dept., ProUnitas	Number of providers entered into Purple.			
	Train Specialists through professional development to verbalize campus needs through networking opportunities.	August 2018-June 2019	GFI; Community Partners	Wraparound Resource Dept.	Number of providers entered into Purple and opportunities to practice.			
To utilize the Community School's Rubric to measure the implementation of the Community Schools Model.	Train Specialists & campus leadership teams on the components of the Community Schools Rubric.	August 2018-December 2018	GFI; Community Partners	Wraparound Department Assistant Superintendent, Wraparound Managers	MOY and EOY Community Schools Rubric			

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Select	Next Steps
	To provide training for Specialists & campus leaders to use the Community Schools Checklist to determine if their campus is a community school.	August 2018-December 2018	GF1; Community Partners	Wraparound Department Assistant Superintendent, Wraparound	MOY and EOY Community Schools Rubric			
	To schedule school visits to monitor progress of the community schools model.	August 2018-December 2018	GF1; Community Partners	Wraparound Department Assistant Superintendent, Wraparound Managers, Principals, Wraparound Specialists, Community Stakeholders	MOY and EOY Community Schools Rubric plus database system and formal observations			
To create a Community Council at the school, community and district level.	Principal and WRS will seek key community stakeholders to advise on the formation of the Wraparound Services Community Council.	August-September, 2018	GF1, Community partners	WRS, Wraparound Services Manager and Principal	Attendance Sign-in sheets, copies of meeting agendas			

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Select	Next Steps
	Area School Principals and WRS will seek key community stakeholders to advise on the formation of the Community Wraparound Specialist Collaborative.	August-November, 2018	GF1, Community partners	WRS, Wraparound Services Manager and area Principals	Attendance Sign-in sheets, copies of meeting agendas			
	Wraparound Service Managers will seek community stakeholders within the district on the formation of Wraparound Services District Council.	August-December, 2018	Title IV, Community partners	WRS Managers and Assistant Superintendent	Attendance Sign-in sheets, copies of meeting agendas			

Problem Statement #2:		Lack of basic & socio-emotional support available to families at home.						
Root Cause #2:		Students need mental health, basic needs, extra-curricular activities, as well as a variety of other needs						
Goal #2:		Continue in the development of Wraparound Resource Specialist cohorts of “Every Community, Every School” within the district and increase annually until all schools are served by 2022.						
Summative Evaluation:		Increase the number of Wraparound Resource Specialists to additional campuses each year until 2022.						
Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
Increase attendance by reducing absence and tardies.	WRS will secure community partnerships to address identified needs.	August 2018-June 2019	WRS, Wraparound Managers, Campus personnel, Houston Community Schools Partnership, Boys and Girls Club, My Brother's Keeper (MBK)	WRS, Wraparound Managers	Baseline of providers identified through database system; Rice Needs Survey Feedback			

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
	WRS will create systems on campus to address absenteeism & tardies through the Community School Model.	August 2018-June 2019	Campus teams, HISD Departments (SEL, Student Assistance: Homeless Dept., etc.)GF1, Community partners	WRS, Principal	Weekly review of student attendance through database system			
	WRS will participate in Student-At-The-Center Teams, IAT, to expound on expanded learning opportunities.	August 2018-June 2019	WRS, Wraparound Managers, and Campus personnel	WRS, Wraparound Managers	Academic data, Feedback from Student at the Center Team, Feedback from Rice Survey			

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
Increase student academic outcomes through expanded learning time & opportunities.	WRS will secure community partnerships to address identified needs.	August 2018-June 2019	Title IV, WRS, Wraparound Managers, Campus personnel, Houston Community Schools Partnership, Boys and Girls Club, My Brother's Keeper (MBK)	WRS, Wraparound Managers	Baseline of providers identified through database system; Rice Needs Survey Feedback			
	WRS will participate in Student-At-The-Center Teams, IAT, to expound on expanded learning opportunities.	August 2018-June 2019	GF1, WRS, Wraparound Managers, and Campus personnel	WRS, Wraparound Managers	Academic data, Feedback from Student at the Center Team, Feedback from Rice Survey			
	WRS will secure partnerships and resources on campus to address student challenges.	August 2018-June 2019	GF1, Community partners	WRS, Principal	Weekly review of student attendance through database system			

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
To reduce behavior referrals.	WRS will collaborate with school personnel to identify strategies & create a plan.	August 2018-June 2019	GF1, Community partners	WRS, Wraparound Managers, Campus	Number of behavioral referrals to office and			
	WRS will establish partnerships within the district and externally to address discipline and school culture.	September 2018-June 2019	GF1, Community partners	WRS, Campus personnel, WRS Manager and SEL Department	Number of behavioral referrals to office and database input			
	WRS will participate in Student-At-The-Center Teams, IAT, to address behavior concerns and needs.	August 2018-June 2019	WRS, Wraparound Managers, and Campus personnel	WRS, Wraparound Managers	Academic data, Feedback from Student at the Center Team, Feedback from Rice Survey			

Problem Statement #3:		Campus don't have resources to providers to adequately address student non-academic needs (whole child).						
Root Cause #3:		Campuses may not have funding, personnel, or tools to adequately conduct a needs assessment.						
Goal #3:		Continue with the implementation of tools for campuses to conduct a needs assessment, to access a provider database, a data tracker, and professional development in 2018-2019, and will increase annually until all campuses access the tools and trainings by 2022.						
Summative Evaluation:		By the end of the 2018-2019 school year, campuses that have a Wraparound Resource Specialist, will have access to a provider database, a data tracker and professional development.						
Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
Train and support Specialists and key personnel on the data tracker.	Provide training.	August 2018-June 2019	GF1, Community Partners, ProUnitas	Wraparound Resource Dept. and ProUnitas	Specialist participation in professional development			
	Create access to technical support through learning hubs.	August 2018-June 2019	GF1, Community Partners, ProUnitas	Wraparound Resource Dept. and ProUnitas	Specialist participation in professional development			
	Provide access and support to the data tracking system.	August 2018-June 2019	GF1, Community Partners, ProUnitas	Wraparound Resource Dept. and ProUnitas	Data tracking usage.			

