Houston Independent School District

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Houston Independent School District
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Employees of the District shall not discriminate on the basis of or engage in harassment motivated by age, race, color, ancestry, national origin, sex, handicap or disability, marital status, religion, veteran status, political affiliation, sexual orientation, gender identity, and/or gender expression.
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HISD Roadmap to Success for Every Student Strategic Priorities for 2019-2020 and Beyond

Expanding Educational Opportunities

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

Ensuring Student Health, Safety and Well-being

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

Transforming Academic Outreach

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

Increasing Organizational Efficiency

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

Cultivating Team HISD Talent

Human capital is one of our district’s greatest assets. As we move toward increased academic achievement, we must attract dynamic teachers and cultivate the leaders among us.
Houston Independent School District Goals and Constraints

Current as of August 8, 2019 with New Goal 4

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

Goal Progress Measure 1.1

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

Goal Progress Measure 1.2

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

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

Goal Progress Measure 2.1

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

Goal Progress Measure 2.2

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

Goal Progress Measure 2.3

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

Goal 3: Among students who exhibit below satisfactory performance on state assessments, the percentage who demonstrate at least one year of academic growth, as measured by the STAAR Progress Measure, shall increase three percentage points annually in reading and in math from 57 percent in spring 2017 to 66 percent in spring 2020.
Goal Progress Measure 3.1

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

Goal Progress Measure 3.2

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

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

Goal Progress Measure 4.1

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

Goal Progress Measure 4.2

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

Goal Progress Measure 4.3

End of year data collected on the District-wide screener shall annually show a one-percentage point decrease in the gap between students receiving special education services and students not receiving special education services performing at or above benchmark (40th percentile) from 37% to 34% between spring 2018 and spring 2021. Results on the District-wide screener will be presented to the board after the beginning of the year, middle of the year, and end of the year testing windows.
Constraint 1: The Superintendent shall not permit the District to operate without a community school and feeder pattern framework, including a definition, processes, and goals.

- **Constraint Progress Measure 1.1**

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

- **Constraint Progress Measure 1.2**

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

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

- **Constraint Progress Measure 2.1**

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

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

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

- **Constraint Progress Measure 3.1**

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

- **Constraint Progress Measure 3.2**

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

- **Constraint Progress Measure 3.3**

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

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

**State Accountability Data Needs Assessment**

**Texas Education Agency Preliminary Accountability Ratings Report 2019**

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

**Domain 1 – Student Achievement**

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

**Domain 2 – School Progress**

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

**Domain 3 – Closing the Gaps**

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

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

<table>
<thead>
<tr>
<th>2019 Scaled Score Targets</th>
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<tbody>
<tr>
<td><strong>Overall Score</strong></td>
</tr>
<tr>
<td>90 – 100</td>
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<tr>
<td>80 – 89</td>
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<tr>
<td>70 – 79</td>
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<tr>
<td>60 – 69</td>
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<tr>
<td>0 – 59</td>
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</tbody>
</table>
Campuses received an A–F letter grade for the first time in the 2018–2019 school year. In prior school years, campuses were either labeled Met Standard or Improvement Required.

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

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

Key findings include:

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

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

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

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

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

**HISD Annual Dropout Rates by Group: Grades 7–8 with Exclusions: 2011–2018**
From 2011 to 2018, the annual dropout rates with exclusions increased for all student groups.

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

**Reasons for Excluded Records as Defined by the Texas Education Agency**

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

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

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

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

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

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

Improvement Strategies:

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

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

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

Demographic Characteristics: At-Risk Students

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

Key Findings:

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

- Districtwide, on the 2018 STAAR EOC, the gaps in the percent of not-at-risk and at-risk students who achieved the Approaches Grade Level Performance Standard ranged from 13 percentage points in U.S. History to 37 percentage points in English II. The gaps in performance between not-at-risk and at-risk high school students decreased slightly from 2017 to 2018 in all subjects except English II, for which the gap remained unchanged.

- Districtwide, on the 2018 English language STAAR, the gaps in the percentage of students who achieved the Approaches Grade Level Performance Standard between not-at-risk and at-risk students were 26 percentage points in reading, 20 percentage points in mathematics, 36 percentage points in writing, 32 percentage points in science, and 36 percentage points in social studies. The gaps decreased in reading, math, and science, but increased in writing and social studies, from 2017 to 2018.

- Districtwide, on the 2018 Spanish language STAAR, the gaps in the percentage of students who achieved the Approaches Grade Level Performance Standard between not-at-risk and at-risk students were 23 percentage points in reading, 15 percentage points in mathematics, 25 percentage points in writing, and 32 percentage points in science. The gaps decreased in all subjects except science from 2017 to 2018.

- Districtwide, on the 2018 STAAR EOC, the gaps in the percent of not-at-risk and at-risk students who achieved the Approaches Grade Level Performance Standard ranged from 13 percentage points in U.S. History to 37 percentage points in English II. The gaps in performance between not-at-risk and at-risk high school students decreased slightly from 2017 to 2018 in all subjects except English II, for which the gap remained unchanged.

- For the class of 2017, 83.4 percent of not-at-risk students and 79.3 percent of at-risk students graduated from HISD. The completion rate (which includes graduates, continuers, and GED recipients) for not-at-risk students was 86.5 percent and for at-risk students was 88.0 percent.

**STAAR Performance Grades 3–8**

- Overall, on the 2018 English language STAAR, the gap in the percentage of students who achieved the Approaches Grade Level Performance Standard between not-at-risk students and at-risk students was 5 points at the low end and no more than 37 points at the high end on all tests and at all grade levels. The range for the previous year was 11 to 39.

- Taking all grades combined, not-at-risk students outperformed at-risk students on each subtest of the English language STAAR: the gap was 26 percentage points for reading, 20 percentage points for mathematics, 36 percentage points for writing, 32 percentage points for science, and 36 percentage points for social studies.

- From the 2016–2017 to the 2017–2018 academic years, gaps (1) decreased on the English-language STAAR reading, math, and science tests, (2) stayed the same on the English-language STAAR writing, and (3) increased on the English-language STAAR social studies test.

- On the 2018 Spanish language STAAR, not-at-risk students performed better than at-risk students on all subtests at all grade levels. The gap was 23 percentage points for reading, 15 percentage points for mathematics, 25 percentage points for writing, and 32 percentage points for.

STAAR End-of-Course Performance

- In 2018, the districtwide difference between at-risk and not-at-risk students who achieved the Approaches Grade Level Performance Standard was 36 percentage points on the English I test, 37 percentage points on the English II test, 13 percentage points on the Algebra I test, 18 percentage points on the Biology test, and 13 percentage points on the U.S. History test.

- The gap in performance between not-at-risk and at-risk students decreased by one percentage point on the STAAR EOC English I and Algebra I tests, and three percentage points on the STAAR EOC Biology and US History tests from the 2016–2017 to the 2017–2018 academic years. The gap in performance between not-at-risk and at-risk students on the STAAR EOC English II test remained the same over the same period. The three-year trend, however, shows a closing gap on all STAAR EOC tests.

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

Improvement Strategies:

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

Budget Information:
Total Full-Time Equivalents (FTES) - $1,032.49

Campus - Total Dollar Amount - $84,696,047
District - Total Dollar Amount - $58,737,659
Grand Total - $143,433,706

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

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

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

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

List the Strategic Priority(ies) this Goal Addresses:
3. Transforming Academic Outcomes

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

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<th>Measurable Performance Objectives</th>
<th>Strategy</th>
<th>Timeline</th>
<th>Resources Including Funding Sources and Dollar Amounts</th>
<th>Title of Person(s) Responsible</th>
<th>Formative Evaluation</th>
<th>Check Point: Results (Outcomes/Data)</th>
<th>Progress:</th>
<th>Next Steps</th>
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<tr>
<td>By June 2020, the percent of students reading at or above grade level for grades three through five will increase by at least three percentage points as measured by STAAR and monitored by the district-wide universal screener.</td>
<td>Implement small group guided reading instruction using authentic texts with fidelity</td>
<td>August 2019 – May 2020</td>
<td>HISD Curriculum &amp; Scholastic Leveled Bookroom</td>
<td>Elementary Curriculum Officer and Elementary Literacy Director</td>
<td>Benchmark Running Records, Universal Screener, and Formative Assessments</td>
<td>Professional development focused on small group instruction and observation of best practices.</td>
<td>3. Significant Progress</td>
<td>Continue with the Literacy by 3 Reboot trainings; provide follow up trainings throughout the summer. Monitor Literacy by 3 implementations</td>
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<tr>
<td>Provide district wide professional development to address the New Reading Texas</td>
<td>August 2019 – May 2020</td>
<td>HISD Curriculum, lead4ward, Title II - Teacher Development and</td>
<td>Elementary Curriculum Officer and Elementary Literacy Director</td>
<td>Benchmark Running Records, Universal Screener, and</td>
<td>Professional Development provided focused on new</td>
<td>3. Significant Progress</td>
<td>Continue to provide district wide professional development on new TEKS. In</td>
<td></td>
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<tr>
<td>Essential Knowledge and Skills process standards</td>
<td>GF - Curriculum Specialists</td>
<td>Formative Assessments</td>
<td>standards, new TEKS, HB 3906.</td>
<td>addition, provide professional development on new curriculum, HB 3906</td>
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<tr>
<td>Provide a phonics manual for kindergarten to 2nd grade teachers that systematize phonics instruction across the district.</td>
<td>HISD Curriculum &amp; GF- Reading Curriculum Specialists</td>
<td>Elementary Curriculum Officer and Elementary Literacy Director</td>
<td>Benchmark Running Records, Universal Screener, and Formative Assessments</td>
<td>Review of the phonics program embedded in HMH; review HB3 guidelines</td>
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<tr>
<td>Provide ongoing professional development for campus leaders including: Principals, Assistant Principals, Reading Specialists, and Reading Lead Teachers.</td>
<td>HISD Curriculum &amp; GF- Reading</td>
<td>Elementary Curriculum Officer and Elementary Literacy Director</td>
<td>School leader qualitative surveys and campus visits &amp; Universal Screener and Formative Assessments</td>
<td>Professional development provided</td>
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<tr>
<td>Focus on independent reading and conferring with students about their comprehension goals, coaching them to think deeply about text-alignment with 7 Strands</td>
<td>Dynamic Personalized Classroom Libraries; Title II - Teacher Development and GF - Curriculum Specialists</td>
<td>Elementary Curriculum Officer and Elementary Literacy Director</td>
<td>Benchmark Running Records, Universal Screener, and Formative Assessments</td>
<td>Professional development focused on independent reading and observation of best practices.</td>
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<tr>
<td>By June 2020, the percent of students writing at or above grade level in grade four will increase by at least 1%</td>
<td>HISD Curriculum, lead4ward, Title II - Teacher Development and GF - Curriculum Specialists</td>
<td>Elementary Curriculum Officer and Elementary Literacy Director</td>
<td>Professional development provided and attendance</td>
<td>2. Some Progress</td>
<td>Continue to plan professional development to address the needs in all district areas.</td>
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</tbody>
</table>

**August 2019 – May 2020**

**August 2019 – May 2020**

**August 2019 – May 2020**

**August 2019 – May 2020**

**August 2019 – May 2020**
least three percentage points as measured by STAAR and monitored by common writing formative assessments in the fall and spring.

<table>
<thead>
<tr>
<th>writing instruction throughout the school year</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 2019 – May 2020</td>
<td>Lead Teachers; Identified Expert Teacher Presenters, Title II - Teacher Development and GF - Curriculum Specialists</td>
</tr>
<tr>
<td>Elementary Curriculum Officer and Elementary Literacy Director</td>
<td>Participation Reports, Feedback Survey and District Formative Assessments</td>
</tr>
<tr>
<td>Approximately 150 teachers in attendance.</td>
<td>4. On Track to Meet Goal</td>
</tr>
<tr>
<td>Summit was held October 9, 2019.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Provide principals and administrators with resources to support and monitor effective writing instruction through monthly principal meeting sessions and weekly walkthrough documents</th>
<th>HISD Curriculum and lead4ward</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 2019 – May 2020</td>
<td>Elementary Curriculum Officer and Elementary Literacy Director</td>
</tr>
<tr>
<td>District Formative Assessments</td>
<td>Weekly walkthrough guides and professional development provided</td>
</tr>
<tr>
<td>3. Significant Progress</td>
<td>Continue to provide professional development opportunities at monthly principal meetings and on demand and provide weekly walk-through guides.</td>
</tr>
</tbody>
</table>

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

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

**List the Strategic Priority(ies) this Goal Addresses:**
1. Expanding Educational Opportunities
3. Transforming Academic Outcomes

**Summative Evaluation (Year-End):** Full time and certified Fine Arts teachers and PK Enrollment
<table>
<thead>
<tr>
<th>Measurable Performance Objectives</th>
<th>Strategy</th>
<th>Timeline</th>
<th>Resources Including Funding Sources and Dollar Amounts</th>
<th>Title of Person(s) Responsible</th>
<th>Formative Evaluation</th>
<th>Check Point: Results (Outcomes/Data)</th>
<th>Progress:</th>
<th>Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2020, promote high quality fine arts instruction and global graduate competencies by increasing the number of full-time certified visual arts, dance, music, and theater arts teachers by 10%.</td>
<td>Continued data collection and development. Compile comparative data from 2018-2019 school year, in areas of campus offerings and certified and non-certified teachers.</td>
<td>August 2019 – May 2020</td>
<td>GF1, Title IV</td>
<td>Elementary Curriculum Officer, Fine Arts Director, Fine Arts Curriculum Specialists, Research and Accountability</td>
<td>Campus Visitation Logs (CVLs), school leader and teacher qualitative survey data, and the continued development of a Fine Arts Strategic Plan</td>
<td>Director meeting with principals to discuss campus needs.</td>
<td>2. Some Progress</td>
<td>Continue to work with principals on campus needs; work with colleges to secure a pipeline of fine arts candidates for HISD.</td>
</tr>
<tr>
<td>Provide continued professional development for administrators and teachers in the areas of best practices, campus vision and instructional support.</td>
<td>August 2019 – May 2020</td>
<td>GF1, Title IV</td>
<td>Elementary Curriculum Officer, Fine Arts Director, Fine Arts Curriculum Specialists, Research and Accountability</td>
<td>Campus Visitation Logs (CVLs), school leader and teacher qualitative survey data, and the continued development of a Fine Arts Strategic Plan</td>
<td>Professional development provided throughout the year.</td>
<td>3. Significant Progress</td>
<td>Continue to provide professional development afterschool and on demand.</td>
<td></td>
</tr>
<tr>
<td>Strengthen national, local and community partnerships to maximize equitable facilities, materials and equipment for underfunded and/or qualifying campuses.</td>
<td>August 2019 – May 2020</td>
<td>Various local and national fine arts non-profits and partners</td>
<td>Elementary Curriculum Officer, Fine Arts Director, Fine Arts Curriculum Specialists, Research and Accountability</td>
<td>Campus Visitation Logs (CVLs), school leader and teacher qualitative survey data, and the continued development of a Fine Arts Strategic Plan</td>
<td>Director working with fine arts initiative partners.</td>
<td>2. Some Progress</td>
<td>Continue ongoing conversations between fine arts department and community partners.</td>
<td></td>
</tr>
</tbody>
</table>
### By June 2020, increase prekindergarten high-quality programming and planning to be able to serve an additional 1,000 students in preparation for the 2020-2021 school year.

<table>
<thead>
<tr>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

**August 2019 – May 2020**

<table>
<thead>
<tr>
<th>GF PK Curriculum Specialists</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Curriculum Officer and Early Childhood Director</td>
</tr>
<tr>
<td>Prekindergarten CIRCLE</td>
</tr>
<tr>
<td>Curriculum for 3 and 4 year olds; professional development</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Partner with HISD Research and Accountability to analyze PK enrollment trends, space availability, and enrollment/zoning practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>HERC Partnership</td>
</tr>
<tr>
<td>Elementary Curriculum Officer and Early Childhood Director</td>
</tr>
<tr>
<td>HISD Research and Accountability Reports</td>
</tr>
<tr>
<td>Monthly meeting with HERC and EC Director to review ongoing studies</td>
</tr>
<tr>
<td>3. Significant Progress</td>
</tr>
<tr>
<td>Continue to meet and plan with HERC to identify areas where additional space is needed.</td>
</tr>
</tbody>
</table>

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

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<table>
<thead>
<tr>
<th>Measurable Performance Objectives</th>
<th>Strategy</th>
<th>Timeline</th>
<th>Resources Including Funding Sources and Dollar Amounts</th>
<th>Title of Person(s) Responsible</th>
<th>Formative Evaluation</th>
<th>Check Point: Results (Outcomes/Data)</th>
<th>Progress:</th>
<th>Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2020, the percent of students exhibiting below satisfactory performance on the 2019 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 2020 STAAR Reading assessment and monitored on district formative assessments and the district-wide reading universal screener.</td>
<td>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.</td>
<td>August 2019 – May 2020</td>
<td>HISD Curriculum, lead4ward, Title II-Teacher Development Specialist (TDS) and General Funds (GF) Curriculum Specialist.</td>
<td>Elementary Curriculum Officer and Elementary Literacy Director</td>
<td>Benchmark Running Records, Universal Screener, and Formative Assessments</td>
<td>Professional development provided</td>
<td>2. Some Progress</td>
<td>Provide additional opportunities for cross academics team planning in an effort to provide effect and ongoing resources.</td>
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<tr>
<td>Integrate Social Studies within the literacy block and use district adoption Studies Weekly.</td>
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<td>August 2019 – May 2020</td>
<td>HISD Curriculum &amp; Studies Weekly Instructional Resource</td>
<td>Elementary Curriculum Officer and Elementary Social Studies Manager</td>
<td>Benchmark Running Records, Universal Screener, and Formative Assessments</td>
<td>Curriculum Documents; professional development provided</td>
<td>2. Some Progress</td>
<td>Work on creating cohesiveness between the two contents; Reviewing planning documents to identify areas to embed.</td>
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<tr>
<td>Implement Literacy Routines as the district-wide Sheltered Instruction Model</td>
<td></td>
<td>August 2019 – May 2020</td>
<td>Title II &amp; III Teacher Development Specialists</td>
<td>Elementary Curriculum Officer and Elementary ESL/Dual</td>
<td>Benchmark Running Records, Universal Screener,</td>
<td>Curriculum Documents; professional development provided</td>
<td>2. Some Progress</td>
<td>Work on creating cohesiveness between the two contents; Reviewing planning documents</td>
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<tr>
<td>During literacy and content Instruction.</td>
<td>Language Director and Formative Assessments to identify areas to embed.</td>
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<td>By June 2020, the percent of students exhibiting below satisfactory performance on the 2018 STAAR math assessment will demonstrate at least one year of academic growth resulting in an at least three percentage point increase as measured by the 2020 STAAR mathematics assessments and monitored on district formative assessments, universal screener, and the district-wide resource, Imagine Math.</td>
<td>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.</td>
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<tr>
<td>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.</td>
<td>August 2019 – May 2020</td>
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<td>Provide ongoing professional development for campus leaders including: Principals, Assistant Principals, Math Specialists, and Math Lead Teachers.</td>
<td>August 2019 – May 2020</td>
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<td>Implement and monitor Imagine Math diagnostic assessments, usage, and student TEKS mastery.</td>
<td>August 2019 – May 2020</td>
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<tr>
<td>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.</td>
<td>HISD Curriculum, lead4ward, GF Curriculum Specialists and Title II Teacher Development Specialists</td>
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<td>Professional development focused on Guided math; attendance and observation of effective implementation</td>
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<td>Professional development provided and attendance</td>
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<tr>
<td>Professional development provided and attendance</td>
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<tr>
<td>2. Some Progress</td>
<td>Continue to provide professional development that is data driven; continue to review and make adjustments</td>
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</table>
Department Name: Secondary Curriculum and Development

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

Problem Statement 1: HISD scores, while improved, still are below the state’s in many areas and student groups.
Root Cause 1: Further development and expansion of literacy practices in tier one instruction, across all content areas, are needed to ensure sustainability of a district literacy culture that advances student proficiency.

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

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

List the Strategic Priority(ies) this Goal Addresses:
3. Transforming Academic Outcomes

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

<table>
<thead>
<tr>
<th>Measurable Performance Objectives</th>
<th>Strategy</th>
<th>Timeline</th>
<th>Resources Including Funding Sources and Dollar Amounts</th>
<th>Title of Person(s) Responsible</th>
<th>Formative Evaluation</th>
<th>Check Point: Results (Outcomes/Data)</th>
<th>Progress:</th>
<th>Next Steps</th>
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<tbody>
<tr>
<td>By June 2020, the percent of 7th grade students writing at or above grade level will increase by at least three percentage points as measured by STAAR and monitored by</td>
<td>Secondary Curriculum and Development will maintain implementation of Literacy in the Middle through professional development for all</td>
<td>Fall 2019-Spring 2020</td>
<td>Classroom Libraries, Digital libraries, Teacher Training (GF, Title I, Title II, Instructional Materials Allotment)</td>
<td>Secondary Curriculum and Development Directors of English Language Arts, Mathematics, Social Studies, Science, &amp; Literacy</td>
<td>Universal Screener, District Formative Assessments, Professional Learning Participation</td>
<td>All Community of Practice (COP) visits to schools to date included discussions of a campus’ Renaissance 360 reading screener data. All middle school ELA</td>
<td>4. On Track to Meet Goal</td>
<td>Continue review and discussion of campus reading data at all remaining COP visits. Provide additional PD sessions for teachers and</td>
</tr>
<tr>
<td>common writing formative assessments in the fall and spring.</td>
<td>four core secondary teachers and will continue to allocate literacy resources for all middle school students.</td>
<td>classrooms received a classroom library “refresh” that included approximately 20 new titles.</td>
<td>leaders.</td>
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<td><strong>Fall 2019-Spring 2020</strong></td>
<td><strong>Fall 2019-Spring 2020</strong></td>
<td><strong>Fall 2019-Spring 2020</strong></td>
<td><strong>Fall 2019-Spring 2020</strong></td>
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<tr>
<td>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.</td>
<td>Teacher Development Specialists (Title I, Title II)</td>
<td>Secondary Curriculum and Development Teacher Development Specialists (TDS) of English Language Arts, Mathematics, Social Studies, Science, and Literacy</td>
<td>Universal Screener, District Formative Assessments</td>
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<td><strong>Writing instruction</strong></td>
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<td><strong>Writing instruction</strong></td>
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<tr>
<td>Writing items/tasks are included on all district formative assessments (i.e., snapshots, DLAs, and released STAAR) and in master courses across all core foundation content areas. Writing PD has been offered at content-area department chair meetings, tier 2 leader meetings, and district early release days. A scripted approach to writing instruction is embedded in secondary master course lessons and used to anchor job-embedded coaching.</td>
<td>Support the administration of the district release STAAR assessment. Complete the incorporation of writing instruction into cycle 6 curriculum documents.</td>
<td>4. On Track to Meet Goal</td>
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<tr>
<th><strong>By June 2020, the percent of high school students reading and writing at or above grade level will increase by at least three percentage points as measured by STAAR English I EOC and monitored</strong></th>
<th><strong>Secondary Curriculum and Development will maintain implementation of Literacy Empowered through professional development for all</strong></th>
<th><strong>All Community of Practice (COP) visits to schools to date included discussions of a campus’ Renaissance 360 reading screener data. Average score on district DLA for</strong></th>
<th><strong>4. On Track to Meet Goal</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Secondary Curriculum and Development</strong></td>
<td><strong>Fall 2019-Spring 2020</strong></td>
<td><strong>Fall 2019-Spring 2020</strong></td>
<td><strong>Fall 2019-Spring 2020</strong></td>
</tr>
<tr>
<td>Classroom Libraries, Digital libraries, Teacher Training (GF, Title I, Title II, Instructional Materials Allotment)</td>
<td>Classroom Libraries, Digital libraries, Teacher Training (GF, Title I, Title II, Instructional Materials Allotment)</td>
<td>Classroom Libraries, Digital libraries, Teacher Training (GF, Title I, Title II, Instructional Materials Allotment)</td>
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<td>Classroom Libraries, Digital libraries, Teacher Training (GF, Title I, Title II, Instructional Materials Allotment)</td>
<td>Classroom Libraries, Digital libraries, Teacher Training (GF, Title I, Title II, Instructional Materials Allotment)</td>
</tr>
</tbody>
</table>

20
by common writing formative assessments in the fall and spring.

four core secondary teachers and will continue to allocate literacy resources for all high school students.