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
Provide Specialists tools to conduct a needs assesment.	Collaborate with community stakeholders to implement a tool to gain understanding of community needs.	August 2018-June 2019	GF1, Community Partners, ProUnitas	Wraparound Resource Dept. and ProUnitas	Data tracking usage, providers included in database.			
	Train Specialists to utilize the data tracking system to extract data.	August 2018-June 2019	GF1, Community Partners, ProUnitas	Wraparound Resource Dept. and ProUnitas	Bi-Weekly check-ins with Specialists			
	Train Specialists through professional development to collaborate with community stakeholders in order to identify community needs for example, conducting community focus groups.	August 2018-June 2019	GF1; Community Partners, ProUnitas	Wraparound Resource Dept.	Number of providers entered into Purple and opportunites to practice.			
To develop an understanding of the Community Schools Model through professional development.	Train Specialists & other stakeholders about the Community Schools Standards.	August 2018-December 2018	GF1, Community Partners	Wraparound Department Assistant Superintendent, Wraparound Managers	MOY and EOY Community Schools Rubric			
	Introduce the 4 Pillars Infographic from the Learning Policy Institute.	August 2018-December 2018	GF1, Community Partners	Wraparound Department Assistant Superintendent, Wraparound Managers	MOY and EOY Community Schools Rubric			

Measurable Performance Objectives	Strategy <i>(Actions/Processes)</i>	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results <i>(Outcomes/Data)</i>	Status	Next Steps
	To collaborate with community stakeholders	August 2018-July 2019	GF1, Community Partners	Wraparound Department Assistant Superintendent, Wraparound Managers	MOY and EOY Community Schools Rubric			

Houston Independent School District - District Improvement Plan 2018-2019								
District Name:	Houston ISD			County District Number:	101912		Superintendent Name:	Dr. Grenita Lathan, Interim Superintendent
Department Name:	Wraparound Services			Educational Service Center:	Region 4		School Year:	2018-2019
Data/Needs Assessment:	Academics, Behavior, & Attendance Data from Chancery; Health Needs Survey (Rice University), Board Policy (Regulations & Constraints), Boston Consulting Group (BCG) Report							
Problem Statement #1				Challenges in meeting the needs of the whole child, especially the non-academic				
Root Cause #1:				Lack of non-academic services and opportunities provided to our students				
Goal #1:				Continue in the development of the Community School Model and feeder pattern framework on all HISD campuses, including the definition, process and goals, to provide emotional and social supports to meet the needs of the whole child by 2022.				
Summative Evaluation:				Increased services and resources provided to families, particularly on campuses with Wraparound Resource				

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Select	Next Steps
To increase external partnerships at each campus.	WRS and Managers will participate in collaborative meetings from various external partners	August 2018-June 2019	United Way, Houston Community Schools Partnership, Houston Endowment, HISD Departments, Wraparound Specialists, Wraparound	Wraparound Resource Dept.	Number of providers entered into Purple.			
	Utilize the database to identify non-academic needs for the campus and community.	August 2018-June 2019	GFI; Community Partners, Purple (data base)	Wraparound Resource Dept., ProUnitas	Number of providers entered into Purple.			
	Train Specialists through professional development to verbalize campus needs through networking opportunities.	August 2018-June 2019	GF1; Community Partners	Wraparound Resource Dept.	Number of providers entered into Purple and opportunities to practice.			
To utilize the Community School's Rubric to measure the implementation of the Community Schools Model.	Train Specialists & campus leadership teams on the components of the Community Schools Rubric.	August 2018-December 2018	GFI; Community Partners	Wraparound Department Assistant Superintendent, Wraparound Managers	MOY and EOY Community Schools Rubric			

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Select	Next Steps
	To provide training for Specialists & campus leaders to use the Community Schools Checklist to determine if their campus is a community school.	August 2018-December 2018	GF1; Community Partners	Wraparound Department Assistant Superintendent, Wraparound	MOY and EOY Community Schools Rubric			
	To schedule school visits to monitor progress of the community schools model.	August 2018-December 2018	GF1; Community Partners	Wraparound Department Assistant Superintendent, Wraparound Managers, Principals, Wraparound Specialists, Community Stakeholders	MOY and EOY Community Schools Rubric plus database system and formal observations			
To create a Community Council at the school, community and district level.	Principal and WRS will seek key community stakeholders to advise on the formation of the Wraparound Services Community Council.	August-September , 2018	GF1, Community partners	WRS, Wraparound Services Manager and Principal	Attendance Sign-in sheets, copies of meeting agendas			

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Select	Next Steps
	Area School Principals and WRS will seek key community stakeholders to advise on the formation of the Community Wraparound Specialist Collaborative.	August-November, 2018	GF1, Community partners	WRS, Wraparound Services Manager and area Principals	Attendance Sign-in sheets, copies of meeting agendas			
	Wraparound Service Managers will seek community stakeholders within the district on the formation of Wraparound Services District Council.	August-December, 2018	Title IV, Community partners	WRS Managers and Assistant Superintendent	Attendance Sign-in sheets, copies of meeting agendas			

Problem Statement #2:		Lack of basic & socio-emotional support available to families at home.						
Root Cause #2:		Students need mental health, basic needs, extra-curricular activities, as well as a variety of other needs						
Goal #2:		Continue in the development of Wraparound Resource Specialist cohorts of “Every Community, Every School” within the district and increase annually until all schools are served by 2022.						
Summative Evaluation:		Increase the number of Wraparound Resource Specialists to additional campuses each year until 2022.						
Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
Increase attendance by reducing absence and tardies.	WRS will secure community partnerships to address identified needs.	August 2018-June 2019	WRS, Wraparound Managers, Campus personnel, Houston Community Schools Partnership, Boys and Girls Club, My Brother's Keeper (MBK)	WRS, Wraparound Managers	Baseline of providers identified through database system; Rice Needs Survey Feedback			

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
	WRS will create systems on campus to address absenteeism & tardies through the Community School Model.	August 2018-June 2019	Campus teams, HISD Departments (SEL, Student Assistance: Homeless Dept., etc.)GF1, Community partners	WRS, Principal	Weekly review of student attendance through database system			
	WRS will participate in Student-At-The-Center Teams, IAT, to expound on expanded learning opportunities.	August 2018-June 2019	WRS, Wraparound Managers, and Campus personnel	WRS, Wraparound Managers	Academic data, Feedback from Student at the Center Team, Feedback from Rice Survey			

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
Increase student academic outcomes through expanded learning time & opportunities.	WRS will secure community partnerships to address identified needs.	August 2018-June 2019	Title IV, WRS, Wraparound Managers, Campus personnel, Houston Community Schools Partnership, Boys and Girls Club, My Brother's Keeper (MBK)	WRS, Wraparound Managers	Baseline of providers identified through database system; Rice Needs Survey Feedback			
	WRS will participate in Student-At-The-Center Teams, IAT, to expound on expanded learning opportunities.	August 2018-June 2019	GF1, WRS, Wraparound Managers, and Campus personnel	WRS, Wraparound Managers	Academic data, Feedback from Student at the Center Team, Feedback from Rice Survey			
	WRS will secure partnerships and resources on campus to address student challenges.	August 2018-June 2019	GF1, Community partners	WRS, Principal	Weekly review of student attendance through database system			

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
To reduce behavior referrals.	WRS will collaborate with school personnel to identify strategies & create a plan.	August 2018-June 2019	GF1, Community partners	WRS, Wraparound Managers, Campus	Number of behavioral referrals to office and			
	WRS will establish partnerships within the district and externally to address discipline and school culture.	September 2018-June 2019	GF1, Community partners	WRS, Campus personnel, WRS Manager and SEL Department	Number of behavioral referrals to office and database			
	WRS will participate in Student-At-The-Center Teams, IAT, to address behavior concerns and needs.	August 2018-June 2019	WRS, Wraparound Managers, and Campus personnel	WRS, Wraparound Managers	Academic data, Feedback from Student at the Center Team, Feedback from Rice Survey			

Problem Statement #3:		Campus don't have resources to providers to adequately address student non-academic needs (whole child).						
Root Cause #3:		Campuses may not have funding, personnel, or tools to adequately conduct a needs assessment.						
Goal #3:		Continue with the implementation of tools for campuses to conduct a needs assessment, to access a provider database, a data tracker, and professional development in 2018-2019, and will increase annually until all campuses access the tools and trainings by 2022.						
Summative Evaluation:		By the end of the 2018-2019 school year, campuses that have a Wraparound Resource Specialist, will have access to a provider database, a data tracker and professional development.						
Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
Train and support Specialists and key personnel on the data tracker.	Provide training.	August 2018-June 2019	GF1, Community Partners, ProUnitas	Wraparound Resource Dept. and ProUnitas	Specialist participation in professional development			
	Create access to technical support through learning hubs.	August 2018-June 2019	GF1, Community Partners, ProUnitas	Wraparound Resource Dept. and ProUnitas	Specialist participation in professional development			
	Provide access and support to the data tracking system.	August 2018-June 2019	GF1, Community Partners, ProUnitas	Wraparound Resource Dept. and ProUnitas	Data tracking usage.			

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
Provide Specialists tools to conduct a needs assesment.	Collaborate with community stakeholders to implement a tool to gain understanding of community needs.	August 2018-June 2019	GF1, Community Partners, ProUnitas	Wraparound Resource Dept. and ProUnitas	Data tracking usage, providers included in database.			
	Train Specialists to utilize the data tracking system to extract data.	August 2018-June 2019	GF1, Community Partners, ProUnitas	Wraparound Resource Dept. and ProUnitas	Bi-Weekly check-ins with Specialists			
	Train Specialists through professional development to collaborate with community stakeholders in order to identify community needs for example, conducting community focus groups.	August 2018-June 2019	GF1; Community Partners, ProUnitas	Wraparound Resource Dept.	Number of providers entered into Purple and opportunities to practice.			
To develop an understanding of the Community Schools Model through professional development.	Train Specialists & other stakeholders about the Community Schools Standards.	August 2018-December 2018	GF1, Community Partners	Wraparound Department Assistant Superintendent, Wraparound Managers	MOY and EOY Community Schools Rubric			
	Introduce the 4 Pillars Infographic from the Learning Policy Institute.	August 2018-December 2018	GF1, Community Partners	Wraparound Department Assistant Superintendent, Wraparound Managers	MOY and EOY Community Schools Rubric			

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
	To collaborate with community stakeholders	August 2018-July 2019	GF1, Community Partners	Wraparound Department Assistant Superintendent, Wraparound Managers	MOY and EOY Community Schools Rubric			

Houston Independent School District - District Improvement Plan 2018-2019

District Name:	Houston ISD	County District Number:	101912			Superintendent Name:	Dr. Grenita Lathan, Interim Superintendent	
Department Name:	Family And Community Engagement (FACE)	Educational Service Center:	Region 4			School Year:	2018-2019	
Data/Needs Assessment:								
Problem Statement #1:		Low participation in families' feedback on school environment and communication						
Root Cause #1:		Families and community stakeholder's perception of schools not maintaining a sustainable inclusive environment where families feel welcome.						
Goal #1:		Strengthen public support and confidence in schools by increasing number of Certified Family Friendly Schools campuses by 10 percent.						
Summative Evaluation:		Number of Family Friendly certified schools in 2018-19 in comparison to previous school year.						
Measurable Performance Objectives	Strategy <i>(Actions/Processes)</i>	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results <i>(Outcomes/Data)</i>	Status	Next Steps
By June 28, 2019 FACE will contribute to attaining an additional 10% increase in schools participating in the Family Friendly Schools (FFS) program	Family Friendly Schools Program enrollment during school consultations and/or FFS consultation	7/1/18 - 7/1/19	Title I, Part A Funding for: Salaries, FFS Awards, FFS Banners, Supplies, District support for overall annual program evaluation	FACE Specialists.	By Sept. 2018 complete all consultations and enrollment. By Feb 2019 complete MOY check-in. By May 2019 complete EOY check-in and determine certification status.			
	Support schools in their pursuit of being family friendly certified by facilitating 4 Family Friendly School Activities with families and community members	7/1/18 - 7/1/19	Title I, Part A Funding for: Salaries, Supplies, District support for overall annual program evaluation	FACE Specialists, Campus Leadership and staff, community families and stakeholders	By Dec. 2018 completed all 4 FFS foundational activities (deadline for 2 of the 4 activities are due Oct. 2018)			