English I increased by 3 percentage points from school year 2018-2019 to 2019-2020 (55% to 58%).

Secondary Curriculum and Development will build capacity in all levels of instructional support through the implementation of the writing toolkits for each content area.

Fall 2019-Spring 2020 Developed and implemented through Teacher Development Specialists (Title I, Title II)

Secondary Curriculum and Development Directors of English Language Arts, Mathematics, Social Studies, Science, and Literacy

Common writing assignments on district formative assessments and in the district curriculum

Writing items/tasks are included on all district formative assessments (i.e., snapshots, DLAs, and released STAAR) and in master courses across all core foundation content areas.

A scripted approach to writing instruction is embedded in secondary master course lessons and used to anchor job-embedded coaching.

A high school writing toolkit has been included in the ELA curriculum and is designed to build students’ writing skills across content areas, develop Global Graduate communication competencies, and prepare for STAAR writing tasks.

Secondary Curriculum and Development will provide on-going

Fall 2019-Spring 2020 Developed and implemented through content directors and

Secondary Curriculum and Development Directors and TDS of

Common writing assignments on district

Writing items/tasks are included on all district formative assessments (i.e.,

4. On Track to Meet Goal Support the administration of the district release STAAR assessment. Complete the incorporation of writing instruction into cycle 6 curriculum documents.

4. On Track to Meet Goal Support the administration of the district release STAAR assessment.
professional development for all four core teachers that develops them as writers, allows for student writing calibration, and provides responsive pedagogy.

**Teacher Development Specialists (Title I, Title II)**

- **English Language Arts, Mathematics, Social Studies, Science, and Literacy**
- formative assessments and in the district curriculum.
- Participation in district professional development.
- completed the incorporation of writing instruction into cycle 6 curriculum documents.

- Participation in district curriculum.
- Formative assessments and released STAAR and in master courses across all core foundation content areas.
- Writing PD, including ELA “Write Beside Us” series, has been offered at content-area department chair meetings, tier 2 leader meetings, and district early release days.
- Conducted a writing summit in Oct. 2019 for teachers emphasizing content literacy.
- A scripted approach to writing instruction is embedded in secondary master course lessons and used to anchor job-embedded coaching. A high school writing toolkit has been included in the ELA curriculum and is designed to build students’ writing skills across content areas, develop Global Graduate communication competencies, and prepare for STAAR writing tasks.

- Writing PD, including ELA “Write Beside Us” series, has been offered at content-area department chair meetings, tier 2 leader meetings, and district early release days.
- Conducted a writing summit in Oct. 2019 for teachers emphasizing content literacy.
- A scripted approach to writing instruction is embedded in secondary master course lessons and used to anchor job-embedded coaching. A high school writing toolkit has been included in the ELA curriculum and is designed to build students’ writing skills across content areas, develop Global Graduate communication competencies, and prepare for STAAR writing tasks.

- Complete the incorporation of writing instruction into cycle 6 curriculum documents.
By June 2020, the percent of high school students reading and writing at or above grade level will increase by at least three percentage points as measured by STAAR English II EOC and monitored by common writing formative assessments in the fall and spring.

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<table>
<thead>
<tr>
<th>Fall 2019-Spring 2020</th>
<th>Classroom Libraries, Digital libraries, Teacher Training (GF, Title I, Title II, Instructional Materials Allotment)</th>
<th>Secondary Curriculum and Development Directors of English Language Arts, Mathematics, Social Studies, Science, and Literacy</th>
<th>Universal Screener, District Formative Assessments, Professional Learning Participation</th>
<th>Offered sessions for all principals and tier 2 leaders on effective small-group instruction and writing instruction emphasizing disciplinary literacy. Average score on district DLA for English II increased by 2 percentage points from school year 2018-2019 to 2019-2020 (59% to 61%).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2019-Spring 2020</td>
<td>Secondary Curriculum and Development will maintain implementation of Literacy Empowered through professional development for all four core secondary teachers and will continue to allocate literacy resources for all high school students.</td>
<td>Secondary Curriculum and Development Directors of English Language Arts, Mathematics, Social Studies, Science, and Literacy</td>
<td>Universal Screener, District Formative Assessments, Professional Learning Participation</td>
<td>Offered sessions for all principals and tier 2 leaders on effective small-group instruction and writing instruction emphasizing disciplinary literacy. Average score on district DLA for English II increased by 2 percentage points from school year 2018-2019 to 2019-2020 (59% to 61%).</td>
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</table>

1. **Department Goal 2:** The percentage of graduates meeting the Global Graduate standards will increase three percentage points annually per year from the 2017 baseline up to 67% by 2022.

<table>
<thead>
<tr>
<th>Strategic Priority:</th>
<th>List the Strategic Priority(ies) this Goal Addresses:</th>
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<tr>
<td>1. Expanding Educational Opportunities</td>
<td>3. Transforming Academic Outcomes</td>
</tr>
<tr>
<td>2. Ensuring Student Health, Safety and Well-Being</td>
<td></td>
</tr>
<tr>
<td>3. Transforming Academic Outcomes</td>
<td></td>
</tr>
<tr>
<td>4. Increasing Organizational Efficiency</td>
<td></td>
</tr>
<tr>
<td>5. Cultivating Team HISD Talent</td>
<td></td>
</tr>
</tbody>
</table>

**Summative Evaluation (Year-End):** May 2020 Student Global Graduate Survey and key domain ratings of the State Accountability System

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>By June 2020, the percent of high school students reporting increased opportunities to develop Global Graduates</td>
<td>The secondary core district curriculum resources will provide alignment to Global Graduate development</td>
<td>Dec. 2019-May 2020</td>
<td>Title I, Title II, GF Positions (Teacher Development Specialists, Content Directors, Curriculum Specialists)</td>
<td>Secondary Curriculum Specialists and Teacher Development Specialists (under the District’s Global Graduate Survey results)</td>
<td>Tasks supporting the development of Global Graduate competencies are incorporated</td>
<td>4. On Track to Meet Goal</td>
<td>Complete the incorporation of tasks supporting the development of Global Graduate competencies</td>
<td></td>
</tr>
</tbody>
</table>
Graduate competencies will increase as measured by the annual EOY Global Graduate survey.

leadership of all secondary core content directors)

throughout the master course lessons developed to date in all core foundation content areas with each competency identified by a unique icon. Global Graduate survey is currently open to high school students.

By June 2020, the district curriculum documents across content areas will include enhanced opportunities for students to regularly develop, practice, and apply global graduate skills and attributes as part of daily instruction as reflected in identified sections of the master courses and planning guides.

The secondary core district curriculum resources will outline strategies to develop Global Graduate soft skills while mastering TEKS during tier one instruction. This includes the inclusion of college readiness modules in selected core content master courses.

Secondary Curriculum Specialists and Teacher Development Specialists (under the leadership of all secondary core content directors)

Implementatio

Concrete data on teacher use of the district curriculum are not available in any meaningful format, but informal reports by TDS suggest that schools using the district curriculum see improvements in student achievement. College readiness modules have been incorporated into master course lessons in core foundation courses.

Fall 2019-Spring 2020

Title I, Title II, GF Positions (Teacher Development Specialists, Content Directors, Curriculum Specialists)

Implementatio

Concrete data on teacher use of the district curriculum are not available in any meaningful format, but informal reports by TDS suggest that schools using the district curriculum see improvements in student achievement. College readiness modules have been incorporated into master course lessons in core foundation courses.

Fall 2019-Spring 2020

Significant Progress

Concrete data on teacher use of the district curriculum are not available in any meaningful format, but informal reports by TDS suggest that schools using the district curriculum see improvements in student achievement. College readiness modules have been incorporated into master course lessons in core foundation courses.

3

Complete the incorporation of college readiness modules into cycle 6 curriculum documents. Work with vendor to generate meaningful usage data for the district curriculum documents.
By April 2020, all high school campus will have at least two participating teams in the year-long project opportunity that complements the *Together with Tech* spring student competition and showcase.

Instructional Technology TDS will supply campuses with teacher coaching, CIT development, and project support for participating students.

<table>
<thead>
<tr>
<th>August 2019-April 2020</th>
<th>Title I, Title II, GF Positions (Teacher Development Specialists, Content Directors, Curriculum Specialists)</th>
<th>Director of Instructional Technology</th>
<th>Survey responses and feedback from CITs, campus participation in projects</th>
<th>To date, 30 high school teams have registered for the competition, and approximately 200 elementary and middle school students are expected to attend.</th>
</tr>
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</table>

Instructional Technology TDS will supply campuses with teacher coaching, CIT development, and project support for participating students.

Secondary Curriculum and Development team will collaborate with community partners to provide learning opportunities for all participants during the *Together with Tech* student event. Through strategic partnerships with community partners, scholarships and other awards will be presented to the student winners of the competitions.

<table>
<thead>
<tr>
<th>August 2019-April 2020</th>
<th>Title I, Title II, GF positions</th>
<th>Director of Instructional Technology</th>
<th>Extent and quality of partner participation and support</th>
<th>Scholarships are being collected at this time.</th>
</tr>
</thead>
</table>

August 2019-April 2020

Director of Instructional Technology

Survey responses and feedback from CITs, campus participation in projects

To date, 30 high school teams have registered for the competition, and approximately 200 elementary and middle school students are expected to attend.

3 Significant Progress

Contact schools to encourage additional teams to register. Conduct the event on April 4.

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

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

**List the Strategic Priority(ies) this Goal Addresses:**

3. Transforming Academic Outcomes

**List the Strategic Priority(ies) this Goal Addresses:**

3. Transforming Academic Outcomes

Continue to identify community partners as scholarship providers.
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<tr>
<td>By June 2020, the percent of secondary students exhibiting below satisfactory performance on the 2019 STAAR Reading for grades 6 through 8 and STAAR English I and II EOC exams will demonstrate at least one year of academic growth resulting in at least three percentage points of increase as measured by the 2020 STAAR Reading and EOC assessments, monitored on district formative assessments, the district’s universal screener for reading, and provided through tier-one differentiation.</td>
<td>Will provide continued instructional support to teachers to ensure all students can read and comprehend complex texts, including further teacher preparation in delivering differentiated instruction based on data.</td>
<td>Fall 2019-Spring 2020</td>
<td>Title I, Title II, GF Positions</td>
<td>Secondary Curriculum and Development Directors of English Language Arts, Mathematics, Social Studies, Science, and Literacy</td>
<td>District formative assessment growth, participation in professional learning, classroom observations, Universal Screener</td>
<td>Change in average district DLA scores (as of Jan 8) from school year 2018-2019 to 2019-2020: Gr6 – 58% to 54% Gr7 – 62% to 58% Gr8 – 59% to 68% Engl I – 55% to 58% Engl II – 59% to 61%. ELA team provided Targeted support during early release sessions, department chair meetings, and tier 2 leader meetings.</td>
<td>2 Some Progress</td>
<td>Continue to target instruction on key standards in PD sessions and in coaching through the end of the school year.</td>
</tr>
<tr>
<td>By June 2020, the percent of secondary students exhibiting below satisfactory performance on the 2019 STAAR Mathematics for grades 6 through 8 and STAAR Algebra I EOC exam will demonstrate at least one year of academic growth resulting in at least three percentage points of increase as measured by the 2020 STAAR Mathematics and Algebra I EOC assessments,</td>
<td>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).</td>
<td>Fall 2019-Spring 2020</td>
<td>Title I, Title II, GF Positions, Instructional Materials Allotment</td>
<td>Secondary Curriculum and Development Directors of English Language Arts, Mathematics, Social Studies, Science, and Literacy</td>
<td>District formative assessment growth, participation in professional learning, classroom observations, Universal Screener, data from reading app</td>
<td>Teacher Development Specialists (TDSs) have been assigned to high-need campuses and work systematically with teachers on those campuses 4.5 days a week. 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).</td>
<td>3 Significant Progress</td>
<td>Continue regular support to schools and teachers through the end of the school year. Continue to target instruction on key standards in PD sessions and in coaching.</td>
</tr>
<tr>
<td>monitored on district formative assessments and the district wide resource, Imagine Math, and provided through tier-one differentiation.</td>
<td>Will provide continued teacher development in the appropriate implementation of graphing calculators and digital tools through district-level TDS and district-wide professional learning centered around the district's TEKS-aligned curriculum.</td>
<td>Fall 2019-Spring 2020</td>
<td>Title I, Title II positions; Texas Instruments and Casio (free training)</td>
<td>Secondary Mathematics Director</td>
<td>District formative assessments, Imagine Math data, participation in professional learning, increased observations of calculator usage</td>
<td>Specific training on calculators and other digital graphing tools provided at each early release PD, and at the November 2019 and January 2020 PowerUp Super Saturdays.</td>
<td>3 Significant Progress</td>
<td>Continue regular support to schools and teachers through the end of the school year. Continue to target instruction on key standards in PD sessions and in coaching.</td>
</tr>
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**Problem Statement:**
The coordinated school health initiative has emerged in response to the state of children’s health and education. It is an organized set of policies, procedures, and activities designed to protect and promote the health and wellbeing of students and school staff. CSH consists of eight health-related areas covering all aspects of the school health education and services for the benefit and well-being of students in establishing healthy behaviors designed to last their lifetime.

HISD will utilize the ASCD Model of Whole School, Whole Community Whole Child, Model a collaborative approach to learning and health. All Texas schools are required by law to implement a coordinated school health program in grades K-8. HISD School Health Advisory Council (SHAC) is requesting for all campuses to have a health and wellness teams.

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

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

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

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

**List the Strategic Priority(ies) this Goal Addresses:**
- Ensuring Student Health, Safety and Well-Being

**Summative Evaluation (Year-End):** School Health Profile data, School Health Index
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<tr>
<td>Support campus implementation of multidisciplinary CSHP Wellness teams at all PK-12th campuses using the WSCC model. District/Campus CSHP Wellness teams will consist of the following:  • 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</td>
<td>Monthly cyclic completion of School Health Index (SHI) assessment on 13 campuses initially. At least 52 campuses completed by February 2020. At least 117 campuses completed by June 2020.</td>
<td>Monthly - through August 2020</td>
<td>Nutrition Services, Health Physical Education Curriculum, External Resources such Foundation for Critical Thinking CATCH Resources, Coordinate with School Health Advisory Council Wellness Policy</td>
<td>Curriculum Manager, Health/PE Director, Food Literacy</td>
<td>School Health Index</td>
<td>Supporting 3 of 13 schools (ES MS, HS) with implementation. some progress made</td>
<td>Continue to support schools and add additional schools Continue to train school liaison to support implementation.</td>
<td></td>
</tr>
<tr>
<td>Provide professional development or <strong>professional learning communities</strong> to CSHP wellness teams, including other interested district and school staff.</td>
<td>Community partners will provide professional development to campus-based and nutrition services staff on establishment of multidisciplinary CSHP wellness teams on Pk-12th campuses.</td>
<td>Monthly - through February 2020</td>
<td>Nutrition Services, Health Physical Education Curriculum, External Resources such as Foundation for Critical Thinking, Coordinate with School Health Advisory Council, Wellness Policy</td>
<td>*Curriculum Manager, Health/PE *Director, Food Literacy, *CSHP Wellness Teams</td>
<td>Teacher Evaluation, Focus Groups, Reflective Journals, Checks for Understanding, Teacher Observations</td>
<td>Provided staff development training for Food Literacy Inclusion staff</td>
<td>Some progress</td>
<td>Trained staff will provide support to schools.</td>
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<tr>
<td>Multidisciplinary campus CSHP wellness teams will provide professional development: a) bi-monthly to encourage teachers to integrate physical activity into the academic curriculum where appropriate, b) quarterly for physical education teachers on the state FitnessGram web-based assessment tool and data</td>
<td>Monthly - through May 2020</td>
<td>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.</td>
<td>*Curriculum Manager, Health/PE *Director, Food Literacy, *CSHP Wellness Teams</td>
<td>Teacher Evaluation, Focus Groups, Teachbacks, Reflective Journals, Checks for Understanding, Teacher Observations, FitnessGram School/District Reports</td>
<td>Provided staff monthly staff development on integrating cross-curriculum activities to the curriculum</td>
<td>Significant Progress</td>
<td>Continue to provide support on cross-curricula activities</td>
<td></td>
</tr>
</tbody>
</table>
Department Goal 2: Implement and monitor the district wellness policy implementation.

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

List the Strategic Priority(ies) this Goal Addresses:
- Ensuring Student Health, Safety and Well-Being
- Increasing Organizational Efficiency
### Measurable Performance Objectives

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<tr>
<td>Communicate and monitor the district wellness policy/plan with all district departments and schools in order to meet the requirements for CSH.</td>
<td>Work closely with district department, principals and health CSH teams to implement district wellness policy/plan.</td>
<td>August-May 2020</td>
<td>Wellness Policy/Plan</td>
<td>*Curriculum Manager, Health/PE *Director, Food Literacy, *CSHP Wellness Teams</td>
<td>School Health Index</td>
<td>Provided staff monthly staff development on integrating cross-curriculum activities to the curriculum</td>
<td>Significant Progress</td>
</tr>
</tbody>
</table>

#### Department Goal 3: The district shall engage students in a standard based program to lead a healthier, more active lifestyle and to make well informed decisions about their personal health and well-being.

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

#### List the Strategic Priority(ies) this Goal Addresses:
- Ensuring Student Health, Safety and Well-Being
- Transforming Academic Outcomes

#### Summative Evaluation (Year-End): Professional Development Agendas, teacher evaluations, and log-sheets
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<tr>
<td>By June 2020, provide professional development for health and physical education teachers to implement a standard based health and physical education curriculum.</td>
<td>Provide standards-based health education curriculum and lessons to health and physical education teachers.</td>
<td>August 2019 through June 2020</td>
<td>Curriculum Resources such as district curriculum, SHAPE America Resources and OPEN Curriculum Resources</td>
<td>Health and Physical Education Curriculum Team</td>
<td>Teacher Evaluations</td>
<td>Offered 6 professional development trainings for HPE teachers</td>
<td>Significant Progress Made</td>
<td>Review teachers evaluations</td>
</tr>
<tr>
<td>By June 2020, provide support to campuses for program implementation through Health and Physical Education Teachers and Nutrition Services.</td>
<td>Offer support to teachers/campuses</td>
<td>August 2019 through June 2020</td>
<td>Curriculum Resources such as district curriculum, SHAPE America Resources and OPEN Curriculum Resources</td>
<td>Health and Physical Education Curriculum Team</td>
<td>Teacher Evaluations</td>
<td>Offered 2 professional development trainings for HPE teachers</td>
<td>Significant Progress Made</td>
<td>Review teachers evaluations upon year end</td>
</tr>
<tr>
<td>By June 2020, teachers will utilize the Health Education</td>
<td>Provide teachers with the standards-based</td>
<td>August 2019 through</td>
<td>Curriculum Resources such as district curriculum,</td>
<td>Health and Physical Education</td>
<td>Teacher Evaluations</td>
<td>Offered 6 monthly staff development</td>
<td>Significant Progress Made</td>
<td>Review teachers evaluations upon year end</td>
</tr>
</tbody>
</table>
### Curriculum and CSH resources for implementation.

<table>
<thead>
<tr>
<th>June 2020</th>
<th>SHAPE America Resources and OPEN Curriculum Resources</th>
<th>Curriculum Team</th>
<th>based on standards</th>
</tr>
</thead>
</table>

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

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

**List the Strategic Priority(ies) this Goal Addresses:**
- Ensuring Student Health, Safety and Well-Being
- Transforming Academic Outcomes

**Summative Evaluation (Year-End):** Fitness Gram completion data

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<tr>
<td>By June 2020, the district’s HPE Department, IT Department will provide teacher/school access to the online tool to report and monitor fitness data as mandated for students in grades 3-12.</td>
<td>Provide teachers with access to the state FitnessGram Assessment tool</td>
<td>October 2019-May 2020</td>
<td>Fitness Gram Assessment Tool provided by the state</td>
<td>District Health/Physical Education Curriculum Manager, District It Department</td>
<td>Review of the number of schools completing FitnessGram Assessment</td>
<td>Waiting on access form TEA</td>
<td>No Progress Made</td>
<td>TEA has to provide access to the FitnessGram tool for data entry.</td>
</tr>
</tbody>
</table>
By June 2020, provide professional development for physical education teachers on the state FitnessGram web-based assessment tool and date collection process.

Provide teachers with professional development on student assessment protocol and data entry.

Fitness Gram Assessment Tool provided by the state

District Health/Physical Education Curriculum Manager, District IT Department, Physical Education teachers

Log of teachers attending Pd events

Provided FG PD at the annual HPE Job Alike

On track to meet goal

Provided PD on the tool and data entry. Will revisit PD once access from TEA has been granted.

**Department Goal 5:** The District shall provide an environment that fosters safe, enjoyable, and developmentally appropriate fitness activities for all students, including those who are not participating in physical education classes or competitive sports.

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

**List the Strategic Priority(ies) this Goal Addresses:**
- Expanding Educational Opportunities
- Ensuring Student Health, Safety and Well-Being
- Transforming Academic Outcomes

**Summative Evaluation (Year End):** Youth Risk Behavior Survey, list of programs offered

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<tr>
<td>By June 2020, campuses will provide opportunities for students to actively engage in physical</td>
<td>Work with athletics and after school programs to offer physical activity</td>
<td>August 2019 through May 2020</td>
<td>List of offerings of afterschool physical activities that are offered to students</td>
<td>Health/Physical Education Curriculum Manager/ District Athletic Director/ Afterschool Program Manager</td>
<td>List of offerings</td>
<td>K-12 Physical Education is offered at ES, MS, HS</td>
<td>On Track to Meet Goal</td>
<td>Work with Athletic Director and 21st Century Program Director for a list of programs offered afterschool.</td>
</tr>
</tbody>
</table>
activity programs that are safe and enjoyable for all students.

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

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

List the Strategic Priority(ies) this Goal Addresses:
- Expanding Educational Opportunities
- Ensuring Student Health, Safety and Well-Being
- Transforming Academic Outcomes

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

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</table>
| By June 2020, the district will provide at least 4 professional development activities on brain-based physical activities and or brain energizers facilitated by the Health and Physical Education | Provide professional development on brain-based physical activities and or brain energizers | August 2019-May 2020 | Health and Physical Education | Health and Physical Education Curriculum Department | Teacher evaluations; Meeting agendas | Provided during HPE staff development trainings | On Track to Meet Goal | Continue to use the staff development days to offer PD on brain-based activities.
Department Goal 7: Serve good food which is simple, wholesome, accessible, educational, and made with seasonal ingredients.

Strategic Priority:
1. Expanding Educational Opportunities
2. Ensuring Student Health, Safety and Well-Being
3. Transforming Academic Outcomes
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<tr>
<td>Provide food choices that are rich in nutrients.</td>
<td>Utilize USDA Guidelines to provide food that is rich in nutrients.</td>
<td>August 2019 – July 2020</td>
<td>Nutrition Services</td>
<td>Nutrition Services, Director of FLI, Dietitians</td>
<td>USDA Guidelines, Menus</td>
<td>Data compilation</td>
<td>Some progress</td>
<td>Continue school nutrition service standards</td>
</tr>
<tr>
<td>Promote consumption of more fruits and vegetables by increasing variety, quantity, frequency, and access to healthy preparations.</td>
<td>Provide campus with fruits and vegetables for student consumption</td>
<td>August 2019 – July 2020</td>
<td>Nutrition Services</td>
<td>Nutrition Services, Director of FLI, Dietitians</td>
<td>USDA Guidelines, Menus</td>
<td>FFVP Service at 68 ESS</td>
<td>Significant</td>
<td>Work with TDA funding agency for future funding</td>
</tr>
</tbody>
</table>
Use only whole grains in all foods containing grain ingredients. Serve meals with reduced sodium.

Menus of food items | August 2019 – July 2020 | Nutrition Services | Nutrition Services, Director of FLI, Dietitians | USDA Guidelines, Menus | Data compilation | Some progress | Continue school nutrition service standards

**Department Goal 8:** Develop a scalable district model to implement and maintain the Food Literacy Food Inclusion program beginning with all Achieve 180 schools and ECC.

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

**List the Strategic Priority(ies) this Goal Addresses:**
- Expanding Educational Opportunities
- Ensuring Student Health, Safety and Well-Being
- Transforming Academic Outcomes

**Summative Evaluation (Year End):** Needs Assessment, School Nutrition Physical Activity and Nutrition Survey, Program Evaluation, Critical Thinking Pre/Post assessment

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<th>Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide an infrastructure within Nutrition Services to support a food literacy program</td>
<td>August 2019- July 2020</td>
<td>Nutrition Services Food Literacy Inclusion Program</td>
<td>Food Literacy Inclusion Director</td>
<td>Critical Thinking Assessment Tool, District developed Food Literacy Assessment Tool</td>
<td>Provided infrastructure for Worthing feeder pattern</td>
<td>Some progress made</td>
<td>Continue to provide infrastructure at least two more feeder patterns.</td>
</tr>
</tbody>
</table>
Department Name: Interventions Department

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

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

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

List the Strategic Priority(ies) this Goal Addresses:  
1. Expanding Educational Opportunities  
2. Transforming Academic Outcomes

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

<table>
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<tr>
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<tbody>
<tr>
<td>Implement a process for data disaggregating by IAT District Liaisons identified on</td>
<td>IAT District Liaisons identified on</td>
<td>2019-2020</td>
<td>Title I Funds; ; GF; Universal Screener funds;</td>
<td>Director of Interventions, IAT Manager,</td>
<td>Title I Funds; ; GF; Universal Screener funds; RtI systems</td>
<td>Data Triangulation Reports</td>
<td>Significant Progress</td>
<td>The Interventions Office will</td>
</tr>
<tr>
<td>Subgroups to develop an intervention plan for targeting students performing two or more years below grade level in reading and/or math based on R360 Universal Screening tool. Provide Tier 2 and Tier 3 intervention for students performing two or more years below grade level in reading and/or math based on triangulated data from tools such as R360, on-Track and A4E.</td>
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<tr>
<td>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.</td>
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<tr>
<td>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.</td>
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<tr>
<td>Math and Reading Interventions 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.</td>
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<tr>
<td>Instructional Planning Grouping Reports</td>
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<tr>
<td>Instructional Planning Grouping Reports BOY to MOY data review</td>
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<tr>
<td>Continue their partnership with Student Assessment to provide campuses with data-based tools designed to assist campuses with reviewing multiple data points for students to determine tiered support as well as the most appropriate resources to be used for intervention based on various data. The Interventions Office will continue to work campuses on reviewing multi-point data to effectively group students to target deficit skills and create small group instruction.</td>
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</table>
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 interventionist.  |
| 2019-2020 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; |
| Director of Intervention, 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 2019; Complete HISD Scope and Sequence Year 3 Curriculum by January 2020; Hold periodic training sessions and meetings with interventionists and administrators monthly through Mastery Checks Progress Reports |
| Significant Progress |
| Continue to support campus around the Dyslexia Service Model, Screening Process, IAT process, and continue to support/monitor the campuses around the Dyslexia Screener and the campus at-
| Service monitoring platform; and monitor student progress and data | Dyslexia Team Leads | July 2020; Design required all HISD teacher training by August 2020; Collaborate with other departments in the District to coordinate and align intervention strategies/activities; Provide information about dyslexia to the HISD Board, parents/guardians, and community members to increase knowledge about required services and District programs as measured by reports, sign-in sheets/trainings, and dyslexia events; Increase knowledge about intervention services by developing/enhancing the IO website with easily accessible, available, and up-to-date information by August 2020. | Continue to provide training around 504 and collaborate with the Office of Special Education to appropriately identify the needed support for Dyslexic students. Continue to provide training for staff members on standard dyslexia protocol. |
**Department Goal 2:** Students who score at the approaches performance level on state assessments will demonstrate no less than three percentage points of academic growth in reading and math by Spring 2020.

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

**List the Strategic Priority(ies) this Goal Addresses:**
Expanding Educational Opportunities  
Transforming Academic Outcomes

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**Summative Evaluation (Year-End): EOY REN360, STAAR, STAAR EOC**

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<tr>
<td>Support the implementation of effective Intervention Assistance Teams (IATs) on 100% of HISD campuses.</td>
<td>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, progress monitoring protocols and documentation systems, flow chart for parent requests for referral; rtI managers will conduct monthly meeting, provide ongoing trainings, and coaching sessions, as evidenced by campus visit logs and feedback forms, agendas, sign ins, etc. August 2019 -July 2020.</td>
<td>2019-2020</td>
<td>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.</td>
<td>Director of Interventions and IAT Managers</td>
<td>IAT Managers</td>
<td>Data point Instructional Rounds COPs IAT Meetings</td>
<td>Significant Progress</td>
<td>The Interventions Office will continue to support campuses with the use of Renaissance results to established targeted groups, small group instruction and individualized student learning pathways. Interventions Office will continue to work closely with campus leadership team members to ensure that quality progress monitoring is...</td>
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</tbody>
</table>
Occurring for all Intervention and Urgent Intervention based on the MOY data.

The Interventions department will continue to work with campuses to create campus-based action plans to strategically target students’ skill deficits and assist with the adequate use of designated support; along with documenting the need of support through the IAT process.

| Improve summer school instructional programming that targets students’ reading and/or math deficits at their instructional level. | To improve summer school programming, in accordance with policy and aligned to IAT/RtI goals, the SS committee will consider terms of participation to ensure the right kids are served with the right instructional practices to meet their needs. | 2019-2020 | Campus Title I Funds; Campus GF funds; Potential fee for service from parents; Nutrition services and summer feeding; Curriculum and Development; district committee members; Campus Coordinators | Director of Interventions and IAT Managers | October 2019; Committee will convene and begin planning by November 2019; Summer School collaborative planning and communications go out by February 2020; Campus Trainings by April 2020; Summer School programming enrollments by July 2020. | Campus Data Review | Some progress | Currently planning summer school support | Work with campuses to provide needed instructional support for students |
| Needs, including opportunities to impact the college and career readiness of more students. | Implement a systemic data and progress monitoring plan on all HISD campuses. | 2019-2020 | 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. | BOY, PM1, MOY, SNAPP, DL | Significant Progress | The Interventions Office will continue to support campuses with the use of Renaissance results to established targeted groups, small group instruction and individualized student learning pathways. |

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

**Strategic Priority:**
11. Expanding Educational Opportunities
12. Ensuring Student Health, Safety and Well-Being
13. Transforming Academic Outcomes
14. Increasing Organizational Efficiency
15. Cultivating Team HISD Talent

**List the Strategic Priority(ies) this Goal Addresses:**
Expanding Educational Opportunities
Transforming Academic Outcomes

**Summative Evaluation (Year-End):** EOY REN 360, STAAR, STAAR EOC
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<tr>
<td>Work with campuses to disaggregate data, design intentional plans to target student need specific academic support.</td>
<td>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, progress monitoring protocols and documentation systems, and systems for handling parent requests, etc. to meet campus needs/district goal.</td>
<td>2019-2020</td>
<td>Title I Funds; GF; Universal Screener funds; RtI systems and resources for Tier 2/3 reading, math, and behavior, progress monitoring protocols and documentation systems, flow chart for parent requests for referral; 504 flow charts; SSO checklist, campus visit feedback forms.</td>
<td>Director of Interventions, IAT Manager, Math and Reading Interventions</td>
<td>Title I Funds; GF; Universal Screener funds; RtI systems and resources for Tier 2/3 reading, math, and behavior, progress monitoring protocols and documentation systems, flow chart for parent requests for referral; 504 flow charts; SSO checklist, campus visit feedback forms.</td>
<td>BOY, PM1, MOY, SNAPP, DL</td>
<td>Significant Progress</td>
<td>The Interventions Office will continue to support campuses with the use of Renaissance results to established targeted groups, small group instruction and individualized student learning pathways.</td>
</tr>
<tr>
<td>Provide professional development opportunities geared toward targeted interventions</td>
<td>IAT District Liaisons identified on each campus in need of Professional Development</td>
<td>2019-2020</td>
<td>Title I Funds; GF; Universal Screener funds; RtI systems and resources for Tier 2/3 reading, math,</td>
<td>Director of Interventions, IAT Manager, Math and Reading Interventions</td>
<td>OnTrack Reports</td>
<td>Significant Progress</td>
<td>Continue to provide Professional Sessions targeting IAT support, resource, data tracking, grouping, designated</td>
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<tr>
<td>and implementation of effective small/strategy grouping.</td>
<td>targeting specific areas of interventions</td>
<td>and behavior, progress monitoring protocols and documentation systems, flow chart for parent requests for referral; 504 flow charts; SSO checklist, campus visit feedback forms.</td>
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<td>supports, small group intervention</td>
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</table>
Department Name: Gifted and Talented

Data/ Needs Assessment (include your problem statement and root cause based on your data):
The Gifted and Talented Department will continue to support campuses who have less than 10% of identified Gifted and Talented. In addition, the district will increase Mastery Performance on STAAR of GT Students by 20%.

Department Goal 1:
Increase the number of minority students identified as gifted and talented in grades K-12.

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

List the Strategic Priority(ies) this Goal Addresses:
1. Expanding Educational Opportunities
2. Transforming Academic Outcomes
3. Increasing Organizational Efficiency
4. Cultivating Team HISD Talent

Summative Evaluation (Year-End): Compare the number of minority students identified as G/T in grades K-12 from 2018-19 to 2019-20.

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<tr>
<td>Ensure teachers understand how to identify the specific characteristics of students who demonstrate the abilities of giftedness.</td>
<td>Provide information to teachers through multiple channels about the specific characteristics of students who demonstrate</td>
<td>Sept. 20,19 and Dec.20, 19</td>
<td>Students’ academic information provided by Research and Accountability. Students’ academic information provided by</td>
<td>Campus GT Coordinators, Program Specialists, GT Prof Dev Specialists and Director of Gifted and Talented.</td>
<td>End of year GT Roster reports and a comparison of STAAR results for two years of minority students.</td>
<td>We tested over 2177 more students in 2019-2020 in comparison with 2018-2019. 2075 more students were</td>
<td>1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal</td>
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Department Goal 2:
Increase the percentage of students in grades 3 through 12 who score mastery performance level on STAAR/EOC assessments for students not identified at GT.

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

List the Strategic Priority(ies) this Goal Addresses:
1. Expanding Educational Opportunities
2. Transforming Academic Outcomes
3. Cultivating Team HISD Talent

Summative Evaluation (Year-End):
Increase percentage of non-identified students meeting Mastery on STAAR Reading, Writing, and Math by 10%.

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<tr>
<td>Ensure that all teachers can analyze STAAR/EOC data of non-identified students who score at the</td>
<td>Teachers will be provided STAAR/EOC data to analyze for non-identified</td>
<td>September 20, 2019 and December 20, 2019</td>
<td>Access to STAAR/EOC Data stored in OnTrack and A4E. Students’ academic</td>
<td>GT Teachers, Campus GT Coordinators, Program Specialists, GT Prof Dev Specialists and</td>
<td>GT Roster reports will indicate number of newly identified GT students.</td>
<td>GT Specialist sent GT Coordinators a list of students who met mastery level on both math and reading on the STAAR assessment and</td>
<td>1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal</td>
<td>GT Specialist will send STAAR results for minority students prior to the testing window in the fall, so coordinators can plan accordingly. GT Specialist will also</td>
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</table>
Mastery Level and recommend for testing.

students who scores Mastery Level.

information provided by Research and Accountability.

Director of Gifted and Talented.

recommender testing these students.

2075 more students were identified as GT.

send Benchmark Running Record (BRR) data to coordinators to identify potential GT students without STAAR data in 1st-3rd grades.

<table>
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<tr>
<th>Department Goal 3: GT students who fail STAAR/EOC will demonstrate growth by scoring approaches which will decrease failures district-wide at all levels.</th>
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<tbody>
<tr>
<td><strong>Strategic Priority:</strong></td>
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<td>1. Expanding Educational Opportunities</td>
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<td>2. Ensuring Student Health, Safety and Well-Being</td>
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<td>3. Transforming Academic Outcomes</td>
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<td>4. Increasing Organizational Efficiency</td>
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<td>5. Cultivating Team HISD Talent</td>
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<tr>
<td><strong>List the Strategic Priority(ies) this Goal Addresses:</strong></td>
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<tr>
<td>1. Transforming Academic Outcomes</td>
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| Summative Evaluation (Year-End): |
| Increase percentage of G/T students meeting Approaches on STAAR Reading, Writing, and Math by 10%. |

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<tr>
<td>Ensure that all G/T students are provided additional Tiered instruction in their area of deficits which will increase the percentage G/T Students meeting</td>
<td>Teachers will develop RtI plans for every identified G/T student who did meet standard.</td>
<td>September 20, 2019 and April 7, 2020</td>
<td>Access to STAAR/EOC Data stored in OnTrack and A4E.</td>
<td>GT Teachers, Campus GT Coordinators, Program Specialists, GT Prof Dev Specialists and Director of Gifted and Talented.</td>
<td>Triangulated STAAR report from OnTrack and A4E.</td>
<td>The GT student population in all areas have improved from the BOY to the MOY by 3.6% in math and 2.8% in reading.</td>
<td>1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal</td>
<td>3. Significant Progress</td>
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<td>Approaches Level on STAAR.</td>
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<td>students meeting approaches level or higher on STAAR.</td>
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</table>
Department Name: Social and Emotional Learning

Data/ Needs Assessment (include your problem statement and root cause based on your data):
The district shall create a safe environment conducive to learning for all students and provide safety and security measures at district schools and facilities, and while attending district-related events. The district Disciplinary Actions Report completed by HISD Research and Accountability indicate significant disparities among race, disability status, and socio-economic status in how students are disciplined.

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

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

List the Strategic Priority(ies) this Goal Addresses:
Ensuring Student Health, Safety and Well-Being

Summative Evaluation (Year-End): Research and Accountability Discipline end of year report June 2020 capturing In-School and Out-of-School suspension data.

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<td>Decrease the overall number of Code Violations: (ISS)In-School Suspensions.</td>
<td>Increase campuses ability to implement elements of Positive Behavior Interventions Supports (PBIS),</td>
<td>Bi-Weekly and Monthly through June 2020</td>
<td>(PBIS) Positive Behavior Interventions Support budget allocation for Social and Emotional Learning.</td>
<td>Director &amp; Sr. Behavior Manager</td>
<td>Monthly tracking, review and dissemination of ISS (In-School Suspensions) and OSS (Out of School Suspensions) by schools and areas.</td>
<td>10% increase in the number of schools trained and implementing CHAMPS and Positive Behavior Intervention Supports.</td>
<td>Some Progress</td>
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</table>

Next Steps: Continue to offer districtwide and campus specific training every Thursday and support implementation of these Tier I Professional Developments.
<table>
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<tr>
<th><strong>Restorative Discipline Practices (RDP) &amp; Culturally Responsive Teaching (CRT)</strong> effectively.</th>
<th><strong>schools trained and implementing Restorative Discipline Practice. 10% increase in the number of schools trained and implementing Culturally Responsive Teaching</strong></th>
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| **Decrease the overall number of Code Violations: (OSS) Out of School Suspensions.** | **Establish protocols of the Multi-Tiered Systems of Support to include expectations, timelines, functional behavior plans, and on-going communication with all stakeholders. Bi-Weekly and Monthly through June 2020 (PBIS) Positive Behavior Interventions Support budget allocation for Social and Emotional Learning.** | **Director & Sr. Behavior Manager** | **Monthly tracking, review and dissemination of ISS (In-School Suspensions) and OSS (Out of School Suspensions) by schools and areas. 15% increase in SEL supports provided to campuses for alternatives to suspension** | **Some Progress** | **Support and Train Campus Identified Behavior Coordinators in alternative to suspension and restorative practices.** |

| **Decrease the overall rate of disproportionality experiencing (ISS) In-School Suspension and (OSS) Out of School Suspension.** | **Increase the number of campuses trained in Implicit Bias/Cultural Responsiveness to address racial disparity. Bi-Weekly and Monthly through June 2020 (PBIS) Positive Behavior Interventions Support budget allocation for Social and Emotional Learning.** | **Director & Sr. Behavior Manager** | **Monthly tracking, review and dissemination of ISS (In-School Suspensions) and OSS (Out of School Suspensions) by schools and areas. 10% increase in the number of campuses trained in Implicit Bias.** | **Some Progress** | **Increase the number of Evidence-Based Researched Based Tiered supports provided to campuses.** |
### Department Goal 2: Improve practices to decrease DAEP placements.

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

**List the Strategic Priority(ies) this Goal Addresses:**
Ensuring Student Health, Safety and Well-Being

**Summative Evaluation (Year-End):** Monthly tracking, review and dissemination to area offices and schools of ISS (In-School Suspensions) and OSS (Out of School Suspensions).

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<tr>
<td>Decrease the overall number of approved DAEP referrals.</td>
<td>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</td>
<td>Bi-Weekly and Monthly through June 2020</td>
<td>Title IV grant budget allocation for Social and Emotional Learning.</td>
<td>Director &amp; Sr. Behavior Manager</td>
<td>Monthly review through the Social and Emotional Learning Department</td>
<td>8% decrease in DAEP approved referrals.</td>
<td>Some Progress</td>
<td>Increase the number of schools trained in Multi-Tiered Systems of Support.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measurable Performance Objectives</th>
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<th>Check Point: Results (Outcomes/Data)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Decrease the overall number of approved DAEP referrals.</td>
<td>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</td>
<td>Bi-Weekly and Monthly through June 2020</td>
<td>Title IV grant budget allocation for Social and Emotional Learning.</td>
<td>Director &amp; Sr. Behavior Manager</td>
<td>Monthly review through the Social and Emotional Learning Department</td>
<td>8% decrease in DAEP approved referrals.</td>
<td>Some Progress</td>
<td>Increase the number of schools trained in Multi-Tiered Systems of Support.</td>
</tr>
<tr>
<td>Implement alternative strategies, including progressive sanctions.</td>
<td>Conduct campus visits to focus on discipline and behavior data. Conduct Alternatives to Suspension Trainings</td>
<td>Bi-Weekly and Monthly through June 2020</td>
<td>Title IV grant budget allocation for Social and Emotional Learning.</td>
<td>Director &amp; Sr. Behavior Manager</td>
<td>Monthly review through the Social and Emotional Learning Department</td>
<td>25% increase in the number of students utilizing SEL Behavior curriculum.</td>
<td>Some Progress</td>
<td>Increase the attendance in the number of bridge-out student planning meetings.</td>
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<tr>
<td>Decrease the disproportionality between the general student population and the population of students in the DAEP</td>
<td></td>
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<td></td>
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<td></td>
<td>Increase the number of Community Learning Project partnerships to service and support behavioral and mental health needs.</td>
</tr>
<tr>
<td>Increase number of students participating in Community Learning Projects as an alternative to DAEP placement.</td>
<td>Complete cross training for transition planning for community partners</td>
<td>Bi-Weekly and Monthly through June 2020</td>
<td>Title IV grant budget allocation for Social and Emotional Learning.</td>
<td>Director &amp; Sr. Behavior Manager</td>
<td>Monthly review through the Social and Emotional Learning Department</td>
<td>%20 increase in the number of students referred to Education 1st program in lieu of DAEP.</td>
<td>On Track to Meet Goal</td>
<td>Increase the number of community learning project partnerships to service and support behavioral and mental health needs.</td>
</tr>
</tbody>
</table>
**Department Goal 3:** Increase suicide prevention; trauma informed schools and mental health awareness campaigns and programs.