Problem Statement #2:		Identification, dissemination, and sustainability of key resources available districtwide for parents to support learning at home.						
Root Cause #2:		Families not leveraging all the resources available to be able to support their students' learning at home.						
Goal #2:		Increase public support and confidence in schools by increasing the number of learning opportunities for HISD families by 10 percent.						
Summative Evaluation:		Increase the number of participating families on the Family Learning Academies workshops by 15 percent in comparison to June 2018.						
Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
Increase public support and confidence in schools by increasing the number of learning opportunities for HISD families by 10 percent by June 28, 2019.	Increase the number of at-home learning strategies workshop offerings for secondary students' families.	8/1/18 - 6/28/19	Title I, Part A Funding for: Salaries, Materials, Supplies, District support for overall annual program evaluation	FACE Specialists.	By Sept. 2018 complete all consultations and enrollment. By Feb 2019 complete MOY check-in. By May 2019 complete EOY check-in and determine certification status.			
	Launch Parent Universities initiative to empower parents with information and resources to succeed in Houston ISD.	11/01/18 - 06/28/19	Title I, Part A Funding for: Salaries, Materials, Supplies, District support for overall annual program evaluation	Assistant Superintendent, Equity & Outreach. FACE Specialists.	By May 2019 have conducted at least 4 parent universities across HISD.			

Problem Statement #3:		Not being able to easily report or account for parent organizations in HISD Schools.						
Root Cause #3:		Multiple choices that schools have regarding of what can be considered a parent group but not accounting for each campus parent group not leveraging it to its full capacity.						
Goal #3:		Help facilitate and establish a parent group in 15 percent of HISD campuses.						
Summative Evaluation:		Establish a parent organization in at least 50 HISD campuses						
Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
Increase public support and confidence in schools by Help facilitate and establish a parent group in 15 percent of HISD campuses.	Establish a system to keep record and up-to-date account of campuses with a parent organization.	7/1/18 - 7/31/19	Title I, Part A Funding for: Salaries, District support for Technology feasible application to capture information and reporting.	FACE Specialists. FACE Sr. Manager. Designated Campus Staff	By Dec. 2018 Have first report of active PTO/A organizations including contact information.			
	Provide Parent Organizations support and resources	7/1/18 - 7/31/19	Title I, Part A Funding for: Salaries, Materials, PTO/PTA kits, Supplies, Flyers.	FACE Specialists. FACE Sr. Manager. Designated Campus Staff	By Mar. 2019 Have facilitated PTO/A organization training/workshops at 50 campuses.			

Houston Independent School District - District Improvement Plan 2018-2019					
District Name:	Houston ISD	County District Number:	101912	Superintendent Name:	Dr. Grenita Lathan, Interim Superintendent
Department Name:	Innovation & Postsecondary Programming	Educational Service Center:	Region 4	School Year:	2018-2019
Data/Needs Assessment:	The district provides direct support to campuses to offer postsecondary programs, which include: Advanced Placement, International Baccalaureate, and Dual Credit. The district centrally supports campuses by providing 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.				
Problem Statement #1	There is an opportunity to increase the number of students who earn qualifying scores on these exams, thereby earning college credit at a wide variety of institutions of higher education. Additionally, there are a wide variety of dual credit and dual enrollment offerings across the district, as well as opportunities for additional students to earn qualifying grades and college credit while in high school.				
Root Cause #1:	Across the district, there are a number of ways whereby students can earn college credit in high school; to fully maximize these opportunities, there is a need for stakeholders (such as campuses, families, students) to be aware of the different postsecondary program offerings, and to use data to strategically improve student outcomes in these programs. There is an opportunity to increase rigor and to provide teachers with support that will enhance instruction, thereby improving student achievement in these college-level courses.				
Goal #1:	Improve student success in postsecondary programs across Houston Independent School District.				
Summative Evaluation:	Student performance, postsecondary program participation, end-of-year reports from CollegeBoard, community colleges, and other relevant sources.				

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Select	Next Steps
Increase the percentage of students receiving qualifying scores on AP exams by at least 3%	Direct teacher support and training at the campuses to increase the level of academic rigor in advanced courses.	July 2018-June 2019	Postsecondary Programming Department	Director, Postsecondary Programming; Senior Managers, Postsecondary Programming; AP Curriculum Specialists	Feedback surveys; Teacher PLC surveys; AP exam results			
	AP Institute training and district professional development throughout the year.	July 2018-June 2019	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 professional learning communities.	June 2018-May 2019	Postsecondary Programming Department	Director, Postsecondary Programming; Senior Managers, Postsecondary Programming; AP Curriculum Specialists	Teacher participation; PLC surveys; AP exam results			
Increase the percentage of students earning a qualifying grade in dual credit courses by at least 3%	Provide dual credit leaders professional development addressing student	September 2018-February 2019	Houston Community College (HCC)	Dual Credit Manager	Survey of PD participants			
	Work with campuses to develop performance improvement plan for struggling students	January 2019-February 2019	Postsecondary Programming Department; HCC Data	Dual Credit Manager	Completed Postsecondary Programming offerings assessment			

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
	Provide students access to all textbook-related content supporting mastery of coursework.	August 2018 (Fall term); December 2018 (Spring term)	Postsecondary Programming Department; college textbooks are provided at no cost to schools	Dual Credit Manager	Inventory Tracking			
Problem Statement #2:		Based on recent performance trends in postsecondary programming across the district, there is an opportunity for more students to receive college credit while in high school via a variety of programs being offered by campuses, including Dual Credit, Advanced Placement, and International Baccalaureate.						
Root Cause #2:		In order for students to participate in postsecondary programming, they must meet a variety of eligibility criteria, depending on the program. There is an opportunity to increase the number of eligible students by increasing awareness amongst stakeholders (students, families, campuses), providing opportunities for students to be exposed to rigorous instruction, and receive qualifying scores and grades to earn college credit.						
Goal #2:		Increase the number of students eligible for postsecondary programming opportunities across Houston Independent School District.						
Summative Evaluation:		PSAT, SAT, ACT, and TSI score reports.						