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

List the Strategic Priority(ies) this Goal Addresses:
- Ensuring Student Health, Safety and Well-Being
- Cultivating Team HISD Talent


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<tbody>
<tr>
<td>Increase the overall number of campus crisis teams and build their capacity to respond to crisis events and to manage escalated behavioral concerns.</td>
<td>Offer weekly CPI campus trainings in addition to supporting the establishment of campus crisis teams. Continue training for campuses in See Something Say Something (Sandyhook)</td>
<td>Bi-Weekly and Monthly through June 2020</td>
<td>Title IV grant budget allocation for Social and Emotional Learning.</td>
<td>Director &amp; Sr. Behavior Manager</td>
<td>Monthly review through the Social and Emotional Learning Department</td>
<td>46% increase in crisis support provided to schools</td>
<td>On Track to Meet Goal</td>
<td>Hire additional Intensive Mental Health Specialist to support and service students and teachers.</td>
</tr>
</tbody>
</table>

<p>| Increase the National Alliance of Mental Illness (NAMI) | Increase the number of trainings for Youth Mental Health First | Bi-Weekly and Monthly through June 2020 | Title IV grant budget allocation for Social and Emotional Learning. | Director &amp; Sr. Behavior Manager | Monthly review through the Social and Emotional | 46% increase in crisis support provided to schools | On Track to Meet Goal | Hire additional Intensive Mental Health Specialist to support and service students and teachers. |</p>
<table>
<thead>
<tr>
<th>Interactions districtwide.</th>
<th>Aide, Trauma Informed Schools in addition to recruiting campus involvement with NAMI sponsored programs.</th>
<th>Learning Department</th>
<th>20% increase in the number of schools trained in YMHFA and trauma informed practices.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the overall number of district Mental Health partnerships</td>
<td>Pair with community partners to provide appropriate behavioral health/services to students.</td>
<td>Bi-Weekly and Monthly through June 2020</td>
<td>Director &amp; Sr. Behavior Manager</td>
</tr>
</tbody>
</table>
Department Name: Equity and Outreach Department – Wraparound Services

Data/ Needs Assessment (include your problem statement and root cause based on your data):
Academics, Behavior, & Attendance Data extracted from Chancery; Health Needs Survey (Rice University) 2018 and 2019 data results, Board Policy (Regulations & Constraints), Boston Consulting Group (BCG) Report, Achieve 180 Board Monitoring Reports and Purple Data Results (2018 and 2019)

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

Department Goal 1: By the end of the 2019-2020 school year, student Year-To-Date (YTD) attendance will increase by 2% from 95.23% in 2019 to 97.13% by developing and connecting resources to address the barriers that prevent student success.

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

List the Strategic Priority(ies) this Goal Addresses:
2. Ensuring Student Health, Safety and Well-Being
3. Transforming Academic Outcomes

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

<table>
<thead>
<tr>
<th>Measurable Performance Objectives</th>
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</thead>
<tbody>
<tr>
<td>Increase attendance by reducing absenteeism.</td>
<td>Decrease the student absenteeism rate by</td>
<td>August 2019-June 2020</td>
<td>Title IV, Community Partners and</td>
<td>Assistant Superintendent, Director, Senior Managers,</td>
<td>Weekly review of student attendance through data</td>
<td>Increased by .05% as of February 2020.</td>
<td>Some Progress</td>
<td>Using the data tracking platform, create a priority list of students</td>
</tr>
<tr>
<td>Activity</td>
<td>Action</td>
<td>Start Date</td>
<td>Duration</td>
<td>Responsible Parties</td>
<td>Expected Outcomes</td>
<td>Progress</td>
<td>Additional Information</td>
<td></td>
</tr>
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<td></td>
</tr>
<tr>
<td>Increase interventions that previously affected their attendance performance</td>
<td>Increase school collaboration of non-academic supports through bi-weekly meetings called Student at the Center Team to problem solve barriers that keep students from coming to school.</td>
<td>August 2019-June 2020</td>
<td></td>
<td>Title IV, Community Partners, Non-Profit Organizations, Communities in Schools and the Student Assistance Department</td>
<td>Meeting agenda, minutes and sign-in sheets.</td>
<td>WRS is expected to meet at the various levels: 4- Meets weekly 3-Meets Bi-Monthly 2-Meets once a month 1-Does not meet at all</td>
<td>Continue ongoing collaboration with the HISD Student Assistance Departments.</td>
<td></td>
</tr>
<tr>
<td>Analyze attendance rates using the data tracking tool.</td>
<td>Utilize the data tracking system to monitor and identify frequently absent students in order to connect them to resources.</td>
<td>August 2019-June 2020</td>
<td></td>
<td>Title IV, Community Partners, Non-Profit Organizations, Houston Endowment, ProUnitas, and the Student Assistance Department</td>
<td>Baseline of attendance progression and color trends identified using the data tracking tool.</td>
<td>1. Increased utilization of data tracking platform to analyze attendance rates. 2. Analyzes HISD DDI report to</td>
<td>Continue to work with WRS to host/participate in weekly SATC meetings.</td>
<td></td>
</tr>
</tbody>
</table>
**Department Goal 2:** By the end of 2019-2020 school year, the well-being of HISD students will improve by the WRS connecting resources to students and families by 5% from 145,699 in 2019 to 152,984:

a) Increasing the number of student and family interventions  
b) Decreasing the number of high-risk students through targeted intervention  
c) Increasing the number of student assistance referrals by all stakeholders.

**List the Strategic Priority(ies) this Goal Addresses:**  
2. Ensuring Student Health, Safety and Well-Being  
3. Transforming Academic Outcomes

**Summative Evaluation (Year-End):** By the end of 2019-2020 school year, the **well-being** of HISD students will improve by a 5% increase of students linked to services in the data tracking tool.
academic outcomes.

| Targeted interventions are given and tracked using the data tracking tool. | Decrease the number of high-risk students through targeted intervention. | August 2019-May 2020 | Title IV, Community Partners, Non-Profit Organizations, ProUnitas, and the Student Assistance Department | Managers and Wraparound Resource Specialists, Counselors, Social Workers, Outreach Workers, ProUnitas Impact Managers and Communities in Schools Staff | Number of interventions entered in the data tracking tool. | Targeted number of interventions as of February 2020 is 295,431. | On Track to Meet Goal | Continue to increase WRS student check-ins and observations to assess student needs. |
| SAF referrals increase due to frequent campus presentations given by the WRS. | Increase the number of student assistance referrals by all stakeholders. | August 2019-May 2020 | Title IV, Community Partners, Non-Profit Organizations and ProUnitas | Managers and Wraparound Resource Specialists, Counselors, Social Workers, Outreach Workers, Communities in Schools Staff and Every Campus (All Staff) | Number of students serviced through the Student Assistance Form (SAF). | SAFs submissions by campus has increased as of February 2020 totaling 24,124. | On Track to Meet Goal | WRS will continue to get principal and staff buy-in through department presentations during Pre-Service, PLCs, Faculty Meetings and Individual Meetings. |
**Department Goal 3:** By the end of the 2019-2020 school year, the Community-Driven Systems for Sustainability (CDSFS) plan will allow the WRS to increase the number of approved service providers by 10% from 52 in 2019 to 57 by creating and maintaining partnerships as well as building a strong feeder community collaborative to share resources and best practices.

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

**List the Strategic Priority(ies) this Goal Addresses:**
2. Ensuring Student Health, Safety and Well-Being
3. Transforming Academic Outcomes
4. Increasing Organizational Efficiency

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

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<tbody>
<tr>
<td>The effectiveness of the Feeder Pattern Community Councils and how it functions to meet the needs of students.</td>
<td>Develop strong Feeder Pattern Community Councils to give input and assess community needs.</td>
<td>September 2019-May 2020</td>
<td>Title IV, Community Partners</td>
<td>Managers and Wraparound Resource Specialists, Principal and appointed Parent, Student and Staff Member</td>
<td>Meeting agenda, minutes and sign-in sheets.</td>
<td>We have a total of 39 feeder pattern community council meetings across the 13 Feeder Patterns as of February 2020.</td>
<td>On Track to Meet Goal</td>
<td>Continue with scheduled meetings.</td>
</tr>
<tr>
<td>Collaborate with community stakeholders to gain an understanding</td>
<td>The Feeder Pattern Community Council will communicate their asset</td>
<td>September 2019-May 2020</td>
<td>Title IV, Community Partners</td>
<td>Managers and Wraparound Resource Specialists, Principal and appointed</td>
<td>Meeting agenda, minutes and sign-in sheets and Service</td>
<td>WRS shared asset mapping results and Service Providers are allowed presentation</td>
<td>On Track to Meet Goal</td>
<td>Each feeder pattern will conduct two more meetings during the 2019-2020 school year.</td>
</tr>
</tbody>
</table>
of community
needs.

mapping
results that
will identify
existing
resources
within their
surrounding
campuses.

Parent, Student
and Staff
Member

Provider
Evaluations.

time to inform
the community
of the service
they are able to
provide.

Develop a
Feeder
Pattern
Community
Council bi-
monthly
meeting to
allow
members to
identify
community
needs.

To
collaborate
with the
Feeder
Pattern
Community
Council as we
share
resources,
advocate for
new ones, as
well as
review
progress.

September
2019-May
2020

Title IV,
Community
Partners

Managers and
Wraparound
Resource
Specialists,
Principal and
appointed
Parent, Student
and Staff
Member

Meeting
agenda,
minutes and
sign-in sheets
and Service
Provider
Evaluations.

Feeder Pattern
Community
Council meeting
agendas, data
summary sheets,
minutes, and
sign-in sheets
have been
prepared and
uploaded.

On Track to
Meet Goal

Each feeder pattern
will conduct two
more meetings
during the 2019-
2020 school year.
# Department Name: Family and Community Engagement

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

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

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

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<tbody>
<tr>
<td>By June 26, 2020 FACE will complete 70 parent workshops focused on Two-Way Communication Best Practices.</td>
<td>School outreach to schedule parent workshop.</td>
<td>9/9/19 – 6/26/20</td>
<td>Title I, Part A Funding for: Salaries, Materials, Presentation kits, Supplies, Flyers.</td>
<td>FACE Specialists. FACE Sr. Manager. Designated Campus Staff.</td>
<td>By Dec. 2019 have a first report on number of completed Two-Way Communication Parent Workshops.</td>
<td>Department data reflects over 220 workshops completed.</td>
<td>4. On Track to Meet Goal</td>
<td>Keep monitoring Title I Part A reports</td>
</tr>
<tr>
<td>By June 26, 2020 95% of reported concerns to the</td>
<td>Weekly reporting on</td>
<td>9/9/19 – 6/26/20</td>
<td>General Funding for: Salaries, Materials,</td>
<td>Parent Center Liaisons Designated Staff</td>
<td>By Dec. 2019 have a first</td>
<td></td>
<td>4. On Track to Meet Goal</td>
<td>Continue monitoring open reports.</td>
</tr>
</tbody>
</table>
Department Goal 2: Support the development of parent advocacy and decision-making skills through parent groups

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

**List the Strategic Priority(ies) this Goal Addresses:**
- 1. Support the set-up of parent groups in schools
- 2. Host two parent group trainings during the 2019-2020 school year
- 3. Recognized parent groups that become structured to fundraise as a 501(c)3 non-profit organization.

**Summative Evaluation (Year-End):** Tracking of school campuses with specific parent group(s) – PTA/O, PAC, SDMC, Other

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<tr>
<td>By June 26, 2020 FACE will have supported at least 70 campuses on establishing a parent group focused on developing advocacy and decision-making skills.</td>
<td>Develop electronic tools to track the number of school campuses having an established parent group.</td>
<td>9/9/19 – 6/26/20</td>
<td>Title I, Part A Funding for: Salaries, Materials, PTO/PTA kits, Supplies, Flyers.</td>
<td>FACE Specialists. FACE Sr. Manager. Designated Campus Staff.</td>
<td>By Dec. 2019 have a first report on number of campuses with a parent group.</td>
<td>76 schools currently on the process of formalizing the structure of their group</td>
<td>4. On Track to Meet Goal</td>
<td>Continue monitoring and supporting campuses to achieve this goal.</td>
</tr>
</tbody>
</table>

Department Goal 3: Increase public support and confidence in schools by increasing the number of learning opportunities for HISD families by 5 percent by June 26, 2020. Host 6 community events to connect HISD families with community organizations and corporate partners supporting the district’s academic and non-academic needs.
**Strategic Priority:**
1. Expanding Educational Opportunities
2. Ensuring Student Health, Safety and Well-Being
3. Transforming Academic Outcomes
4. Increasing Organizational Efficiency
5. Cultivating Team HISD Talent

**List the Strategic Priority(ies) this Goal Addresses:**
1. Offer a variety of learning opportunities for parents across the district
2. Recruit first-time Family Friendly School Campuses
3. Host family events offering informational sessions and community resources.

---

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

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<th>Check Point: Results (Outcomes/Data)</th>
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<tbody>
<tr>
<td>Increase the number of campuses offering Family Friendly School Activities by 5 percent.</td>
<td>Enroll 5 first-time campuses participating in the Family Friendly School Program.</td>
<td>9/9/19 – 6/26/20.</td>
<td>Title I, Part A Funding for: Salaries, Materials, Awards, Supplies, Flyers.</td>
<td>FACE Specialists. FACE Sr. Manager Designated Campus Staff.</td>
<td>By Dec. 2019 have a first report on number of campuses enrolled in the program.</td>
<td>Completed</td>
<td>4. On Track to Meet Goal</td>
<td>Continue supporting campuses to attain Family Friendly Certification</td>
</tr>
<tr>
<td>Offer at least 8 Parent University Sessions across the district.</td>
<td>Provide a variety of informational sessions for parents to learn how to better support their children.</td>
<td>9/9/19 – 6/26/20.</td>
<td>Title I, Part A Funding for: Salaries, Materials, Presentation kits, Supplies, Flyers.</td>
<td>FACE Specialists. FACE Sr. Manager Designated Campus Staff.</td>
<td>By Dec. 2019 have a first report on number of sessions made available to parents.</td>
<td>Department data shows that at least 10 sessions has been completed.</td>
<td>4. On Track to Meet Goal</td>
<td>None needed</td>
</tr>
<tr>
<td>Host community events</td>
<td>Strategic outreach to partner with</td>
<td>9/9/19 – 6/26/20.</td>
<td>Title I, Part A Funding for: Salaries,</td>
<td>FACE Sr. Manager</td>
<td>By Dec. 2019 have a first report on</td>
<td>At least six department-led events</td>
<td>4. On Track to Meet Goal</td>
<td></td>
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</tbody>
</table>
### Connecting External Stakeholders

Connecting external stakeholders seeking to support HISD’s academic and non-academic needs.

<table>
<thead>
<tr>
<th>Community Organization and Corporation</th>
<th>Materials, Programming</th>
<th>Designated FACE Staff</th>
<th>Number of New or Renewed Partnerships</th>
<th>Have Been Completed</th>
</tr>
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<tbody>
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</table>


### Houston Independent School District – District Improvement Plan 2019-2020

**Department Name:** Student Assistance

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

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

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

**List the Strategic Priority(ies) this Goal Addresses:**
- Expanding Educational Opportunities
- Transforming Academic Outcomes

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

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<tr>
<td>1. By June 2020, attendance of identified homeless, foster care or residential treatment centers, students with chronic absenteeism</td>
<td>Provide Metro Money and/or district transportation to students with transportation issues.</td>
<td>August, 2019 – June, 2020</td>
<td>Program Materials and Program Staff - n TECHY grant, Hurricane grant, Title I and Title IV funds Collaboration from HISD campuses and departments</td>
<td>Senior Manager, Managers and Outreach staff Student Assistance</td>
<td>Mid-Point January, 2020 Final June, 2020</td>
<td>100% of students received transportation upon request</td>
<td>Significant Progress</td>
<td>Continue to provide transportation to assistance to enable students to get to school Continue to monitor the attendance of identified students</td>
</tr>
</tbody>
</table>
and future graduates will increase by 2%.

2. By June 2020, 100% of students who are identified as homeless, foster care or residential treatment centers will be provided uniforms upon request.

| 2. | Communicate with campus staff regularly to stay abreast of issues regarding the enrollment of foster care students. | August, 2019 – June, 2020 | Program Materials and Program Staff - n TECHY grant, Hurricane grant, Title I and Title IV funds | Senior Manager, Managers and Outreach staff Student Assistance | Mid-Point January, 2020 Final June, 2020 | 100% of students received uniforms upon request | Significant Progress | Continue to provide uniforms for identified homeless and foster care students
Continue to monitor the enrollment and attendance of identified students |

3. Provide direct services, supports and referrals to 100% of parents and students identified as homeless, in foster care or residential treatment centers, students with chronic absenteeism and future graduates to ensure that students remain in

| 3. | Provide uniforms, school supplies and backpacks to identified homeless, foster care or residential treatment center students. | August, 2019 – June, 2020 | Program Materials and Program Staff - n TECHY grant, Hurricane grant, Title I and Title IV funds | Senior Manager, Managers and Outreach staff Student Assistance | Mid-Point January, 2020 Final June, 2020 | 100% of students received school supplies and backpacks upon request | Significant Progress | Continue to provide backpacks and school supplies for identified homeless and foster care students
Continue to monitor the enrollment and attendance of identified students |
school and participate fully.

4. Provide direct services, supports and referrals to 100% of parents and students identified as homeless, in foster care or residential treatment centers, students with chronic absenteeism and future graduates to ensure that students remain in school and participate fully.

<table>
<thead>
<tr>
<th>Provider of Services</th>
<th>August, 2019 – June, 2020</th>
<th>Program Materials and Program Staff TECHY grant, Hurricane grant, Title I and Title IV funds</th>
<th>Student Assistance Senior Manager, Managers, Compliance Analysts and outreach staff</th>
<th>Mid-Point January, 2020</th>
<th>100% of identified students and families receive direct services upon request.</th>
<th>Significant Progress</th>
<th>Continue to provide services for identified homeless and foster care students</th>
<th>Continue to monitor the enrollment and attendance of identified students</th>
</tr>
</thead>
</table>

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

Department Goal 2: Monitor campus-based interventions for ESL, CTE, Title I Part A, migrant, military and SPED students in an effort to improve attendance, academic success and increase graduation rates.

Strategic Priority:
1. Expanding Educational Opportunities
2. Ensuring Student Health, Safety and Well-Being

List the Strategic Priority(ies) this Goal Addresses:
- Expanding Educational Opportunities
- Transforming Academic Outcomes
3. Transforming Academic Outcomes
4. Increasing Organizational Efficiency
5. Cultivating Team HISD Talent

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

<table>
<thead>
<tr>
<th>Measurable Performance Objectives</th>
<th>Strategy</th>
<th>Timeline</th>
<th>Resources Including Funding Sources and Dollar Amounts</th>
<th>Title of Person(s) Responsible</th>
<th>Formative Evaluation</th>
<th>Check Point: Results (Outcomes/Data)</th>
<th>Progress:</th>
<th>Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. By June 2020, attendance for ESL, CTE, Title I Part A, migrant, military and SPED students with chronic absenteeism and future graduates will increase by 2%.</td>
<td>Communicate with campus staff regularly during Graduation Support Meetings and campus visits to monitor students with attendance issues and chronic absenteeism.</td>
<td>August, 2019 – June, 2020</td>
<td>District and Title IV funds Collaboration from HISD campuses and departments</td>
<td>Student Assistance Senior Manager, Managers, Compliance Analysts and outreach staff</td>
<td>Mid-Point January, 2020 Final June, 2020</td>
<td>As evidenced by attendance records, PGP reviews and graduation support meeting sign in sheets</td>
<td>Some Progress</td>
<td>Continue to support campuses with monthly district wide Graduation Support Meetings, and input in weekly campus Graduation Support Meetings.</td>
</tr>
<tr>
<td>By June 2020, review Personal Graduation Plans for homeless, foster care, ESL, CTE, Title I Part A, migrant, military and</td>
<td>Communicate with campus staff regularly during Graduation Support Meetings and campus visits to monitor interventions</td>
<td>August, 2019 – June, 2020</td>
<td>District and Title IV funds Collaboration from HISD campuses and departments</td>
<td>Student Assistance Senior Manager, Managers, Compliance Analysts and outreach staff</td>
<td>Mid-Point January, 2020 Final June, 2020</td>
<td>As evidenced by attendance records, PGP reviews and graduation</td>
<td>Some Progress</td>
<td>Continue to support campuses with monthly district wide Graduation Support Meetings, and input in weekly campus Graduation Support Meetings.</td>
</tr>
</tbody>
</table>
SPED students to ensure interventions for academically challenged students are implemented in an effort to increase graduation rates.

<table>
<thead>
<tr>
<th>Department Goal 3: Increase staff knowledge of laws that govern the education of homeless, unaccompanied and chronically absent youth districtwide.</th>
</tr>
</thead>
</table>

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

**List the Strategic Priority(ies) this Goal Addresses:**
- Increasing Organizational Efficiency
- Cultivating Team HISD Talent

**Summative Evaluation (Year-End):** Staff will become more knowledgeable of available resources and services and refer students accordingly.

<table>
<thead>
<tr>
<th>Measurable Performance Objectives</th>
<th>Strategy</th>
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<th>Title of Person(s) Responsible</th>
<th>Formative Evaluation</th>
<th>Check Point: Results (Outcomes/Data)</th>
<th>Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal</th>
<th>Next Steps</th>
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</thead>
<tbody>
<tr>
<td>1. By June 2020, outreach staff will train a representative from each campus on</td>
<td>Provide ongoing professional development training on the McKinney – Vento Act to August, 2019 – June, 2020</td>
<td>Program Materials and Program Staff - TECHY grant, Hurricane grant, Title I</td>
<td>Student Assistance Senior Manager, Managers, Compliance Analysts and outreach staff</td>
<td>Mid-Point January, 2020</td>
<td>Weekly campus trainings ongoing</td>
<td>Some Progress</td>
<td>Continue to engage campus staff in order to heighten the understanding of laws as well as student rights and district responsibilities</td>
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<tr>
<td>Every Student Succeeds Act provisions regarding homelessness and foster care.</td>
<td>district personnel to heighten the understanding and sensitivity to the needs and rights of homeless students.</td>
<td>and Title IV funds Collaboration from HISD campuses and departments</td>
<td>records and transportation logs</td>
<td>2. By June 2020, outreach staff will train each partner agency on identification and awareness of students experiencing homelessness. Provide ongoing trainings on the McKinney – Vento Act to community partners in order to heighten the understanding and sensitivity to the needs and rights of homeless students. August, 2019 – June, 2020</td>
<td>Program Materials and Program Staff -TECHY grant, Hurricane grant, Title I and Title IV funds Collaboration from HISD campuses and departments</td>
<td>Student Assistance Senior Manager, Managers, Compliance Analysts and outreach staff Mid-Point January, 2020 Final June, 2020</td>
<td>Weekly partner agency trainings ongoing Some Progress</td>
<td>Continue to engage partner agencies in order to heighten the understanding of laws as well as student rights and district responsibilities</td>
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<tr>
<td>3. By June 2020, outreach staff will train a representative from each campus on House Bill 2398 under the Texas Education Code. Provide ongoing professional development training to district personnel to increase the understanding of the needs students who are chronically absent. August, 2019 – June, 2020</td>
<td>Program Materials and Program Staff - TECHY grant, Hurricane grant, Title I and Title IV funds Collaboration from HISD campuses and departments</td>
<td>Student Assistance Senior Manager, Managers, Compliance Analysts and outreach staff Mid-Point January, 2020 Final June, 2020</td>
<td>Weekly campus trainings ongoing Some Progress</td>
<td>As evidenced by attendance records and transportation logs</td>
<td>Continue to engage campus staff in order to heighten the understanding of laws as well as student rights and district responsibilities</td>
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</table>
**Department Goal 3:** Increase awareness about post-secondary education and training programs for homeless, unaccompanied, foster care residential treatment, ESL, CTE, Title I Part A, migrant, military and SPED students.

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

**Summative Evaluation (Year-End):** Identified homeless, unaccompanied, foster care, residential treatment, ESL, CTE, Title I Part A, migrant, military and SPED students will seek additional post – secondary education and training programs.

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<th>Check Point: Results (Outcomes/D ata)</th>
<th>Progress:</th>
<th>Next Steps</th>
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<tbody>
<tr>
<td>1. Provide two district-wide events geared towards college readiness and job preparation to increase awareness of post-secondary opportunities.</td>
<td>Host The Back to School Extravaganza and Project Prom each school year.</td>
<td>August, 2019 – June, 2020</td>
<td>Program Materials and Program Staff TECHY grant, Hurricane grant, Title I and Title IV funds Collaboration from HISD campuses and departments</td>
<td>Student Assistance Senior Manager, Managers, Compliance Analysts and Outreach staff</td>
<td>Mid-Point January, 2020</td>
<td>1,000 students at Back to School Extravaganza</td>
<td>On Track to Meet Goal</td>
<td>Continue to implement events to engage students in special populations</td>
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<tr>
<td>2. Provide local college tours for identified high school</td>
<td>Work in collaboration with College and Career and CTE to</td>
<td>August, 2019 – June, 2020</td>
<td>Program Materials and Program Staff TECHY grant, Hurricane</td>
<td>Student Assistance Senior Manager, Managers, Compliance</td>
<td>Mid-Point January, 2020</td>
<td>Accompanying 200 students to the College Career Summit</td>
<td>On Track to Meet Goal</td>
<td>Continue to implement events to engage students in special populations</td>
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<td>students to increase awareness of post-secondary opportunities.</td>
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<td>visit local colleges and universities.</td>
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<td>grant, Title I and Title IV funds</td>
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<tr>
<td>Collaboration from HISD campuses and departments</td>
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<td>Analysts and Outreach staff</td>
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<td>College and Career Readiness</td>
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<td>As evidenced by attendance records and transportation logs</td>
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## Houston Independent School District – District Improvement Plan 2019-2020

### Department Name: Multilingual Department

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

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

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

#### List the Strategic Priority(ies) this Goal Addresses:
1. Expanding Educational Opportunities
2. Transforming Academic Outcomes
3. Increasing Organizational Efficiency

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

<table>
<thead>
<tr>
<th>Measurable Performance Objectives</th>
<th>Strategy</th>
<th>Timeline</th>
<th>Resources Including Funding Sources and Dollar Amounts</th>
<th>Title of Person(s) Responsible</th>
<th>Formative Evaluation</th>
<th>Check Point: Results (Outcomes/Data)</th>
<th>Progress:</th>
<th>Next Steps</th>
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<tbody>
<tr>
<td>Provide SI training to schools (teachers &amp; leadership teams)-2-day institute &amp; 2-day institute to support instruction</td>
<td>Train school teams with district's strategic approach to sheltered instruction</td>
<td>June 2019-May 2020</td>
<td>Bilingual Allotment Funds ($2.5 million), Title III Funds ($3.5 million)</td>
<td>Curriculum Officers and Multilingual Superintendent</td>
<td>Training Attendance Records; Total Number of Schools Trained; Renaissance 360, DLA</td>
<td>7,432 participants in ML Trainings year to date.</td>
<td>3, 4</td>
<td>ML will continue to offer PD and are planning the 2nd annual Multilingual Symposium for June of 2020.</td>
</tr>
<tr>
<td>Secondary Schools with large population of ELs and in need of assistance according to Accountability system will participate in SI training with Seiditz Education &amp; ELLevation—Audience includes SSOs, Principals, Administrative Teams, Teachers, TDS, ML Specialists and Managers</td>
<td>August 2019-May 2020</td>
<td>Bilingual Allotment Funds ($2.5 million), Title III Funds ($3.5 million)</td>
<td>Dollar amounts include personnel</td>
<td>Multilingual Superintendent</td>
<td>Training Attendance Records; Total Number of Schools Trained; Renaissance 360, DLA</td>
<td>95 Employees Trained by ELLevation year to date</td>
<td>3</td>
<td>ML will continue to offer PD and are planning the 2nd annual Multilingual Symposium for June of 2020.</td>
</tr>
</tbody>
</table>
Schools who serve ELs will identify a Sheltered Instruction (SI) Coach and ML Team will provide strategic training and support to coaches; SI Coaches who support teachers not certified to teach ELs will receive a stipend.

<table>
<thead>
<tr>
<th>Department Goal 2: The percentage of identified English Learners reading and writing at or above grade level on STAAR English I &amp; II will increase by three percentage points –18% to 21% English I &amp; 17% to 20% English II.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Priority:</td>
</tr>
<tr>
<td>1. Expanding Educational Opportunities</td>
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<tr>
<td>2. Ensuring Student Health, Safety and Well-Being</td>
</tr>
<tr>
<td>3. Transforming Academic Outcomes</td>
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<tr>
<td>4. Increasing Organizational Efficiency</td>
</tr>
<tr>
<td>5. Cultivating Team HISD Talent</td>
</tr>
<tr>
<td>List the Strategic Priority(ies) this Goal Addresses:</td>
</tr>
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<td>1. Expanding Educational Opportunities</td>
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<tr>
<td>3. Transforming Academic Outcomes</td>
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<tr>
<td>4. Increasing Organizational Efficiency</td>
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<tr>
<td>Summative Evaluation (Year-End): STAAR</td>
</tr>
<tr>
<td>Measurable Performance Objectives</td>
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<tr>
<td>----------------------------------</td>
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<tr>
<td>Provide SI training to schools (teachers &amp; leadership teams)-2-day institute &amp; Literacy Routines 2.0 (Curriculum Dept) &amp; ML Dept will provide supplemental SI trainings during school day, Saturdays, and early release days for teachers and leadership teams</td>
</tr>
<tr>
<td>Secondary Schools with large population of ELs and in need of assistance according to Accountability system will</td>
</tr>
</tbody>
</table>
participate in SI training with Seidlitz Education & ELLevation—Audience includes SSOs, Principals, Administrative Teams, Teachers, TDS, ML Specialists and Managers

Schools who serve ELs will identify a Sheltered Instruction (SI) Coach and ML Team will provide strategic training and support to coaches; SI Coaches who support teachers not certified to teach ELs will receive a stipend

To ensure that each school has an EL expert to support teachers/leaders of ELs

August 2019-May 2020

Bilingual Allotment Funds ($3 million), Title III Funds ($3.5 million)

Dollar amounts include personnel

Multilingual Superintendent

Training Attendance Records; Total Number of Schools Trained; Renaissance 360, DLA

Number of SI Coaches = 233

Participants at SI Coach Trainings = 420

1st Stipend given December 2019

ML will continue to meet with and train SI Coaches.

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

**Strategic Priority:**

6. Expanding Educational Opportunities

**List the Strategic Priority(ies) this Goal Addresses:**

1. Expanding Educational Opportunities
<table>
<thead>
<tr>
<th>Measurable Performance Objectives</th>
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<tbody>
<tr>
<td>3. Transforming Academic Outcomes</td>
<td>Provide supplemental training to district/campus administrators and teachers on TELPAS 101—the assessment and how to plan for instruction.</td>
<td>Septemb er 2019- March 2020</td>
<td>Title III Funds ($2 million) Dollar amounts include personnel</td>
<td>Curriculum Officers and Multilingual Superintendent</td>
<td>Training Attendance Records; Total Number of Schools Trained; Renaissance 360, DLA</td>
<td>Mandatory Training for all Principals and Tier 2 Leaders—November Principal Meeting.</td>
<td>4</td>
<td>Continue to support campuses on how to plan for instruction using SI strategies.</td>
</tr>
<tr>
<td>4. Increasing Organizational Efficiency</td>
<td>To increase the number of teachers/leaders trained in SI best practices at targeted schools in need of assistance.</td>
<td>August 2019- May 2020</td>
<td>Bilingual Allotment Funds ($2.5 million), Title III Funds ($3.5 million) Dollar amounts include personnel</td>
<td>Multilingual Superintendent</td>
<td>Training Attendance Records; Total Number of Schools Trained; Renaissance 360, DLA</td>
<td>95 Employees Trained by ELLevation year to date</td>
<td>3</td>
<td>ML will continue to offer PD and are planning the 2nd annual Multilingual Symposium for June of 2020.</td>
</tr>
<tr>
<td>Schools who serve ELs will identify a Sheltered Instruction (SI) Coach and ML Team will provide strategic training and support to coaches; SI Coaches who support teachers not certified to teach ELs will receive a stipend</td>
<td>To ensure that each school has an EL expert to support teachers/leaders of ELs</td>
<td>August 2019-May 2020</td>
<td>Bilingual Allotment Funds ($3 million), Title III Funds ($3.5 million)</td>
<td>Dollar amounts include personnel</td>
<td>Multilingual Superintendent</td>
<td>Training Attendance Records; Total Number of Schools Trained; Renaissance 360, DLA</td>
<td>Number of SI Coaches = 233 Participants at SI Coach Trainings = 420 1st Stipend given December 2019</td>
<td>3, 4</td>
</tr>
</tbody>
</table>
Department Name: Multilingual Department (Migrant)

Data/ Needs Assessment (include your problem statement and root cause based on your data): Based on the 2019 STAAR results, 46.3% (4th and 7th Writing) and 40.4% (8th S. Studies) met the passing standard; however, an emphasis of professional development is needed for tutors to address the needs of migrant students and to increase student achievement.

Department Goal 1: The percentage of identified migrants writing at or above grade level on STAAR Writing for grades 4 and 7 will increase by four percentage points—46.3% to 50.3%.

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

List the Strategic Priority(ies) this Goal Addresses:
1. Expanding Educational Opportunities
3. Transforming Academic Outcomes

Summative Evaluation (Year-End): STAAR 3-8 Writing

<table>
<thead>
<tr>
<th>Measurable Performance Objectives</th>
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</thead>
<tbody>
<tr>
<td>1) Professional Development for tutors to analyze and interpret data. 2) Increase the number of tutors.</td>
<td>1) Assign tutors to migrant students. 2) Monitor student progress. 3) Dialogue progress with parents and students.</td>
<td>Septemb er 2019-June 2020</td>
<td>Title I, Part C $60,000 Dollar amounts include personnel</td>
<td>Multilingual (Migrant Manager)</td>
<td>1) Professional Development (training attendance) 2) Hourly Lecturer Support Forms 3) Parent Contact</td>
<td>1) To date, tutors have attended three professional development trainings. 2) To date, 30 Tutor-School Contracts are on file with MEP office to show efforts</td>
<td>Significant Progress</td>
<td>1) Hire migrant tutor to ensure vacancies are filled. 2) Continue to provide professional development opportunities.</td>
</tr>
<tr>
<td>Document</td>
<td>Forms</td>
<td>tutors are collaborating and gathering input from teachers to identify best practices that strengthen the content knowledge and skills of migrant students. 3) Monitoring of student progress is recorded in department’s secure internal site, SharePoint. 3) To date, 32 elementary, 65 middle school and 89 high school Parent Contact Documentation entries are on file with MEP office.</td>
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**Department Goal 2:** The percentage of identified migrants reading and writing at or above grade level on STAAR Social Studies will increase by five percentage points—40.4% to 45.4%.

**Strategic Priority:**
1. Expanding Educational Opportunities
2. Ensuring Student Health, Safety and Well-Being
3. Transforming Academic Outcomes
4. Increasing Organizational Efficiency

**List the Strategic Priority(ies) this Goal Addresses:**
1. Expanding Educational Opportunities
3. Transforming Academic Outcomes
## Summative Evaluation (Year-End): STAAR 3-8 Social Studies

<table>
<thead>
<tr>
<th>Measurable Performance Objectives</th>
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<tbody>
<tr>
<td>1) Professional Development for tutors to analyze and interpret data. 2) Increase the number of tutors.</td>
<td>1) Assign tutors to migrant students. 2) Monitor student progress. 3) Dialogue progress with parents and students.</td>
<td>Septemb er 2019- June 2020</td>
<td>Title I, Part C $60,000 Dollar amounts include personnel</td>
<td>Multilingual (Migrant Manager)</td>
<td>1) Professional Development (training attendance) 2) Hourly Lecturer Support Forms 3) Parent Contact Documentation Forms</td>
<td>1) To date, tutors have attended three professional development trainings. 2) To date, 30 Tutor-School Contracts are on file with MEP office to show efforts tutors are collaborating and gathering input from teachers to identify best practices that strengthen the content knowledge and skills of migrant students. 3) Monitoring of student progress is recorded in department’s secure internal site, SharePoint.</td>
<td>Significant Progress 1) Hire migrant tutor to ensure vacancies are filled. 2) Continue to provide professional development opportunities.</td>
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<td>3) To date, 32 elementary, 65 middle school and 89 high school Parent Contact Documentation entries are on file with MEP office.</td>
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87
DEPARTMENT NAME: Multilingual Programs
Migrant Education Program
Title I, Part C

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

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

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

General Program Requirements
1. All Migrant Education Program grant recipients must operate and implement the program in accordance with all the Provisions and Assurances of Title I, Part C.
2. For each required activity, the LEA is responsible for maintaining written documentation on file at the district level to support the implementation of each activity.
3. The LEA is responsible for incorporating all MEP activities, services, plans, and guidelines into a migrant-specific section of the District Improvement Plan (DIP) and updating it on a yearly basis.
4. MEP activities shall be used to do the following:
   - To meet the identified and unique educational needs of migratory children that result from their migratory lifestyle, and to permit these children to participate effectively in school; and
   - To address the unique educational needs of migratory children that are not addressed by services available from other federal or nonfederal programs, except that migratory children who are eligible to receive services under Title I, Part A, may receive those services through funds provided under that part.
5. In providing services with Title I, Part C, funds, LEAs shall give priority to serving Priority for Service (PFS) migratory children with MEP funds before using migrant funds to address the needs of other migratory children. PFS students are defined as migratory children who have made
a qualifying move within the previous 1-year period and (1) who are failing or most at risk of failing to meet the state’s academic standards; or (2) have dropped out of school. [Section 1304(d)]. The Title I, Part C Migrant Coordinator will include a Priority for Service Action Plan as a separate section labeled or identified (e.g., “Migrant PFS Action Plan”).


7. Utilize Migrant Student Information Exchange (MSIX) to promote interstate coordination and timely records exchange. Coordinate with the Texas Migrant Interstate (TMIP) Program during the summer months in order to serve students from Texas who may attend out-of-state migrant summer programs.

8. Designate and enter into NGS a district summer contact person who will be available throughout the summer months and will have access to migrant student records.

9. The identification and recruitment of all eligible migratory children and youth residing in the district must be conducted on a year-round basis and done in accordance with the Texas Manual for the Identification and Recruitment of Migrant Children and must be documented in each district’s Identification and Recruitment (ID&R) Plan. Annual residency verification of eligible migrant students must be completed in accordance with the procedures outlined in the aforementioned manual.

10. In planning, implementing, and evaluating its MEP activities, the LEA assures that the unique educational needs of migratory children will be identified and addressed. A local migrant-specific needs assessment that meets the requirements of Section 1306 and a plan for delivering all services checked off on the ESSA Consolidated Application must be incorporated into the DIP.

11. In planning, implementing, and evaluating its MEP activities, the LEA assures that local and regional data has been used to determine and provide services to migrant children in coordination with other stakeholders.

12. The district’s MEP will provide for advocacy and outreach activities for migratory children and their families, including coordination to inform such children and their families of other education, health, nutrition, and social services (Migrant Services Coordination). [Section 1304(c)(6)]

13. To ensure parental participation in the MEP, the migrant-funded LEA will establish an LEA-wide migrant parent advisory council (PAC) which will be elected by the parents of eligible migrant students, nominated, by volunteering, and which will be composed of a majority of such parents. PAC meetings must be conducted in a format and language that is understandable to migrant parents. To ensure full parent participation, PAC meetings should be held at times convenient for the migrant parents and transportation and childcare should be offered. [Section 1304(c)(3)]

14. In planning, implementing, and evaluating the MEP, there has been and will be adequate provision for addressing the unmet needs of preschool migratory children and migratory children who have dropped out of school, as well as the identification and recruitment of such children. [Section 1304(c)(4)]

15. Coordinate with available program offering options for credit accrual and recovery to ensure that migrant secondary students are accessing opportunities available to earn needed credits and make up courses lacking due to late entry or early withdrawal.

16. Develop and implement a set of procedures that (1) outline a variety of strategies for partial and full credit accrual for migrant students with late entry and early withdrawal; and (2) saved course slots in elective and core subject areas based on district’s history of student migration.
17. Coordinate and collaborate with sending and receiving districts to ensure continuity of services for migratory children as they move from district to district.

18. The district’s MEP will provide information regarding family literacy programs.

19. The LEA must conduct an evaluation of their Migrant Education Program by June 30th. [Section 1306(A)(1)]

SEVEN AREAS OF CONCERN

1. Educational Continuity: Due to the mobility of many migrant students, they often face differences in curriculum, academic standards, homework policies and classroom routines, as well as inconsistent course placement.

2. Instructional Time: Family mobility and delays in enrollment procedures may impact attendance patterns and the amount of time migrant students spend engaged in learning.

3. School Engagement: Migrant students often face difficulties associated with adjusting to new school settings, making new friends and gaining social acceptance, issues which can be grouped according to (a) behavioral engagement, which relates to opportunities for participation in academic, social or extracurricular activities; (b) emotional engagement, which relates to positive and negative reactions to teachers, classmates, academic materials and school, in general; and (c) cognitive engagement, which relates to investment in learning and may be a response to expectations, relevance and cultural connections.

4. English Language Development: Many migrant students have a home language other than English and may face language barriers which impact content area learning. However, in this particular area, it is important to note that providing MEP-funded services to meet needs related to a student’s limited English proficiency is rarely appropriate, due to the high risk of supplanting activities more appropriately funded through State Bilingual/ESL, or when appropriate, Title III or other Federal programs.

5. Educational Support in the Home: While many migrant parents value education very highly for their children, they may not have the educational resources or knowledge to provide the support expected by school staff.

6. Health: Migrant children face higher proportions of dental, nutritional, acute and chronic health problems than non-migrant children and are more likely to be uninsured and have difficulty accessing health care to address health problems which are interfering with a student’s ability to succeed in school.

7. Access to Services: As a result of language barriers or the mobile family’s newcomer status, migrant children and families often face difficulties accessing educational and educationally-related services to which they are entitled.
MIGRANT EDUCATION PROGRAM
Activities/Services/Guidelines

1. Identify and recruit migrant students and coordinate academic support services with parents, schools and external stakeholders. Supports include:
   - In-school and out-of-school tutoring
   - Identification/coordination of in-district resources and services
   - Migrant data input and monitoring on Chancery, New Generation System (NGS) and Migrant Student Information Exchange (MSIX)
   - Priority for Service (PFS) students receive access to instructional services
   - A Bright Beginning program for ages 3-4 not enrolled in an early childhood program
   - Parent meetings which includes information about promotion/retention standards, credit accrual, college readiness, reading/math strategies, etc.
   - Coordinate efforts with community partners

2. Coordinate opportunities for migrant students to accrue or recover course credits through activities that include:
   - Houston Community College (HCC) Adult High School Program (tuition vouchers)
   - Periodic reviews of report cards
   - Dual Credit
   - Assign tutor for instructional support when needed
   - Study Island

3. Provide support to schools with middle school and high school migrant students through actions which include:
   - Monitor late entries, withdrawals and leaver codes
   - Phone calls and home visits to inform parents of academic progress and opportunities for grade recovery

4. Monitor the academic progress of migrant students and provide and/or coordinate academic support through activities that include:
   - A Bright Beginning program for ages 3-4 not enrolled in an early childhood program
   - In-school and out-of-school tutoring
   - Review report card grades at the end of each grading cycle
   - Identify at risk high school students
   - Meetings with parents and/or teachers to discuss needed interventions

5. Determine individual educational needs of early childhood migrant students and coordinate with or provide services to meet the identified needs.
   - A Bright Beginning program for ages 3-4 not enrolled in an early childhood program
   - In-school and out-of-school tutoring
6. Provide assistance to middle school migrant students which include:
   - Training of middle school staff to increase their awareness of migrant middle school needs for timely attention and appropriate interventions for academic and non-academic problems or concerns
   - Provide supplemental information to migrant middle school parents
   - Provide migrant students with necessary homework tools, such as, SOAR Study Skills Program to promote effective learning and study skills

7. Reduce the number of migrant students retained in first grade by:
   - Provide tutors
   - Web-based tutorial program, Study Island
   - Monitoring of grades
   - Provide at home supplemental instruction when available

8. Coordinate out of state summer STAAR testing for migrant students when possible.
   - Coordination with Texas Migrant Interstate Program (TMIP)

9. Facilitate use of a variety of strategies for credit accrual for migrant students with late entry and early withdrawal characteristics.
   - Houston Community College (HCC) Adult High School Program (tuition vouchers)
   - Dual Credit

10. Provide support to twelfth grade migrant students:
    - Dialogue about progress toward graduation and needs
    - Explain and assist students/parents with TASFA/FAFSA
    - Explain college application process
    - Provide college workshop for parents and students

11. Identify migrant students most in need of intervention services and coordinate with Title I and Title III.

12. Identify migrant special education students most in need of intervention services and coordinate services based upon needs identified in student’s Individual Education Plan (IEP).