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
Increase opportunities for vertical alignment from middle school to college level coursework including: Dual Credit, AP, IB	Provide national and district professional development throughout the year; including two AP mini-conferences, AP Professional Learning Communities, National History Day event, and Laying the Foundation training for teachers (elementary-high	July 2018-June 2019	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.	September 1, 2018 - December 15, 2018	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.	September 1, 2018 - May 15, 2019	Postsecondary Programming Department Project Explore	Postsecondary Programming Director; Postsecondary Programming Senior Managers; Dual Credit Specialists; Curriculum Specialists	Personal Graduation Plans			

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
Increase number of students qualifying for academic Dual Credit courses via PSAT, SAT, ACT, and TSIA by 5%	Provide direct support to campuses to maximize use of Khan Academy throughout school year. Increase students with Official SAT practice accounts in grades 8-12 by 25%.	Fall - TSIA & PSAT; Spring - SAT & ACT	Khan Academy is a free resource for all students and schools; the Postsecondary Programming Department will continue to fund TSI testing for students	Postsecondary Programming Director; Postsecondary Programming Senior Managers; Dual Credit Specialists; Curriculum Specialists	Khan Academy usage data from CollegeBoard; PSAT/SAT/TSIA results			
	Collaborate with campuses on strategic plan using student data.	October 1, 2018 - March 1, 2019	Postsecondary Programming Department School Strategic Plan	Postsecondary Programming Director; Postsecondary Programming Senior Managers; Dual Credit Specialists; Curriculum Specialists	Include within implementation plan			
	Establish peer-to-peer support networks (including AP and SAT Student Ambassador Program) and related services to bolster awareness and improve performance.	August 2018 - May 1, 2019	Postsecondary Programming Department	Postsecondary Programming Director; Postsecondary Programming Senior Managers; Dual Credit Specialists; Curriculum Specialists	Student Performance; Assessment Participation & Performance			

Problem Statement #3:		There are a wide variety of postsecondary programming offerings available to students across the district. There is an opportunity to leverage data to strategically match students to their best opportunity for earning college credit while in high school. There is also an opportunity for campuses to increase awareness about postsecondary programming to stakeholders, particularly in earlier grade levels so students can prepare to be successful in these programs once in high school.						
Root Cause #3:		At the campus level, there is an opportunity to leverage data to strategically align coursework and postsecondary programming offerings to maximize the number students eligible to earn college credit while in high school.						
Goal #3:		Expand student access to postsecondary programs across Houston Independent School District.						
Summative Evaluation:		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 <i>(Actions/Processes)</i>	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results <i>(Outcomes/Data)</i>	Status	Next Steps
Increase access to college-level coursework across the district	Postsecondary Programming Department will collaborate with campus leadership teams to create a complete college-level coursework access plan, to ensure students have a variety of opportunities to earn college credit in high school.	September 1, 2018 - December 1, 2018	Performance data provided by Houston ISD's research team	Postsecondary Programming Director; Postsecondary Programming Senior Managers; Dual Credit Specialists; Curriculum Specialists	Access plan; student performance data			

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
	Postsecondary Programming Department will provide access and guidance to using AP Potential data to stakeholders (campuses, families, students).	August 2018-July 2019	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 and participation.	Fall 2018, Spring 2019	Postsecondary Programming Department	Postsecondary Programming Director; Postsecondary Programming Senior Managers; Dual Credit Specialists; Curriculum Specialists	Participant Surveys; Attendance			
High schools will meet all dual credit course and student paperwork deadlines established by postsecondary partners	Dual Credit team will conduct monthly check-ins with campuses.	Sept. 1, 2018 - June 1, 2019	Postsecondary Programming Department	Postsecondary Programming Director; Postsecondary Programming Senior Managers; Dual Credit Specialists; Curriculum Specialists	Semesterly surveys			

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
ensuring students have access to dual credit programs	Dual credit team will monitor requests for courses and supporting documents across the district.	October 1, 2018 - June 15, 2019	Postsecondary Programming Department	Postsecondary Programming Director; Postsecondary Programming Senior Managers; Dual Credit Specialists; Curriculum Specialists	Regular progress monitoring; percentage of campuses in compliance			
Increase number of students (grades 8-11) taking the PSAT & School Day SAT by 10%	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 25%; Postsecondary Programming Department will sponsor district-wide promotional program, campaigns, as well as a	August 2018-April 2019	Postsecondary Programming Department	Postsecondary Programming Director; Postsecondary Programming Senior Managers; Dual Credit Specialists; Curriculum Specialists	Khan Academy usage reports provided by CollegeBoard; Participation rates			
	Provide direct support and training to campus PSAT and SAT Test coordinators.	August 2018-April 2019	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			

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
	College & Career Readiness Advisors will provide direct advising to students on the importance of PSAT/SAT exams for postsecondary opportunities.	August 2018-April 2019	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 CollegeBoard; participation rates			
Successfully support schools through IB Candidacy process and 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.	July 2018-June 2019	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.	July 2018-June 2019	Postsecondary Programming Department	IB Manager, Senior Manager	Teacher and student participation in IB trainings and coursework			

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
	The district will provide direct support and funding to new IB campuses through the candidacy process.	July 2018-June 2019	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 2018-2019					
District Name:	Houston ISD	County District Number:	101912	Superintendent Name:	Dr. Grenita Lathan, Interim Superintendent
Department Name:	College Readiness	Educational Service Center:	Region 4	School Year:	2018-2019

Houston Independent School District - District Improvement Plan 2018-2019					
District Name:	Houston ISD	County District Number:	101912	Superintendent Name:	Dr. Grenita Lathan, Interim Superintendent
Department Name:	College Readiness	Educational Service Center:	Region 4	School Year:	2018-2019
Data/Needs Assessment:	<p>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. This year the College Readiness Department has expanded its programming to include additional support for elementary and middle schools, as well as college matriculation support.</p> <p>College Applications, Submissions and College Enrollment</p> <ul style="list-style-type: none"> • 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 2015 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 2017 enrolled in college during the next school year (32% to 4-year and 23% to 2-year institutions). • For the Class of 2018, 78% of seniors applied to college (56% to a 4 year-program and 43% to 2 year-program). • College Success Advisors advised 56% of 2018 seniors. Of these, 88% applied to a college (67% to a 4-year program and 53% to a 2-year program). • More HISD graduates enrolled in postsecondary institutions in the year after high school in the Class of 2017 than the Class of 2016. However, the rate of enrollment has dropped slightly. HISD graduates enrolled in postsecondary institutions at 55% in 2017, 57% in 2016, 57% in 2015, and 58% in 2014. • Compared to the Class of 2015, 17 HISD high schools had increases in graduate enrollment and 22 high schools improved the enrollment rate to four-year colleges and universities. • 371 SPED seniors were advised by a College Success Advisor. Of those, 271 applied to college and 193 submitted a FAFSA. <p>Scholarship and Financial Aid Offers and FAFSA/TASFA Completion</p> <p>Total increase from 2015 to 2018 for number of scholarship and financial aid dollars was \$149,201,371. A 56% increase.</p> <ul style="list-style-type: none"> • African Americans increase from 2015 to 2018 for number of scholarship and financial aid dollars was \$25,496,024. A 30% increase. • Hispanic increase from 2015 to 2018 for number of scholarship and financial aid dollars was \$90,343,582. A 86% increase. • Asian increase from 2015 to 2018 for number of scholarship and financial aid dollars was \$15,115,112. A 57% increase. • White increase from 2015 to 2018 for number of scholarship and financial aid dollars was \$15,550,844. A 38% increase. • Other increase from 2015 to 2018 for number of scholarship and financial aid dollars was \$2,695,809. A 38% increase. 				

Problem Statement #1:	<p>The College Readiness Department has transitioned its advisors and managers from an 11 to 12 month position so that they can address the need to provide HISD graduates transition support in the summer as well as added 4 advisors to assist with post-secondary transition. The department also invested in a new data tracking/communication platform - CoPilot. To decrease the number of students who fail to enroll in college despite having completed a college application/FAFSA and been advised, we will leverage the above resources through the spring, summer and fall.</p> <p>Class of 15—660 students did not enroll in college the first year after graduation who had submitted both college application and FAFSA/TASFA</p> <p>Class of 16—1174 students did not enroll in college the first year after graduation who had submitted both college application and FAFSA/TASFA</p> <p>Class of 17—1346 did not enroll in college the first year after graduation who had submitted both college application and FAFSA/TASFA</p>
Root Cause #1:	<p>The majority of HISD graduates survey as being the first in their families to attend college (70% plus). Lacking strong mentors, they often fail to enroll in college in the fall despite being advised and completing a college application and submitting their financial aid.</p> <p>First generation students often find the transition period in summer daunting and quickly become discouraged when there is no one to assist them.</p>
Goal #1:	Leverage technology and summer bridge programs to increase the number of HISD graduates who enroll in and persist once in college.
Summative Evaluation:	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 (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Select	Next Steps
Increase the number of HISD graduates participating in HCCS summer bridge programs by a 10% increase.	Using historical data, identify students most likely to benefit from transition programs. Actively recruit in the spring and follow up with phone calls, class visits, and text messages.	Spring & Summer 2019.	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 graduate from college within 6 years of graduating from high school will increase by a 5% increase.	Will assign 4 advisors to work with students at high enrollment college and universities; deploying former graduates to act as mentors.	Spring & Summer 2019.	Co-Pilot Platform & Naviance. Houston Endowment Grant & General Matching Funds.	Director, Senior Manager, Managers, and Advisors.	National Student Clearing House Data			
90% of graduates deemed 'at-risk-for-summer-melt' will receive text messages through the summer and into their first year.	Identify students likely to melt using historical data; send bi-weekly text messages; assign advisors to monitor and respond to text.	Summer 2019	Co-Pilot Platform & Naviance. Houston Endowment Grant & General Matching Funds.	Director, Senior Manager, Managers, and Advisors.	Reports run in CoPilot data tracking/texting platform.			

Problem Statement #2:	While 57% of HISD enroll in college, there are still large numbers of HISD graduates who are losing out on college and training opportunities, especially certification degrees at the community college. A recent study at HCCS showed that HCC graduates gain up to two income quartiles upon graduating.
Root Cause #2:	Over the last three years we have surveyed our rising seniors at the end of their junior year, and we find that many have little understanding of their college options beyond simply that they should consider college as an option. We also have sizable numbers of seniors each year who are not TSI college ready. Upon graduating, these students often struggle with academic course and 'drop-out' after their first year. A career training pathway at a community college would allow them to quickly gain a certificate in a high-employment area.
Goal #2:	Implement a comprehensive college advising strategy for students in middle school through high school graduation.
Summative Evaluation:	National Student Clearinghouse (NSC) StudentTracker system for post high school graduation results starting with high school graduating class of 2004 through graduating class of 2017.