13. Address the dropout rate and graduation rate for migrant students.
    - Identify at-risk migrant students
    - Utilize qualified, specialized staff to identify, target, and monitor potential dropouts
    - Identify at-risk middle school students and monitor their progress as they move through middle and high school
    - Identify dropout migrant students and provide alternative school settings
14. Address the STAAR performance of migrant students
   • Monitor implementation of a web-based tutorial program, Study Island, to address low performance by migrant students in grades 3-8
   • Monitor SOAR Study Skills Program to promote effective learning and study skills
As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

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

<table>
<thead>
<tr>
<th>Priority for Service Criteria</th>
</tr>
</thead>
</table>
| Grades 3-12, Ungraded (UG) or Out of School (OS) | - Who have made a qualifying move within the previous 1-year period; **AND**  
- 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 | - Who have made a qualifying move within the previous 1-year period; **AND**  
- Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; **or**  
- For students in grades K-2, who have been retained, or are overage for their current grade level. |
### Priority for Service (PFS) Action Plan
School Year: 2019-2020

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

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

<table>
<thead>
<tr>
<th>Required Strategies</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>Documentation</th>
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</thead>
<tbody>
<tr>
<td><strong>Monitor</strong> the progress of MEP students who are on PFS.</td>
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<tr>
<td>• Monthly, run NGS Priority for Service (PFS) reports to identify migrant children</td>
<td>09/2019-08/2020</td>
<td>Irasema Gonzalez, NGS</td>
<td>PFS Monthly Report</td>
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<td>and youth who require priority access to MEP services.</td>
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<tr>
<td>• Before the first day of school, develop a PFS Action Plan for serving PFS students.</td>
<td>08/01/2019</td>
<td>Magda Galindo, Manager</td>
<td>Priority for Service Action Plan Document</td>
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<tr>
<td>The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.</td>
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<tr>
<td><strong>Additional Activities</strong></td>
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<tr>
<td>• 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.</td>
<td>Each grading cycle</td>
<td>Irasema Gonzalez, NGS, Isela Anaya, Recruiter Elizabeth Rodriguez, Recruiter Magda Galindo, Manager</td>
<td>Report cards and phone logs</td>
</tr>
<tr>
<td><strong>Communicate</strong> the progress and determine needs of PFS migrant students.</td>
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<tr>
<td>• During the academic calendar, the Title I, Part C Migrant Manager or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.</td>
<td>Ongoing-throughout the school year</td>
<td>Magda Galindo, Manager</td>
<td>Emails, Google form entries/log</td>
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<tr>
<td>Provide Services to PFS Migrant Students</td>
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<tr>
<td><strong>During the academic calendar, the Title I, Part C Migrant Manager or MEP staff will provide parents of PFS information on the Priority for Service criteria.</strong></td>
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<tr>
<td>Ongoing-throughout the school year</td>
<td>Magda Galindo, Manager</td>
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<td>Irasema Gonzalez, NGS</td>
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<td></td>
<td>Isela Anaya, Recruiter</td>
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<td></td>
<td>Elizabeth Rodriguez, Recruiter</td>
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<tr>
<td><strong>During the academic calendar, the district’s Title I, Part C Migrant Manager or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children.</strong></td>
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<tr>
<td>Ongoing-throughout the school year</td>
<td>Magda Galindo, Manager</td>
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<td></td>
<td>Irasema Gonzalez, NGS</td>
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<td></td>
<td>Isela Anaya, Recruiter</td>
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<td></td>
<td>Elizabeth Rodriguez, Recruiter</td>
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<tr>
<td><strong>The district’s Title I, Part C Migrant Manager or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.</strong></td>
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<tr>
<td>Ongoing-throughout the school year</td>
<td>Magda Galindo, Manager</td>
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<tr>
<td><strong>The district’s Title I, Part C Migrant Manager or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.</strong></td>
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<td>Ongoing-throughout the school year</td>
<td>Magda Galindo, Manager</td>
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<td></td>
<td>Irasema Gonzalez, NGS</td>
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<td>Isela Anaya, Recruiter</td>
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<td></td>
<td>Elizabeth Rodriguez, Recruiter</td>
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<tr>
<td><strong>The district’s Title I, Part C Migrant Manager or MEP staff will determine what federal, state, or local programs serve PFS students.</strong></td>
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<tr>
<td>Ongoing-throughout the school year</td>
<td>Magda Galindo, Manager</td>
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<tr>
<td><strong>The district’s Title I, Part C Migrant Manager or MEP staff will maintain ongoing communication with Parents and other key PFS stakeholders.</strong></td>
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<td>Ongoing-throughout the school year</td>
<td>Magda Galindo, Manager</td>
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<tr>
<td><strong>The district’s Title I, Part C Migrant Manager or MEP staff will coordinate with other district offices to ensure that students are served by PFS and MEP.</strong></td>
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<tr>
<td>Ongoing-throughout the school year</td>
<td>Magda Galindo, Manager</td>
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<tr>
<td><strong>The district’s Title I, Part C Migrant Manager or MEP staff will work with other district offices to ensure that students are referred for services and follow-up.</strong></td>
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<tr>
<td>Ongoing-throughout the school year</td>
<td>Magda Galindo, Manager</td>
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<tr>
<td><strong>The district’s Title I, Part C Migrant Manager or MEP staff will ensure that PFS data is used to evaluate the effectiveness of PFS and MEP services.</strong></td>
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<tr>
<td>Ongoing-throughout the school year</td>
<td>Magda Galindo, Manager</td>
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<tr>
<td><strong>The district’s Title I, Part C Migrant Manager or MEP staff will utilize data to make informed decisions about PFS and MEP services.</strong></td>
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<tr>
<td>Ongoing-throughout the school year</td>
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<td><strong>The district’s Title I, Part C Migrant Manager or MEP staff will ensure that PFS data is used to make informed decisions about PFS and MEP services.</strong></td>
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<tr>
<td>Ongoing-throughout the school year</td>
<td>Magda Galindo, Manager</td>
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</tbody>
</table>

Department Name: External Funding - Title I

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

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

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

List the Strategic Priority(ies) this Goal Addresses:
#3: Transforming Academic Outcomes

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

<table>
<thead>
<tr>
<th>Measurable Performance Objectives</th>
<th>Strategy</th>
<th>Timeline</th>
<th>Resources Including Funding Sources and Dollar Amounts</th>
<th>Title of Person(s) Responsible</th>
<th>Formative Evaluation</th>
<th>Check Point: Results (Outcomes/Data)</th>
<th>Progress:</th>
<th>Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students in grades 3-8, that are first time testers on all test versions in reading will increase student</td>
<td>Provide supplemental funding to Title I Campuses to enhance their instructional program by August 2019-June 2020</td>
<td>-Title I Schoolwide Funds</td>
<td>External Funding Dept., Elementary and Secondary Curriculum Departments, Achieve 180</td>
<td>Title I Summer School Program Funds</td>
<td>Budget worksheets -2020 Summer School report card -2019-2020 Title I, Part A Student Achievement Evaluation Report</td>
<td>Benchmark assessments</td>
<td>On track to meet goal</td>
<td>Continue providing supplemental instructional resources, professional development, programs, intervention strategies, etc. to increase student academic achievement. Campuses will utilize</td>
</tr>
</tbody>
</table>
Benchmark assessments to determine academic growth and deficiencies and address academic deficiencies to ensure increased proficiency on the STAAR.

**Department Goal 2:** Increase proficiency on the STAAR 8th grade Social Studies Assessment and the STAAR EOC.

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

**List the Strategic Priority(ies) this Goal Addresses:**
Transforming Academic Outcomes

**Summative Evaluation (Year-End):** 2019-2020 STAAR 3-8 Test Scores- Social Studies and 2019-2020 STAAR EOC Test Scores

<table>
<thead>
<tr>
<th>Measurable Performance Objectives</th>
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<th>Timeline</th>
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<th>Progress:</th>
<th>Next Steps</th>
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</thead>
<tbody>
<tr>
<td>By June 30, 2020, Secondary Social Studies Teachers will increase their content knowledge</td>
<td>Using a book study, we will facilitate two professional development sessions centered around the</td>
<td>August 2019 – June 2020</td>
<td>Title I, Part A Funds</td>
<td>Director of Secondary S. Studies, S. Studies Secondary</td>
<td>2019-2020 STAAR 3-8 Test Scores- Social Studies</td>
<td>Participants engaged in a book discussion around</td>
<td>On track to meet goal.</td>
<td>Continue with the next book study and examine content for</td>
</tr>
</tbody>
</table>
and improve instructional/literacy practices to facilitate the teaching and learning of the Social Studies Texas Essential Knowledge and Skills (TEKS).

| Examination of content aligned with TEKS to improve content knowledge among secondary social studies teachers. | Personnel, Title I Grant Administrators. | 2019-2020 STAAR EOC Test Scores | Topics related to the American Revolution, S. Studies teachers gained greater insight around TEKS aligned content. | the next six weeks. |
Department Name: Title II - Human Resources

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

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

<table>
<thead>
<tr>
<th>Strategic Priority</th>
<th>List the Strategic Priority(ies) this Goal Addresses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Expanding Educational Opportunities</td>
<td>1. Expanding Educational Opportunities</td>
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<tr>
<td>2. Ensuring Student Health, Safety and Well-Being</td>
<td>3. Transforming Academic Outcomes</td>
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<tr>
<td>3. Transforming Academic Outcomes</td>
<td>5. Cultivating Team HISD Talent</td>
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<tr>
<td>4. Increasing Organizational Efficiency</td>
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<tr>
<td>5. Cultivating Team HISD Talent</td>
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</table>

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

<table>
<thead>
<tr>
<th>Measurable Performance Objectives</th>
<th>Strategy</th>
<th>Timeline</th>
<th>Resources Including Funding Sources and Dollar Amounts</th>
<th>Title of Person(s) Responsible</th>
<th>Formative Evaluation</th>
<th>Check Point: Results (Outcomes/Data)</th>
<th>Progress:</th>
<th>Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruit effective critical shortage teachers.</td>
<td>Provide recruitment incentives for teachers in critical shortage content areas.</td>
<td>July 2019 – August 2020</td>
<td>Stipends for remaining at the district in critical shortage areas; LinkedIn; Title II funds</td>
<td>Talent Acquisition</td>
<td>Review teacher vacancy report.</td>
<td>100+ teacher vacancies for first day of school</td>
<td>Some progress</td>
<td>Continue recruitment incentives if budget allows. Continue the use of LinkedIn, national recruitment tool, to post and recruit for hard to staff teaching positions</td>
</tr>
<tr>
<td>Recruit quality teacher candidates for a robust teacher pool.</td>
<td>Provide stipends to recruit teachers as well as use</td>
<td>July 2019 – August 2020</td>
<td>Stipends for remaining at the district in critical shortage areas;</td>
<td>Talent Acquisition</td>
<td>Review teacher candidate pool numbers.</td>
<td>3 to 1 candidate pool to vacancy ratio</td>
<td>Some progress</td>
<td>Continue the use of LinkedIn, national recruitment tool, to post hard to staff teaching positions and increase</td>
</tr>
</tbody>
</table>
Recruit and screen quality candidates for teacher pool. | Recruitment Fellows to effectively and efficiently screen applications for the teacher pool. | July 2019 – August 2020 | Stipends for remaining at the district in critical shortage areas; LinkedIn; Title II funds | Talent Acquisition | Review teacher retention rate. | 14.7% District Retention Rate | Some Progress | Continue the use of LinkedIn, national recruitment tool, to post and recruit for hard to staff teaching positions

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

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

**List the Strategic Priority(ies) this Goal Addresses:**
1. Expanding Educational Opportunities
2. Transforming Academic Outcomes
3. Cultivating Team HISD Talent

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

<table>
<thead>
<tr>
<th>Measurable Performance Objectives</th>
<th>Strategy</th>
<th>Timeline</th>
<th>Resources Including Funding Sources and Dollar Amounts</th>
<th>Title of Person(s) Responsible</th>
<th>Formative Evaluation</th>
<th>Check Point: Results (Outcomes/Data)</th>
<th>Progress:</th>
<th>Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retain effective critical shortage teachers.</td>
<td>Provide incentives for teachers that remained retained</td>
<td>July 2019 – August 2020</td>
<td>Stipends for remaining at the district in critical shortage areas;</td>
<td>Talent Acquisition</td>
<td>Review teacher retention rate.</td>
<td>14.7% District Retention Rate</td>
<td>Some Progress</td>
<td>Continue incentives if budget allows</td>
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<tr>
<td>in critical shortage content areas.</td>
<td>LinkedIn; Title II funds</td>
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</table>

Department Name: Title II - Leadership Development Department

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

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

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

List the Strategic Priority(ies) this Goal Addresses:
- Cultivating Team HISD Talent
- Transforming Academic Outcomes

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

<table>
<thead>
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<th>Progress</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Rigorous learning opportunities for campus leaders aligned to Instructional Leadership standards will increase by 50%.</td>
<td>Each LD training offering will include learning outcomes focused on instructional leader’s skills and behaviors.</td>
<td>June 2020</td>
<td>Title II Funds</td>
<td>Asst. Superintendent; Senior Managers</td>
<td>Quarterly review of course data (surveys and follow-up requests/provided support)</td>
<td>Meeting agenda reviews and surveys indicate an increase in IL offerings.</td>
<td>3</td>
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</tr>
<tr>
<td></td>
<td>LD will develop training on the leader’s role in equitable student outcomes.</td>
<td>Nov. 2019</td>
<td>Title II Funds</td>
<td>Asst. Superintendent; Senior Managers</td>
<td>Training developed and offered at the monthly principals’/Tier II leaders’ meetings (10/2/19-10/3/19)</td>
<td></td>
<td>4</td>
<td>Create an online course and launch in the fall 2020.</td>
</tr>
</tbody>
</table>
**Department Goal 2**: Leadership Development will increase effectiveness of campus leaders at struggling schools by providing individualized support to address their development needs identified in 100% of COP visits.

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

**List the Strategic Priority(ies) this Goal Addresses:**  
- Cultivating Team HISD Talent  
- Transforming Academic Outcomes  

**Summative Evaluation (Year-End):** LD annual report; increase in the leaders’ SLAS ratings (Instructional Leadership Domain).

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

delivered to 23 Achieve 180 campuses in over 70 interactions, 34% of which were offered in a group setting and 66% individually (Sept.-Dec.2019).

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

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

List the Strategic Priority(ies) this Goal Addresses:
- Cultivating Team HISD Talent

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

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<tr>
<td>A number of vacancies filled by aspiring cohorts’ participants will amount to at least 50%.</td>
<td>LD will redesign the scope and sequence of aspiring leaders’ cohorts to increase the candidates’ opportunities to develop instructional</td>
<td>Sept. 2019</td>
<td>Title II Funds</td>
<td>Asst. Superintendent; Senior Manager/Aspiring Cohorts’ Work Stream</td>
<td>Curriculum Review; Course Evaluation</td>
<td>LD held 3 feedback meetings with the Schools Office representatives to redesign curriculum and field activities for PCDO and ASSOP. 2 cohort participants were promoted before completion of the cohorts (1 PCDO, 1 SLA).</td>
<td>4</td>
<td>PCDO Combine is scheduled for 3/13/20; other aspiring cohorts will have skills demonstration activities with hiring managers providing feedback.</td>
</tr>
</tbody>
</table>
Leadership skills.  

LD will increase collaboration with the Office of School Support to identify specific needs of campuses and to provide the cohort participants with opportunities to apply the new learning and skills.

| Feb. 2020 | Title II Funds | Asst. Superintendent; Senior Manager/Aspiring Cohorts’ Work Stream | Participants’ Portfolios | 50% of PCDO and 70% of ASSOP participants have attended COP visits and instructional rounds in other areas; 100% ASSOP participants have SSO mentors who guide their capacity building; 86% of ASSOP participants had 2 executive coaching sessions with ASCD consultants. | 3 | Cohort participants will demonstrate acquired knowledge and skills during Combine activities in the spring semester of 2020. |
## Houston Independent School District – District Improvement Plan 2019-2020

**Department Name:** Teacher Career Development

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

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

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

**List the Strategic Priority(ies) this Goal Addresses:**
- Cultivating Team HISD Talent
- Transforming Academic Outcomes

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

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<tbody>
<tr>
<td>Ninety (90%) of teachers participating in any Teacher Career Development program</td>
<td>Conduct a needs assessment.</td>
<td>By Sept. 2019</td>
<td>Survey Monkey account/Title II</td>
<td>Academic Program Managers</td>
<td>Alignment of professional learning opportunities to needs identified in BOY administered in August; professional development opportunities are aligned</td>
<td>On Track to Meet Goal</td>
<td>1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal</td>
<td>Analyzing the new teacher midyear needs assessment to identify priority growth areas for new teachers; review the feedback about</td>
</tr>
</tbody>
</table>
(beginning teachers, teacher leaders) complete their requirements at a 75% completion rate or better.

<table>
<thead>
<tr>
<th>Offer differentiated, choice-based professional learning opportunities</th>
<th>Through April 2019</th>
<th>Stipends for attending PD/TSL grant; Time tracking tools provided by the district</th>
<th>Team Leads, Academic Program Managers, Teacher Leaders</th>
<th>Review number of participants attending PD learning opportunities</th>
<th>Large number of PD opportunities have been offered, yet attendance has been low</th>
<th>Significant Progress – based on feedback, beginning teacher half day observation s became full day with afternoon dedicated to practice – Jan &amp; Feb participation increased dramatically, and feedback was very positive</th>
<th>Review new teacher mid year needs assessment to identify barriers teachers face that keep them from taking advantage of our PD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilize HISD teacher leaders as facilitators to ensure</td>
<td>Through April 2019</td>
<td>Stipends for teacher leaders who facilitate</td>
<td>Team Leads, Academic Program Managers, Teacher Leaders</td>
<td>Review and confirm that majority of learning opportunities were facilitated by</td>
<td>Vast majority of learning opportunities were facilitated by</td>
<td>On Track to Meet Goal</td>
<td>Beginning the process of better identifying highly effective teachers with PD facilitation skills to lead upcoming PD</td>
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<tr>
<td>context alignment</td>
<td>learning opportunities.</td>
<td>are taught by HISD teachers</td>
<td>HISD teachers or TCD team</td>
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**Department Goal 2: Increase the number of effective and highly effective classroom teachers in high-need schools**

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

**List the Strategic Priority(ies) this Goal Addresses:**
- Cultivating Team HISD Talent
- Transforming Academic Outcomes

**Summative Evaluation (Year-End):** HR data, Research and accountability data; TADS performance data

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<tr>
<td>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”.</td>
<td>Identify exemplary teacher leaders on high needs campuses</td>
<td>May 2019</td>
<td>Data provided by Research and Accountability department</td>
<td>Research and Accountability department</td>
<td>Review the latest accountability ratings of teachers at identified schools</td>
<td>Reviewed the performance bonuses of 18-19 cohort of TLs to identify trends</td>
<td>On Track to Meet Goal</td>
<td>Partner with Research and Accountability to assess changes in teacher accountability ratings formatively</td>
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<tr>
<td>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”.</td>
<td>Identify exemplary teacher leaders on high needs campuses</td>
<td>May 2019</td>
<td>Data provided by Research and Accountability department</td>
<td>Research and Accountability department</td>
<td>Review the latest accountability ratings of teachers at identified schools</td>
<td>Reviewed the performance bonuses of 18-19 cohort of TLs to identify trends</td>
<td>On Track to Meet Goal</td>
<td>Partner with Research and Accountability to assess changes in teacher accountability ratings formatively</td>
</tr>
<tr>
<td>Increase HISD teacher leaders sphere of influence via peer coaching and support</td>
<td>May of 2019</td>
<td>Coaching models provided by partnerships with New Teacher Center, SIBME/TSL grant</td>
<td>All TCD team members</td>
<td>Review time-tracking data, review teacher leader e-Portfolio, quarterly check ins with school leaders and monthly check ins with teacher leaders</td>
<td>Significant data has been captured and is being analyzed; status reports have been shared with teacher leaders and school leaders</td>
<td>On Track to Meet Goal</td>
<td>Showcasing success stories by identifying evidence from ePortfolios and SIBME videos</td>
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<tr>
<td>Targeting support to teachers who are receptive and room for professional growth. Then giving them just in time, tailored support.</td>
<td>October of 2019</td>
<td>SharePoint linkage of teacher leaders and supported teachers submitted by school leader</td>
<td>All TCD team members</td>
<td>Review the TADS data for pre-identified supported teachers</td>
<td>Pulled supported teacher data about years of experience; identified supported teachers being supported by more than one teacher leader</td>
<td>On Track to Meet Goals</td>
<td>Utilizing a protocol to analyze who is receiving support and if there are gaps or overlaps in support</td>
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<tr>
<td>Seventy-five (75%) of Teacher Leaders will earn performance-based compensation</td>
<td></td>
<td>Performance bonuses for successful</td>
<td>Team Leads, Research Analyst, TSL grant team</td>
<td>Quarterly review of teacher leader support</td>
<td>Working with R&amp;A to analyze 18-19 TL</td>
<td>Significant Progress</td>
<td>Waiting on results from ad-hoc request from R&amp;A</td>
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</tbody>
</table>
based on Career Pathways program leadership activities during the 2019-2020 school year.

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<tr>
<th>bonuses based on improving TADS scores of supported teacher(s) and campus</th>
<th>teachers/TSL grant</th>
<th>performance bonus using proposed calculation(s) for 19-20</th>
</tr>
</thead>
</table>

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

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

List the Strategic Priority(ies) this Goal Addresses:
- Cultivating Team HISD Talent
- Transforming Academic Outcomes

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

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<tbody>
<tr>
<td>Sixty (60%) of effective/highly effective teachers supported by Teacher Career Development team and their supported teacher cohorts</td>
<td>Execute the Career Pathways Teacher Leader Program leverage highly effective teachers to support their peers</td>
<td>May 2018 through May 2019</td>
<td>Stipends for teacher leaders, differentiated professional development options/TSL grant</td>
<td>School Support Managers</td>
<td>Monthly review of School Support Manager logs; Teacher Leader time tracking</td>
<td>Monthly review of new teacher hire report to identify participating teachers are being termed from the district</td>
<td>Significant Progress</td>
<td>Considering an exit interview to better identify reasons for leaving the district</td>
</tr>
</tbody>
</table>
(beginning teachers, teacher leaders, supported teachers) will remain at their campus/in the district for the 2020-21 school year.

| Create support systems that meet the needs of teachers first and is differentiated to their campus context – including Teacher Leader Campus Collaboratives | May of 2019 | School leader with distributive leadership mindset | Career Pathways Teacher Leaders and School Support Managers | Teacher Leader time tracking; BOY, MOY and EOY surveys of teacher leaders and their supported teachers | TLCC meeting protocols to ensure the correct audience of support and effectiveness of strategies of support | Significant Progress | Crafting an EOY survey for teacher leaders and supported teachers |
| Work with school leaders to provide positive working environments | May 2019 | Face to face check ins with school leaders | Support School Managers and TCD Team leads | Monthly review of School Support Manager logs’ BOY, MOY and EOY surveys | SSM monthly check ins with school leaders | Significant Progress | TCD has limited reach in influencing some of the factors that contribute to working conditions. |

Department Name: Fine Arts Department

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

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

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

List the Strategic Priority(ies) this Goal Addresses:
1. Expanding Educational Opportunities
3. Transforming Academic Outcomes


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<tr>
<td>Work with HR Department to secure highly qualified and certified Fine Arts Teaching candidates.</td>
<td>Meet with Chief of HR and recruiters. Establish process for Fine Arts Department to be</td>
<td>October 2019/November 2019</td>
<td>Personnel Time/ Human Resources System access and training</td>
<td>Dir. Of Fine Arts Human Resources Acquisition Team Fine Arts Team</td>
<td>Meeting notes and plan of action/ Training documentation/ Plan of Action for recruitment</td>
<td>Work with HR has been sporadic as the HR staffing is limited that has time to work with recruitment</td>
<td>2. Some Progress.</td>
<td>Fine Arts Department has offered to assist HR in recruitment and interviewing of candidates. Fine Arts staff has requested to be included in hiring and recruiting events.</td>
</tr>
</tbody>
</table>
involved in hiring and recruiting process of certified FA Teachers.

and attainment of Highly Qualified and Certified Fine Arts Teachers.

of Fine Arts graduates and candidates.