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
70% of the Class of 2019 seniors will have applied to either a 2 or 4 year college. 50% to a 4 year program and/or 60% to a 2 year program.	Team of centrally trained College Success 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 Success team.	Advising begins the first week of school and continues through the end of June. September through May Professional Development Meetings (College Institutes) at Houston Community College.	Houston Endowment Grant & General Matching Funds. 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.	Annual reporting from the National Student Clearinghouse Student Tracker program will be used to measure efficacy of improvement strategies.			
57% of Houston ISD 2018 graduates will enroll in a college or university within one year of graduating from HISD with a targeted increased in the number enrolling in two-year institutions.	College Readiness awareness events and enrichment programs, including TACRAO fairs, Black College Expo, Top Tier College Night, International DREAMERS Summit, and National Hispanic Institute.	Application workshops starting September through December	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.	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.			
70% of students who receive classroom	More intentional outreach to campus staff, such as	Application benchmarks are	Co-Pilot Platform & Naviance. Houston	Director, Senior	Trainings will be monitored through			

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
presentations and direct advising will demonstrate an increase in their likelihood to attend college or pursue career training after high school.	teachers, to increase awareness of the college application process.	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.	Manager, Managers, and Advisors.	attendance and participation logs. Expenditures will be monitored through budget spreadsheets, contracts, invoicing, and financial reports.			

Problem Statement #3:	Immigrant, Latino students, economically disadvantaged, and 1st generation college students have historically completed their FAFSA/TASFA at a lower % than students outside the subgroups.							
Root Cause #3:	The above sub-categories of students have little support outside their campus advisor when it comes to gathering tax documents and filling out the FAFSA/TASFA. Many these students are classified as unaccompanied minors; this increases the difficulty of them completing the TASFA/FAFSA since they must file a dependency override.							
Goal #3:	Provide a wide array of resources, trainings, and supports to assist seniors through the financial aid and scholarship process.							
Summative Evaluation:	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 (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
The amount of scholarship and financial aid offers to HISD students will increase by 5%.	A series of professional development trainings targeting financial aid will be provided, conducted by uAspire, university financial aid officers, and HISD trained college readiness/success/Emerge managers.	September through May Professional Development Meetings (College Institutes) at the University of Houston.	Houston Endowment Grant & General Matching Funds. HISD FAFSA webpage. FAFSA/TASFA workshops during Parent Universities.	Director, Senior Manager, Managers, and Advisors.	Weekly reports run from the CoPilot Platform will be used to measure efficacy of improvement strategies. ?			

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
The percent of students completing the FAFSA/TASFA will increase by a 3% increase for class of 2019	<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 6th 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</p>	Director, Senior Manager, Managers, and Advisors.	Trainings of College Access Coordinators, Success Managers/Advisors, and Emerge Program managers will be monitored through attendance and satisfaction surveys.			
Students who were advised by a college and career readiness advisor will increase their completed FAFSA/TASFA rate by 3% increase.	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	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 2018-2019					
District Name:	Houston ISD	County District Number:	101912	Superintendent Name:	Dr. Grenita Lathan, Interim Superintendent
Department Name:	Career Readiness	Educational Service Center:	Region 4	School Year:	2018-2019
Data/Needs Assessment:	<p>The Career Readiness Department oversees the Career & Technical Education (CTE) , Academic & Career Counseling and JROTC Departments. The department empowers students to compete in a global society through rigorous coursework relative to their career goals while providing the academic and career counseling to students and other stakeholders to ensure that their high school experience is reflective of their career and academic goals. The CTE department is charged with overseeing the academic CTE programming related to CTE courses and curriculum for campuses. The CTE curriculum is aligned with the state required Texas Essential Knowledge and Skills (TEKS) for Career and Technical Education, Chapter 130 and the TEKS for Career Development, Chapter 127 for High Schools. Students who enroll in CTE pathways have an opportunity to complete the pathway and earn an industry recognized certification/license / credential that will afford them the chance to graduate with marketable skills to apply to careers related to their concentration. In preparation for changes to state accountability, the CTE department is partnering with high school campus personnel to increase the number of students taking TEA recognized exams, as reported on the Perkins Grant application and to the state of Texas for Domain I: Student Achievement and Domain III: Closing the Gaps. Federal Perkins funds are used to provide an increased focus on the academic achievement of career and technical education students, strengthen the connections between secondary and postsecondary education, and improve state and local accountability. Students who enroll in two or more college/high school Career and Technical Education courses and earn at least three CTE credits are coded as a two. The Academic and Career Counseling department works directly with students and other stakeholders to ensure that students receive the academic advising necessary to select an endorsement that is reflective of their career and academic goals. Beginning in the 8th grade, students and stakeholders are educated on endorsement selections by the Student Success Advisors and are provided guidance for choosing a program that is reflective of said endorsement. Additionally, the Academic and Career Counseling department is charged with the compliance of Personal Graduation Plan, and auditable document, to ensure that campuses meet the standard set forth by HB5 and HB18.</p>				
Problem Statement #1:	The number of students graduating with a coherent sequence of CTE courses is insufficient given the facilities and programming capacity offered in the district.				
Root Cause #1:	Campuses have not used PGP'S as an effective scheduling tool to enroll students in a coherent sequence of courses.				
Goal #1:	Provide career readiness pathway options based on student interest, PGPs, and the Gulf Coast labor market.				

Summative Evaluation:		End of year summary CTE reports will show a 5% increase in the number of students coded as participating in a coherent sequence.						
Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Select	Next Steps
Increase the number of students completing a coherent sequence by 5%.	Review PGPs, transcripts, and schedules for juniors at Achieve 180	8/2018-8/2019	Perkins Grant Funds and CTE Central Funds	CTE Director & specialist	Provide written program evaluations			
	Provide professional development for campus personnel on CTE pathway requirements and PGP plans	8/2018-8/2019	Perkins Grant Funds and CTE Central Funds	CTE Director, Compliance Manager, Specialist	Provide participants with a post training survey			
	Complete review of PGPs and assign CTE participation codes on for all high school students.	8/2018-6/2019	GF1 Funding	Counseling and Guidance	Provide an audit of CTE PEIMS codes assigned to each student			