Department Goal 2: By June 2020, the Fine Arts Department, in collaboration with other HISD departments, will have initiated expansion plans for fine arts academic programming at the elementary, middle and high school levels across all geographic regions.

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

List the Strategic Priority(ies) this Goal Addresses:
1. Expanding Educational Opportunities
3. Transforming Academic Outcomes

Summative Evaluation (Year-End): Fully developed Fine Art Implementation Plan as set by Schools Offices and Fine Arts Department across all grade levels to fully develop Neighborhood Feeder Patterns to develop the Whole Child.

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<tr>
<td>Meet and work with campus administrators to open positions and find certified teachers.</td>
<td>Meet with School Office Area Superintendents and outline assessed needs.</td>
<td>Oct - 2019</td>
<td>Fine Arts Director and Assistant Superintendent Time Fine Arts Personnel time and labor</td>
<td>Director of Fine Arts Asst. Superintendents</td>
<td>Meeting notes and assessment of campus Fine Arts programming by School Office</td>
<td>Meetings with Area Superintendents occurs on an as need basis.</td>
<td>2. Some Progress</td>
<td>Continue requesting meetings with Area Superintendents to discuss long term goals and opportunities for Enrichment Curriculum through Fine Arts.</td>
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</tbody>
</table>
Meet with School Office’s Campus Principals to establish path forward for each feeder pattern for Fine Arts

Meet With
School Office’s
Campus
Principals to
establish path
forward for
each feeder
pattern for Fine
Arts

Oct - 2019
Fine Arts Team
Fine Arts Team
Plan of Action
compiled by
School Office
Area
Meetings with
Area Superintendent
occurs on an as need basis. Principals are working with Fine Arts personnel as they see need.

Work to secure funding and resources for Fine Arts positions and classes.

Work to secure funding and resources for Fine Arts positions and classes.

Nov - 2019
Fine Arts Team and Grants Development
Fine Arts Team
Grant
Fine Arts team and teachers have been applying for grant opportunities.

2. Some Progress
Continue offering Fine Arts Department staff to meet with Feeder Pattern principals to align Fine Arts Disciplines offered to better prepare students for success.

2. Some Progress
Fine Arts Director submitted a plan for complete TAC compliance for K-12 staffing from GF1 funding. Additionally, grant opportunities are continuously being sought to secure additional funding streams.

Department Goal 3: By December 2019, increase access to high quality music instruments across all geographic regions by 5% to allow access to instrumental music programs to historically underserved students.

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

List the Strategic Priority(ies) this Goal Addresses:
1. Expanding Educational Opportunities
3. Transforming Academic Outcomes

Summative Evaluation (Year-End): Inventory reports will reflect increased instrument access compared to program enrollments.
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<tr>
<td>By November 2019, Fine Arts Dept will invest approximately $100,000.00 into instrumental music programs.</td>
<td>Assess current campus music instrument inventories</td>
<td>Sept - 2019</td>
<td>Fine Arts Music Team labor and time</td>
<td>Fine Arts Team</td>
<td>Campus inventories updated, reviewed and assessed.</td>
<td>All instrument programs from K-12 have been inventoried</td>
<td>4. On Track to Meet Goal</td>
<td>Working with Fixed Assets to establish TipWeb utilization for all district owned instruments.</td>
</tr>
<tr>
<td>Secure quotes and purchase orders for required investments</td>
<td>Oct - 2019</td>
<td>Fine Arts Music Team labor and time</td>
<td>Fine Arts Team</td>
<td>Purchase Order Numbers</td>
<td>Over $250,000.00 of investments made in instrumental programs</td>
<td>4. On Track to Meet Goal</td>
<td>Continue working with campuses to ensure all campuses have a baseline instrumental inventory for student use.</td>
<td></td>
</tr>
<tr>
<td>Orders delivered to campuses</td>
<td>Dec - 2019</td>
<td>Fine Arts Music Team labor and time</td>
<td>Fine Arts Team</td>
<td>Good receipts posted</td>
<td>Goods receipts are being posted regularly</td>
<td>4. On Track to Meet Goal</td>
<td>Continue working with campuses to ensure instruments purchased are appropriately received and accounted.</td>
<td></td>
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</tbody>
</table>
Department Name: Title IV - Transportation Services

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

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

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

List the Strategic Priority(ies) this Goal Addresses:
#2 Ensuring Student Health, Safety and Well-Being

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

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<tbody>
<tr>
<td>Track Ridership</td>
<td>Give all students a RFID tracking badge card</td>
<td>2019-2020 School Year</td>
<td>$50,000.00</td>
<td>John Wilcots</td>
<td>Run monthly reports by route checking ridership and badge swipes</td>
<td>August 19-Feb we have tracked 622,644 swipes</td>
<td>Significant Progress</td>
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<td>Working with campuses who show”” swipes. Due to technical glitch or human error.</td>
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</table>

Next Steps:
1. No Progress
2. Some Progress
3. Significant Progress
4. On Track to Meet Goal
### Department Goal 2: Bus Video Cameras/Terminal Center Cameras

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

**List the Strategic Priority(ies) this Goal Addresses:**
- #2 Ensuring Student Health, Safety and Well-Being

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

<table>
<thead>
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<th>Check Point: Results (Outcomes/Data)</th>
<th>Progress</th>
<th>Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure safety of students and be able to have driver retraining with video footage</td>
<td>To install and updated current video systems with fleet and terminal facilities</td>
<td>2019-2020 School Year</td>
<td>$200,000.00</td>
<td>John Wilcots</td>
<td>Every 60 days we will audit of video footage on facilities and buses</td>
<td>86 School Bus Camera Systems were purchase (602 individual units. 105 cameras on 15 buses installed.</td>
<td>Some Progress – cameras were delivered to HISD Transportation the last week of January.</td>
<td>Finish installation of the 500 camera systems on the buses.</td>
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</tbody>
</table>

### Department Goal 3: Professional Development

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

**List the Strategic Priority(ies) this Goal Addresses:**
- #5 Cultivating Team HISD Talent
**Summative Evaluation (Year-End):** Going to send transportation personnel to the following courses: CPR Training/CPI Training/TAPT Certification/First Responder Training/Accident Investigation Training

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<th>Progress:</th>
</tr>
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<tbody>
<tr>
<td>Personnel will be certified in areas that promote student and bus driver safety</td>
<td>Systematic approach to certifying transportation personnel within the school year</td>
<td>2019-2020 School Year</td>
<td>$100,000.00</td>
<td>John Wilcots</td>
<td>Create database to track personnel certifications and trainings</td>
<td>Safety Trainers attended; TEEX Train the Trainer in October 2019.</td>
<td>Some Progress - waiting on TEA approval of grant funds for the Crisis Prevention Institute training for March 2020.</td>
</tr>
</tbody>
</table>

- **Strategy:** Systematic approach to certifying transportation personnel within the school year
- **Timeline:** 2019-2020 School Year
- **Resources Including Funding Sources and Dollar Amounts:** $100,000.00
- **Title of Person(s) Responsible:** John Wilcots
- **Formative Evaluation:** Create database to track personnel certifications and trainings
- **Check Point: Results (Outcomes/Data):** Safety Trainers attended; TEEX Train the Trainer in October 2019.
- **Progress:** Some Progress - waiting on TEA approval of grant funds for the Crisis Prevention Institute training for March 2020.
- **Next Steps:** Approval for funding for next training classes.
**Department Name:** Office of Special Education Services (OSES)

**Data/ Needs Assessment (include your problem statement and root cause based on your data):**
The OSES celebrates STAAR gains in the 2018-2019 school year with slight increases in student achievement. However, increases in the achievement gap between general education students and students with disabilities necessitate a focused plan that addresses the needs of all student groups and continues the prioritization of literacy efforts for all teachers, both Special Education and General Education.

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

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

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

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

**List the Strategic Priority(ies) this Goal Addresses:**
1. Expanding Educational Opportunities
3. Transforming Academic Outcomes

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

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<tbody>
<tr>
<td>Increase in percentage of students making progress towards annual IEP goals Academic,</td>
<td>Train campus administrators and teaching staff who serve students with disabilities in English Language Arts</td>
<td>August 2019 - July 2020</td>
<td>Training Costs, Training Materials, Develop Work Plan, Develop a Schedule for Training</td>
<td>Office of Special Education Services Staff, Directors, Senior Managers, Managers, Program Specialists, SPED</td>
<td>Campus Administrators and Teaching Staff will have completed training.</td>
<td>Key Performance Indicators Onsource Training Report</td>
<td>3. Significant Progress</td>
<td>Continue to train campus teachers and leaders regarding strategies to effectively implement and monitor IEP</td>
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</tbody>
</table>
behavioral and social/emotional supports for students with disabilities are clearly embedded in the general curriculum.

| Improve student outcomes as indicated by a variety of measures | Office of Special Education Services Staff will monitor the fidelity of inclusive practices in the classroom conducting weekly observations and providing feedback to Campus Administrators. | Nov. 2019 - May 2020 | Student Achievement, Student Data, Progress Monitoring IDEA – B Formula and IDEA-Pre-School Funding | Directors, Senior Managers, Managers and Program Specialists, SPED Teacher Development Specialists | Formative assessments and screeners | COP Visits Agendas Schools Area Instructional Rounds Sign-in/Agendas SPED Campus Visitation Logs | 2. Significant Progress | Continue to monitor formative data on students with disabilities to target support |

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

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

**List the Strategic Priority(ies) this Goal Addresses:**
1. Expanding Educational Opportunities
2. Transforming Academic Outcomes
3. Cultivating Team HISD Talent

**Summative Evaluation (Year-End):** STAAR, STAAR Alt. 2, IEP Goal Progress Monitoring, PBMAS/Results Driven Accountability Outcomes, OneSource Course Report
<table>
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<th>Measurable Performance Objectives</th>
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<tr>
<td>Increase integration of resources, supports, and strategies into classroom environment.</td>
<td>Provide training to parents, teachers, campus leaders and other stakeholders to increase awareness of all curriculum supplements provided to increase academic achievement</td>
<td>Nov. 2019 - March 2020</td>
<td>Training Costs, Training Materials, Develop Work Plan, Develop a Schedule for Training IDEA – B Formula and IDEA–Pre-School Funding</td>
<td>OSES Assistant Superintendent, Senior Managers, Managers and Program Specialists, SPED Teacher Development Specialists</td>
<td>Campus and Support Staff will observe the classroom teacher and case manager utilizing accommodations during instructional time.</td>
<td>CVL Data Documentation of Accommodations in Easy IEP</td>
<td>3. Significant Progress</td>
<td>Provide support to campus staff in response to observations made during instructional time</td>
</tr>
<tr>
<td>Improve student outcomes as indicated by a variety of measures (formative assessments, screeners, STAAR/ALT 2, STAAR)</td>
<td>Create and conduct district level trainings that provide support for programs and initiatives used by general and special education teachers (Unique, Restorative Practices, GoalBook, STAAR ALT 2, Self-Determination, Easy IEP, IEP Writing, etc.).</td>
<td>Nov. 2019 – May 2020</td>
<td>Student Achievement Data, Progress Monitoring IDEA – B Formula and IDEA–Pre-School Funding</td>
<td>Campus Administrators, OSES Assistant Superintendent, Directors, Senior Managers, Managers and Program Specialists, SPED Teacher Development Specialists</td>
<td>Student progress will be tracked through the Beginning of Year and Middle of Year Renaissance benchmarks.</td>
<td>OSES OneSource Training Report (January-March 2020) Goal Monitoring Report March 2020 (Research and Accountability) Goalbook 9/12, 9/27 Progress Monitoring 1/30, 2/14 SDI 9/14, 9/17, 9/18, 9/19, 9/27, 10/01, 10/03, 10/09, 10/10, 10/12, 10/17, 10/18, 11/08, 11/09, 12/04, 12/12, 12/14, 12/18, 01/09,</td>
<td>3. Significant Progress</td>
<td>Continue to work collaboratively with Student Assessment to support the effective use of data and data protocols to improve progress and achievement for students with disabilities</td>
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</tbody>
</table>
**Department Goal 3:** Implement clear systems of monitoring and evaluating special education services, both at the campus and central office levels that inform the continuous improvement of academic, behavioral, and social/emotional outcomes for students with disabilities.

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<th>List the Strategic Priority(ies) this Goal Addresses:</th>
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<td>5. Cultivating Team HISD Talent</td>
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</table>

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

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<tbody>
<tr>
<td>Revise the accessible OSES special education procedural manual</td>
<td>Update the special education procedural manual for</td>
<td>July 2019 - June 2020</td>
<td>Legal Framework for Child Centered Special Education Process</td>
<td>OSES Assistant Superintendent, Directors, Senior Managers, Managers</td>
<td>Implementation Manual for School Leaders and Teachers will show</td>
<td>Completed first &quot;draft&quot; of Implementation Manual</td>
<td>1. No Progress</td>
<td>Continue to update relevant sections of the OSES online Operating Guidelines</td>
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<td>2. Some Progress</td>
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<td>3. Significant Progress</td>
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<td>4. On Track to Meet Goal</td>
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</table>
| Establish communication protocol for gathering and disseminating information | Provide campus leaders and special education department chairs with a structured schedule of dates to provide parents with communication to include progress toward academic and behavior IEP goals and attendance | July 2019 – August 2020 | District’s academic calendar
TEA Correspondence
IDEA – B Formula and IDEA-Pre-School Funding | OSES Assistant Superintendent, Directors, Senior Managers, Managers | Campus leaders and department chairpersons will receive a calendar which indicates the dates in which parents will be informed on students’ academic and behavior IEP goals and attendance. | Comprehensive Calendar related to IEP goals and attendance | 1. No Progress | Work collaboratively with across OSES teams central office, schools, and central office departments to develop the calendar of dates |
| Create equitable placement options across each school area | Disseminate a framework illustrating the continuum of special education services delivery models. | July 2019 – January 2020 | Legal Framework for Child Centered Special Education Process
IDEA – B Formula and IDEA-Pre-School Funding | OSES Assistant Superintendent, Directors, Senior Managers, Managers | Framework published illustrating the continuum of special education services in spring 2020. | Draft Document that shows a continuum of services for students with disabilities | 3. Significant Progress | Continue to review student data, programs and services and monitor placements to ensure equity of services |

Department Name: Innovation & Postsecondary Programming

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

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

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

List the Strategic Priority(ies) this Goal Addresses:
1. Expanding Educational Opportunities
2. Transforming Academic Outcomes

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

<table>
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<tbody>
<tr>
<td>Increase the percentage of students receiving qualifying scores on AP</td>
<td>Direct teacher support and training at the campuses</td>
<td>June 2019-June 2020</td>
<td>Postsecondary Programming Department</td>
<td>Director, Postsecondary Programming; Senior Managers, Postsecondary Programming; AP</td>
<td>Feedback surveys; Teacher PLC surveys; AP exam results</td>
<td>3 AP Saturday Academies have taken place, 300+ student and</td>
<td>1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal</td>
<td>Continue to host Saturday Academies and conduct site visits to campuses to coach AP teachers in preparation for AP Exams in May</td>
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<tr>
<td>Action</td>
<td>Duration</td>
<td>Department/Role</td>
<td>Goal</td>
<td>Action</td>
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<td>Increase exams by at least 3% to increase the level of academic rigor in advanced courses.</td>
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<td>Curriculum Specialists</td>
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<tr>
<td>AP Institute training and district professional development throughout the year.</td>
<td>June 2019-June 2020</td>
<td>Postsecondary Programming Department</td>
<td>Teacher attendance at each event</td>
<td>Teachers participated in Rice/UH AP Summer Institutes across all content areas in summer 2019, as well as BOY AP Job Alike for all AP Teachers in the district. The district also instituted AP PLCs during early release days</td>
<td>4. On Track to Meet Goal</td>
<td>Register teachers for AP Institute 2020 for all AP teachers; continue to host AP Saturday Academies and early release PLCs for remainder of semester</td>
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<td>AP Lead Teachers supporting and training AP teachers through early release professional learning communities (PLCs).</td>
<td>June 2019-June 2020</td>
<td>Postsecondary Programming Department</td>
<td>Teacher participation; Engagement surveys; AP exam results</td>
<td>Teachers have been in regular attendance to AP PLCs during early release days</td>
<td>4. On Track to Meet Goal</td>
<td>Creating plan for PLCs 2020-21, given the changes to early release in the latest Academic Calendar</td>
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<tr>
<td>Maintain or increase the percentage of students earning a qualifying grade in dual credit courses</td>
<td>Provide dual credit leaders professional development addressing student support tools.</td>
<td>Sept. 2019-April 2020</td>
<td>Houston Community College (HCC)</td>
<td>Dual Credit Manager &amp; Senior Specialists</td>
<td>Survey of PD participants via OneSource</td>
<td>Dual Credit leaders have been trained by HISD staff during Early Release on registration and best practices</td>
<td>4. On Track to Meet Goal</td>
<td>Work with Dual Credit leaders to finalize Fall 2020 course registration</td>
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<tr>
<td>Support campuses in the delivery of strategic programming aligned with the learning objectives of college-level student success courses.</td>
<td>Support campuses in the delivery of strategic programming aligned with the learning objectives of college-level student success courses.</td>
<td>Sept. 2019-April 2020</td>
<td>Postsecondary Programming Department; HCC shared data</td>
<td>Dual Credit Manager &amp; Senior Specialists; HCC P-16 personnel; Campus-based dual credit leaders</td>
<td>Campus visit logs, data sharing</td>
<td>Dual Credit Enrollment Fall 2018 to Fall 2019 increased by 2 percent</td>
<td>4. On Track to Meet Goal</td>
<td>Utilize student success data to inform principals of strategic course offerings for 2020-21 school year</td>
</tr>
<tr>
<td>Provide students access to all textbook-related content supporting mastery of coursework.</td>
<td>Provide dual credit leaders professional development addressing student support tools.</td>
<td>August 2019 (Fall term); January 2020 (Spring term); June 2020 (Summer term)</td>
<td>Postsecondary Programming Department; college textbooks are provided at no cost to schools and students</td>
<td>Dual Credit Manager &amp; Senior Specialists</td>
<td>Inventory Tracking</td>
<td>Students have been provided textbooks for Fall and Spring Semesters; Norton Publishing is now an approved vendor with the district, resulting in major cost savings</td>
<td>4. On Track to Meet Goal</td>
<td>Monitor fall 2020 course enrollment to prepare textbook orders for next semester</td>
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</table>
**Department Goal 2:** Increase the number of students meeting College, Career, and Military Readiness (CCMR) indicators via Postsecondary Programming.

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<td>3. Transforming Academic Outcomes</td>
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<tr>
<td>4. Increasing Organizational Efficiency</td>
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<td>5. Cultivating Team HISD Talent</td>
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**Summative Evaluation (Year-End):** PSAT, SAT, ACT, and TSI score reports.

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<th>Check Point: Results (Outcomes/Data)</th>
<th>Progress:</th>
<th>Next Steps</th>
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<tr>
<td>Increase opportunities for vertical alignment from middle school to college level coursework including: Dual Credit, Dual Enrollment, AP IB</td>
<td>Provide national and district professional development throughout the year; including AP Professional Learning Communities, National History Day event, and Laying the Foundation training for teachers (elementary-high schools). Provide (4) AP Saturday Academies for student exam preparation and AP teacher professional development. Co-host nine National Math &amp; Science</td>
<td>June 2019-June 2020</td>
<td>Postsecondary Programming Director; Postsecondary Programming Senior Managers; Dual Credit Specialists; Curriculum Specialists</td>
<td>Teacher attendance and feedback surveys</td>
<td>Teachers and students have participated in multiple AP Saturday Academies. Lead Teachers have trained AP teachers on the new College Board digital resources to enrich instruction. IB Lead Coordinators were deployed for each IB program to ensure alignment and sharing of best practices. Teachers participated in Laying the Foundation</td>
<td>1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal</td>
<td>4. On Track to Meet Goal</td>
<td>Continue to provide teacher coaching, AP Saturdays, and PLCs in preparation for May 2020 AP Exams.</td>
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<tr>
<td>Initiative (NMSI) Super Saturdays for student AP exam prep and teacher development.</td>
<td>Sept. 1, 2019 - June 15, 2020</td>
<td>Postsecondary Programming Department</td>
<td>Postsecondary Programming Director; Postsecondary Programming Senior Managers; Dual Credit Specialists; Curriculum Specialists; Project Explore Advisors</td>
<td>training in summer 2019 at no cost to campuses</td>
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<tr>
<td>Project Explore Advisors will advise middle school students on college-level coursework opportunities available in high schools.</td>
<td>June 1, 2019 - June 1, 2020</td>
<td>Postsecondary Programming Department</td>
<td>Postsecondary Programming Director; Postsecondary Programming Senior Managers; Dual Credit Specialists; Curriculum Specialists; Project Explore Advisors</td>
<td>Hundreds of small group and individual advising session with Project Explore students have taken place; Explore students have received hundreds of acceptances to their top choice HISD high school programs; hundreds of field experiences have taken place; 80%+ of the district’s 8th graders have completed the district’s College &amp; Career Readiness online modules (My Personal Highway)</td>
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<tr>
<td>Provide professional development on postsecondary programming options to middle school counselors and leadership.</td>
<td>June 1, 2019 - June 1, 2020</td>
<td>Project Explore</td>
<td>Postsecondary Programming Director; Postsecondary Programming Senior Managers; Dual Credit Specialists;</td>
<td>Project Explore has presented sessions at two principal’s meetings on postsecondary programming, and have conducted individual consultation with</td>
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<td>Personal Graduation Plans</td>
<td>4. On Track to Meet Goal</td>
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<td>Project Explore Advisors will continue to advise students and facilitate college &amp; career field experiences throughout the year</td>
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| | | | | Staff will continue to advise campus leadership for the remainder of the semester on strategic course
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<tr>
<th>Increase the percentage of students completing dual credit English or Math courses or 9 semester credit hours of dual credit</th>
<th>Provide support to campuses by facilitating TSI Assessment training to site administrators and proctors</th>
<th>Fall 2019 - District level; Spring 2020 - Region 4</th>
<th>The Postsecondary Programming Department will continue to monitor TSI testing units for dual credit students</th>
<th>Dual Credit Manager &amp; Senior Specialists</th>
<th>TSI usage data from College Board and HCC data sharing</th>
<th>Campuses have been provided training, support, and individual consultation on TSI</th>
<th>4. On Track to Meet Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Collaborate with campuses on strategic plan using student data.</strong></td>
<td><strong>June 1, 2019 - June 1, 2020</strong></td>
<td><strong>Postsecondary Programming Department</strong></td>
<td><strong>Postsecondary Programming Department</strong></td>
<td><strong>Postsecondary Programming Director; Postsecondary Programming Senior Managers; Dual Credit Specialists; Curriculum Specialists</strong></td>
<td><strong>Student enrollment reports (K-12 &amp; postsecondary)</strong></td>
<td>Principals have received postsecondary programming data and guidance on how to strategically offer courses to maximize student success in college level coursework.</td>
<td>4. On Track to Meet Goal</td>
</tr>
<tr>
<td><strong>Establish campus-specific plans regarding academic and CTE postsecondary pathways.</strong></td>
<td><strong>June 2019 - June 1, 2020</strong></td>
<td><strong>Postsecondary Programming and CTE Departments</strong></td>
<td><strong>Postsecondary Programming Director; Postsecondary Programming Senior Managers; Dual Credit Specialists;</strong></td>
<td><strong>Postsecondary Programming Progress Reports</strong></td>
<td><strong>Project Explore Advisors in collaboration with Academic Counseling have assisting students with PGP completion. Campus leadership</strong></td>
<td>4. On Track to Meet Goal</td>
<td>Principals will receive training in March on best practices in course offerings based on student success data on Postsecondary Programs</td>
</tr>
</tbody>
</table>
Curriculum Specialists have received guidance on sustaining and revising their pathways as needed to ensure student success. Worthing has recently pursued candidacy as an IB Career Program School, which will align their CTE Pathways with an IB College Preparatory Curriculum.