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Select	Next Steps
Increase student engagement in developing career readiness goals using Personal Graduation Plans (PGPs).	Provide professional development for campus personnel regarding: procedures and compliance for completing the PGP as well as PD for educating students on endorsement selections.	8/2018-6/2019	GF1 Funding	Counseling and Guidance	A review of PGPs will be conducted and a written report will be provided to each campus detailing the findings			
	Create a process for middle schools to use with 8th grade students to select an endorsement.	8/2018-6/2019	GF1 Funding	Counseling and Guidance				

Problem Statement #2:		Many CTE instructors transition directly from industry; they require pedagogical instruction on the delivery of curriculum and professional development on the Industry Based Certifications (IBCs) that they are charged with delivering.						
Root Cause #2:		Instructor turnover and the evolution of industry standards necessitates the need for instructors to engage in continuous professional development.						
Goal #2:		Provide career readiness training and professional development opportunities to CTE teachers, administrators and counselors within Houston Independent School District.						
Summative Evaluation:		End of year summary of CTE will show that 60% or more of the CTE teachers will attend at least 8 hours of content specific professional development.						
Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
60 % of the CTE stakeholders will attend content specific professional development to increase their knowledge/skills to help prepare students for industry certification exams.	Provide instructors PD opportunities related to industry based certifications	8/2018-8/2019	Perkins Grant Funds	CTE Director, Academic and Career Counseling Director, Manager, Specialist	Registration Forms August 2018 -July 2019 Professional Development Evaluation forms August 2017			

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
	Develop a professional development plan that allows teachers in all 16 CTE clusters to earn 8 hours of professional development	8/2018-8/2019	Perkins Grant Funds	CTE Director, Manager, Specialist	Registration Forms August 2018 -July 2019 Professional Development Evaluation forms			
	Use Microsoft Office 365 to create Team pages by cluster	8/2018-8/2019	Perkins Grant Funds	CTE Director, Manager, Specialist	Registration Forms August 2018 -July 2019 Professional Development Evaluation forms August 2018 -			
	Create professional development units for each of the 16 CTE clusters	8/2018-8/2019	Perkins Grant Funds	CTE Director, Manager, Specialist	Registration Forms August 2018 -July 2019 Professional Development			

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
	Provide instructors PD opportunities on instructional best practices to deliver content effectively.	8/2018-8/2019	Perkins Grant Funds	CTE Director, Academic and Career Counseling Director, Manager, Specialist, Region 4	Registration Forms August 2018 -July 2019 Professional Development Evaluation forms August 2018-			
Increase the number of administrators and counselors receiving professional development to better engage students in their career readiness goals by 25%.	Provide CTE stakeholders PD on engaging students in career readiness topics.	8/2018-8/2019	Perkins Grant Funds	CTE Director, Academic and Career Counseling Director, Manager, Specialist	Registration Forms August 2018 -July 2019 Professional Development Evaluation forms			
	Provide CTE stakeholders PD on leveraging current platforms to engage students	8/2018-8/2019	Perkins Grant Funds	CTE Director, Academic and Career Counseling Director, Manager, Specialist	Registration Forms August 2018 -July 2019 Professional Development Evaluation forms August 2018-July 2019			

Problem Statement #3:		The percentage of earned Industry Based Certification results are not reflective of our total student enrollment in CTE.						
Root Cause #3:		In previous years, students were often not scheduled into a coherent sequence of CTE courses that would build the skills necessary to be successful on an Industry Based Certification.						
Goal #3:		Provide career readiness credentialing opportunities to students across Houston Independent School District						
Summative Evaluation:		End of year summary dual credit reports will show an increase in the number of students completing an industry recognized certificate as indicated on the PER list.						
Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
Increase the number of students completing an industry recognized credential/certificate / credential by 5% from the previous year.	Provide supplemental curriculum to campuses who need additional supports tied to career pathways and or an industry recognized credential/certificate/ license	8/2018-8/2019	Perkins Grant Funds	CTE Director, Manager, Specialist	Program evaluation of curriculum for campuses conducted by specialist . Usage and performance reports from vendors/ agencies			

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
	Provide site licensees or vouchers for CTE students who elect to take an IBC	8/2018-8/2020	Perkins Grant Funds	CTE Director, Manager, Specialist	Program evaluation of curriculum for campuses conducted by specialist . Usage and performance reports from vendors/ agencies			
	Achieve 180 campuses will receive additional supplemental curriculum to ensure that students are fully supported to meet the criteria for achievement on an industry recognized credential/certificate/ credential	8/2018-8/2021	Perkins Grant Funds	CTE Director, Manager, Specialist	Program evaluation of curriculum for campuses conducted by specialist . Usage and performance reports from vendors/ agencies			
Problem Statement #4:	PGPs have not been used effectively to create student schedules and drive post-secondary planning.							
Root Cause #4:	All stakeholders with scheduling rights in the SIS have not received training on the implementation of the PGPs and their use in student scheduling.							
Goal #4:	Provide Personal Graduation Plans (PGPs) training to all high school staff who have student scheduling rights in the SIS and to all middle school counselors/designated staff by fall 2018.							

Summative Evaluation:		Increase the number of 8th students selecting an endorsement on their PGP and the number of high school students with completed PGPs to 95%.						
Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
100% of high school personnel with SIS scheduling rights will complete the mandatory PGP training	Provide professional development for campus personnel on CTE pathway requirements and PGP plans	8/2018-9/2018	GF1 Funds	CTE Director, Compliance Manager, Specialist	Provide participants with a post training survey. Any staff member who does not attend will have their scheduling rights removed until completion of training.			
	Each high school principal shall designate an AP, counselor, or dean to serve as the PGP compliance manger for their campus	Aug-18	GF1 Funds	CTE Director, Compliance Manager, Specialist	Provide participants with a post training survey.			

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	Status	Next Steps
All middle school counselors and designated staff will complete the mandatory PGP training.	Provide professional development for campus personnel on CTE pathway requirements and PGP plans			CTE Director, Compliance Manager, Specialist	with a post training survey.			
	Each middle school principal shall designate an AP, counselor, or dean to serve as the PGP compliance manger for their campus	Oct-18	GF1 Funds	CTE Director, Compliance Manager, Specialist	Provide participants with a post training survey.			