**Department Goal 3:** Expand student access to postsecondary programs across Houston Independent School District.

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

**List the Strategic Priority(ies) this Goal Addresses:**
1. Expanding Educational Opportunities
2. Transforming Academic Outcomes

**Summative Evaluation (Year-End):** Course Offerings in 2019-2020 school year; Student participation in postsecondary programs & related assessments; Student participation in assessment practice through Khan Academy.
<table>
<thead>
<tr>
<th>Measurable Performance Objectives</th>
<th>Strategy</th>
<th>Timeline</th>
<th>Resources Including Funding Sources and Dollar Amounts</th>
<th>Title of Person(s) Responsible</th>
<th>Formative Evaluation</th>
<th>Check Point: Results (Outcomes/Data)</th>
<th>Progress:</th>
<th>Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase access to college-level coursework across the district</td>
<td>Postsecondary Programming Department will collaborate with campus leadership teams to create a complete college-level course plan, to ensure students have a variety of opportunities to earn college credit in high school.</td>
<td>Sept. 1, 2019 - June 1, 2020</td>
<td>Performance data provided by Houston ISD's research team</td>
<td>Postsecondary Programming Director; Postsecondary Programming Senior Managers; Dual Credit Specialists; Curriculum Specialists</td>
<td>College-level course plan; student performance data</td>
<td>Principals have received guidance based on student success data on how to optimize their advanced course offerings to bolster student success on AP/IB exams and Dual Credit.</td>
<td>4. On Track to Meet Goal</td>
<td>Principals will convene in March to receive additional data and guidance on their advanced course offerings.</td>
</tr>
<tr>
<td>Postsecondary Programming Department will provide access and guidance to using AP Potential data to stakeholders (campuses,</td>
<td>June 1, 2019 - June 1, 2020</td>
<td>AP Potential Data, which is no cost to campuses and families</td>
<td>Postsecondary Programming Director; Postsecondary Programming Senior Managers; Dual Credit Specialists; Curriculum Specialists</td>
<td>AP exam participation, performance, and 2019-2020 AP course offerings</td>
<td>Principals have received their AP Potential Data and guidance from the district on optimizing course offerings in response, to bolster student success on AP Exams</td>
<td>4. On Track to Meet Goal</td>
<td>Principals will convene in March to receive additional data and guidance on their advanced course offerings.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>Sept. 1, 2019 - June 1, 2020</td>
<td>Postsecondary Programming Department; HCC's P-16 Department</td>
<td>Postsecondary Programming Director; Postsecondary Programming Senior Managers; Dual Credit Specialists; Curriculum Specialists</td>
<td>Participant Surveys; Attendance</td>
<td>The Postsecondary Programming Team has facilitated sessions and been represented at all Parent Universities</td>
<td>4. On Track to Meet Goal</td>
<td>Staff will present on College &amp; Career Readiness at the upcoming Spring Parent University</td>
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<tr>
<td>High schools will meet all dual credit course and student paperwork deadlines established by postsecondary partners, ensuring Dual Credit team will implement summative evaluation of campuses' abilities to meet student onboarding benchmarks.</td>
<td>June 1, 2019 - June 1, 2020</td>
<td>Postsecondary Programming Department</td>
<td>Postsecondary Programming Director; Postsecondary Programming Senior Managers; Dual Credit Specialists; Curriculum Specialists</td>
<td>Postsecondary Programming Status Reports</td>
<td>Campuses have received data on postsecondary programming student performance and participation in advanced coursework</td>
<td>4. On Track to Meet Goal</td>
<td>Principals will convene in march to review dual credit programming and make adjustments as needed, with the support of the Postsecondary Programming team.</td>
<td></td>
</tr>
<tr>
<td>students have access to dual credit programs</td>
<td>Dual credit team will monitor course requests and supporting documents across the district.</td>
<td>June 1, 2019 - June 1, 2020</td>
<td>HCC's Smartsheet online platform and HISD's SIS system</td>
<td>Postsecondary Programming Director; Postsecondary Programming Senior Managers; Dual Credit Specialists; Curriculum Specialists</td>
<td>Smartsheet and HCC progress reports</td>
<td>Campuses are on track to complete their Fall 2020 course requests to HCC by the deadline</td>
<td></td>
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</tr>
<tr>
<td>Increase number of students (grades 8-11) taking the PSAT &amp; School Day SAT by 2%</td>
<td>Provide direct support to campuses to maximize use of Khan Academy throughout the school year. Increase students with Official SAT practice accounts in grades 8-12 grade by 2%. Postsecondary Programming Department will sponsor district-wide promotional program, campaigns, as well as a student ambassador program for campuses and students.</td>
<td>June 1, 2019 - June 1, 2020</td>
<td>Postsecondary Programming Department</td>
<td>Postsecondary Programming Director; Postsecondary Programming Senior Managers; Dual Credit Specialists; Curriculum Specialists</td>
<td>Khan Academy usage reports provided by CollegeBoard; Participation rates</td>
<td>The district recently partnered with Khan Academy to implement teacher training and an online dashboard to monitor student usage of the tool for the SAT and AP Courses</td>
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<td></td>
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<td></td>
<td>4. On Track to Meet Goal</td>
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<td></td>
<td>Principals will receive information on UT Ramps and make adjustments as needed to their advanced course offerings</td>
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</table>

**Increase number of students (grades 8-11) taking the PSAT & School Day SAT by 2%**

- Provide direct support to campuses to maximize use of Khan Academy throughout the school year.
- Increase students with Official SAT practice accounts in grades 8-12 grade by 2%.
- Postsecondary Programming Department will sponsor district-wide promotional program, campaigns, as well as a student ambassador program for campuses and students.

**Dual credit team will monitor course requests and supporting documents across the district.**

- June 1, 2019 - June 1, 2020
- HCC's Smartsheet online platform and HISD's SIS system
- Postsecondary Programming Director; Postsecondary Programming Senior Managers; Dual Credit Specialists; Curriculum Specialists
- Smartsheet and HCC progress reports
- Campuses are on track to complete their Fall 2020 course requests to HCC by the deadline

**Khan Academy usage reports provided by CollegeBoard; Participation rates**

- The district recently partnered with Khan Academy to implement teacher training and an online dashboard to monitor student usage of the tool for the SAT and AP Courses

**On Track to Meet Goal**

- Principals will receive information on UT Ramps and make adjustments as needed to their advanced course offerings.

**Postsecondary Programming Department**

- Postsecondary Programming Director; Postsecondary Programming Senior Managers; Dual Credit Specialists; Curriculum Specialists

**Khan Academy**

- Usage reports provided by CollegeBoard; Participation rates

**4. On Track to Meet Goal**

- The district will continue to monitor and support campuses participating in the Khan Academy Pilot and consider expanding the program to additional schools next school year.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Time Frame</th>
<th>Department</th>
<th>Key Roles</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide direct support and training to campus PSAT and SAT Test coordinators.</td>
<td>June 1, 2019 - June 1, 2020</td>
<td>Postsecondary Programming Department</td>
<td>Postsecondary Programming Director; Postsecondary Programming Senior Managers; Dual Credit Specialists; Curriculum Specialists</td>
<td>PSAT Coordinators were trained and successfully administered the 2019 PSAT Administration for students grades 8-11. SAT Coordinators have received training.</td>
</tr>
<tr>
<td>college &amp; career readiness advisors will provide direct advising to students on the importance of PSAT/SAT Exams for postsecondary opportunities.</td>
<td>August 2019 - June 2020</td>
<td>Postsecondary Programming Department</td>
<td>Postsecondary Programming Director; Postsecondary Programming Senior Managers; Dual Credit Specialists; Curriculum Specialists; College &amp; Career Readiness Advisors</td>
<td>Khan Academy usage reports provided by College Board; participation rates. Individual college advising sessions have been tracked by the district.</td>
</tr>
<tr>
<td>Successfully support schools through IB Candidacy, Verification and/or 5-year Evaluation Process</td>
<td>June 1, 2019 - June 1, 2020</td>
<td>Postsecondary Programming Department</td>
<td>IB Manager, Postsecondary Programming Senior Manager</td>
<td>Yates was successfully authorized by the IB; will offer IB Courses to 11th and 12th graders in Fall 2020. All schools are on track to exit IB candidacy by Fall 2022 or sooner.</td>
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<tr>
<td>AP Saturday Academies will also offer Khan Academy and SAT Preparation sessions leading up to the SAT School Day in April</td>
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<tr>
<td>Description</td>
<td>Time Period</td>
<td>Department</td>
<td>Position</td>
<td>Details</td>
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<tr>
<td>Provide national and district professional development for teachers and IB coordinators throughout the year.</td>
<td>Sept. 1, 2019 - June 1, 2020</td>
<td>Postsecondary Programming Department</td>
<td>IB Manager, Senior Manager</td>
<td>Teacher and student participation in IB trainings and coursework. The district implemented IB PLCs and will include IB exam preparation sessions in the upcoming Saturday AP Academy.</td>
</tr>
<tr>
<td>The district will provide direct support and funding to select IB campuses through the candidacy process.</td>
<td>June 1, 2019 - June 1, 2020</td>
<td>Postsecondary Programming Department</td>
<td>IB Manager, Senior Manager</td>
<td>Schools will be on track to complete candidacy on schedule; TIBS evaluation data. Candidacy fees for 2019-20 have been paid for, teachers and staff have been approached regarding registration for training mandatory for IB Authorization process.</td>
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</table>
Department Name: College Readiness

Data/ Needs Assessment (include your problem statement and root cause based on your data):
The College Readiness Department relies on a variety of external systems for its data analysis needs. The below data supports the strategies we have included in our plan to increase student achievement, specifically in the number of students demonstrating college readiness, enrolling in postsecondary education, and receiving financial aid and scholarship offers.

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

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

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

Students who were advised by the College Readiness team completed their FAFSA/TASFA at a 77% rate (63% for all seniors in the district).
**Department Goal 1:** Leverage technology and summer bridge programs to increase the number of HISD graduates who enroll in and persist once in college.

**Strategic Priority:**

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

**List the Strategic Priority(ies) this Goal Addresses:**

- Increasing Organizational Efficiency
- Expanding Educational Opportunities

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

<table>
<thead>
<tr>
<th>Measurable Performance Objectives</th>
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<th>Title of Person(s) Responsible</th>
<th>Formative Evaluation</th>
<th>Check Point: Results (Outcomes/Data)</th>
<th>Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal</th>
<th>Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Double the number of HISD graduates participating in HCCS summer bridge programs from 75 to 150.</td>
<td>Using historical data, identify students most likely to benefit from transition programs. Actively recruit starting in the fall and follow up with phone calls, class visits, and text messages.</td>
<td>Fall 2019 through Summer 2020</td>
<td>Co-Pilot Platform &amp; Naviance. Houston Endowment Grant &amp; General Matching Funds.</td>
<td>Director, Senior Manager, Managers, and Advisors.</td>
<td>Student Surveys given at end of bridge programs; National Student Clearing House Data.</td>
<td>The development of summer bridge programs is ahead of prior year. 173 students indicated strong interest in workforce bridge, which does not include academic bridge.</td>
<td>4</td>
<td>Finalizing workforce bridge programs and beginning intensive, targeted recruiting.</td>
</tr>
<tr>
<td>Activity</td>
<td>Timeframe</td>
<td>Platform</td>
<td>Team Lead</td>
<td>Data Source</td>
<td>Notes</td>
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<tr>
<td>Increase percent of HISD graduates who return for a second year of college to 83% to 86%</td>
<td>Spring &amp; Summer 2019</td>
<td>Co-Pilot Platform &amp; Naviance. Houston Endowment Grant &amp; General Matching Funds.</td>
<td>Director, Senior Manager, Managers, and Advisors.</td>
<td>National Student Clearing House Data</td>
<td>Unable to determine at this time due to nature of the measure. We have fall enrollment data and the team will work with at risk students to improve likelihood of 2nd year retention.</td>
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<tr>
<td>Assign 4 advisors to work with students at high enrollment college and universities; deploying former graduates to act as mentors</td>
<td>Spring &amp; Summer 2019</td>
<td>Co-Pilot Platform &amp; Naviance. Houston Endowment Grant &amp; General Matching Funds.</td>
<td>Director, Senior Manager, Managers, and Advisors.</td>
<td>National Student Clearing House Data</td>
<td>Unable to determine at this time due to the nature of the measure.</td>
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</tr>
<tr>
<td>Identify students likely to melt using historical data; advise highest priority students via phone or in person; send bi-weekly text messages; assign advisors to monitor and respond to text</td>
<td>Summer 2020</td>
<td>Co-Pilot Platform &amp; Naviance. Houston Endowment Grant &amp; General Matching Funds.</td>
<td>Director, Senior Manager, Managers, and Advisors.</td>
<td>Reports run in CoPilot data tracking/texting platform.</td>
<td>Unable to determine at this time due to the nature of the measure.</td>
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</tr>
<tr>
<td>Increase the number of graduates deemed ‘at-risk-for-summer-melt’ who receive targeted advising through the summer and into their first year from 75% (1311 targeted /978 received direct advising) to 80%</td>
<td>Summer 2020</td>
<td>Co-Pilot Platform &amp; Naviance. Houston Endowment Grant &amp; General Matching Funds.</td>
<td>Director, Senior Manager, Managers, and Advisors.</td>
<td>Reports run in CoPilot data tracking/texting platform.</td>
<td>Unable to determine at this time due to the nature of the measure.</td>
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</tbody>
</table>

The ACES transition team will work with currently enrolled students, especially at HCC, who are at the highest risk of dropping out.

Plans are in place to continue prior year programs. Due to a projected decrease in staff turnover and an increase in staff accountability, we expect a natural improvement on the percentage advised.
### Department Goal 2: Implement a comprehensive college advising strategy for students through high school graduation.

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

#### List the Strategic Priority(ies) this Goal Addresses:
- Expanding Educational Opportunities
- Ensuring Student Health, Safety and Well-Being
- Transforming Academic Outcomes
- Increasing Organizational Efficiency
- Cultivating Team HISD Talent

### Summative Evaluation (Year-End):

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<tbody>
<tr>
<td>82% of the Class of 2020 seniors will have applied to either a 2 or 4 year college. 55% to a 4-year program and/or 55% to a 2-year program. This compares to 81% overall application rate for 2019 seniors with 54% applying to 4-year and 49% applying to 2-year.</td>
<td>Team of centrally trained College and Career Readiness Advisors assigned to high schools. Targeted advising of seniors (underrepresented minorities/low income students) identified as traditionally less likely to attend</td>
<td>Application workshops starting September through December</td>
<td>Houston Endowment Grant &amp; General Matching Funds. Co-Pilot Platform &amp; Naviance. Houston Endowment Grant &amp; General Matching Funds.</td>
<td>Director, Senior Manager, Managers, and Advisors.</td>
<td>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.</td>
<td>As of 2/17/20, 69% of seniors have applied to college—49% to 4-year and 39% to 2-year. This is ahead of where our pacing calendar indicates we need to be, with the 2-year applications being</td>
<td>4</td>
<td>Continue targeted advising of students who have not yet completed the college application process.</td>
</tr>
</tbody>
</table>
58% of Houston ISD 2020 graduates will enroll in a college or university within one year of graduating from HISD (compared to 56% for class of 2018) with a targeted increased from 23% to 26% 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.

"Advising begins the first week of school and continues through the end of June. Application benchmarks are created each week and shared among the three teams. Action plans are implemented for those schools or student sub-population sets who need attention.

"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. Application rates will be tracked on an ongoing basis through Apply Texas, and our CoPilot platform.

Because this is a measure of college enrollment after graduation, it is not possible to have a genuine checkpoint beyond indicators in other categories such as applications and financial aid. HISD is ahead of pace in both those metrics.

This summer College Readiness will be fine-tuning its prior practices to ensure that more students who have demonstrated intent to go to college enroll. We are additionally expanding our “summer bridge” programming with Houston Community College to ease the transition of students from high school to HCC. These efforts should lead to increased enrollment.

| 75% of sophomores and juniors who receive direct advising will demonstrate an increase in More intentional outreach to campus staff, such as teachers, to increase awareness of college by the College Readiness team. | "Co-Pilot Platform & Naviance. Houston Endowment Grant & General Matching | "Trainings will be monitored through attendance and participation logs. Expenditures will be | As of 2/17/2020, 90% of targeted students have received at least three | Each targeted student will receive a fourth advising session in addition to group visits to colleges and industry partners with curriculum focused on post-secondary | 4 | 142 |
their likelihood to attend college or pursue career training after high school.

<table>
<thead>
<tr>
<th>Department Goal 3: Provide a wide array of resources, trainings, and supports to assist seniors through the financial aid and scholarship process.</th>
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</thead>
<tbody>
<tr>
<td><strong>Strategic Priority:</strong></td>
</tr>
<tr>
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<td>2. Ensuring Student Health, Safety and Well-Being</td>
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<td>3. Transforming Academic Outcomes</td>
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<td>4. Increasing Organizational Efficiency</td>
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<tr>
<td>6. Cultivating Team HISD Talent</td>
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<tr>
<td>List the Strategic Priority(ies) this Goal Addresses:</td>
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<td>• Increasing Organizational Efficiency</td>
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<td>• Cultivating Team HISD Talent</td>
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</table>

**Summative Evaluation (Year-End):** TASFA/FAFSA completion report run through CoPilot will be used. Percent FAFSA/TASFA submitted will be based on 2019 summer graduating class. Advisor will input a summary of each student interaction in CoPilot. We will run a TASFA/FAFSA completion report on students advised.
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<tr>
<td>The amount of scholarship and financial aid offers to HISD students will increase from $456,821,000 to $470,526,000.</td>
<td>A series of professional development trainings targeting financial aid will be provided by university financial aid officers and HISD trained college readiness/success/Emergence managers.</td>
<td>September through May Professional Development Meetings (College Institutes)</td>
<td>Houston Endowment Grant &amp; General Matching Funds. HISD FAFSA webpage. FAFSA/TASFA workshops during Parent Universities.</td>
<td>Director, Senior Manager, Managers, and Advisors.</td>
<td>Weekly reports run from the CoPilot Platform will be used to measure efficacy of improvement strategies.</td>
<td>As most financial aid offers have not yet come to students, we do not have a good measure of success yet. As of 2/20/20, we have recorded $33,146,013 in offers.</td>
<td>3</td>
<td>As HISD increases the number of economically disadvantaged students who take advantage of federal and state aid, this number will increase organically. College Readiness has additionally ramped up its scholarship support to students, which should also lead to an increase in the total number.</td>
</tr>
<tr>
<td>The percent of students completing the FAFSA/TASFA will increase by a 2 percentage point increase for class of 2020 from 63% to 65%</td>
<td>A summit for HISD international students is planned in December to assist this subpopulation of students with their TASFA applications</td>
<td>HISD will host a FAFSA event on October 1st to increase FAFSA completion rates.</td>
<td>HISD HUB landing page will have relevant college readiness and financial aid/scholarship information posted weekly.</td>
<td>Director, Senior Manager, Managers, and Advisors.</td>
<td>Trainings of College Access Coordinators, Success Managers/Advisors, and Emerge Program managers will be monitored through attendance and</td>
<td>As of 2/21/20, the percentage of students completing financial aid is at 51%. This is the highest it has been at this time</td>
<td>4</td>
<td>In anticipation of the 2021-2022 FAFSA graduation requirement under House Bill 3, the College Readiness department will work with each principal and relevant district stakeholders to create FAFSA completion action plans. We will</td>
</tr>
</tbody>
</table>
The department will visit campuses to provide ongoing FAFSA support. In October, the department will host a FAFSA event to increase FAFSA completion.

| Students who were advised by a college and career readiness | Weekly FAFSA/TASFA completion reports will be reviewed | HISD will host the DREAM summit for HISD | CoPilot is a tracking platform used by campus staff | Director, Senior Manager, Managers, and Advisors. | Weekly reports run from the CoPilot Platform will be used to measure | As of 2/17/20, 68% of advised students | 4 | Advisors are empowered through CoPilot to track the financial aid status of advised students. This

Additionally, the graduation requirement will provide significant leverage at the campus and district level to increase FAFSA submission rates. This will be factored in for our 2021-2022 goals/objects for the District.

As context, HISD has raised FAFSA rates from around 54% in 2014 to 63% for 2019. These represent significant gains, equating to hundreds of more students completing their FAFSA each year. From 2017 to 2018, over 400 more students submitted a FAFSA.

HISD DACA/DREA ME Website for information for refugee and immigrant students. Youth empowerment summit to assist foster and homeless students complete the TASFA/FAFSA.

Weekly FAFSA/TASFA completion reports will be reviewed.

HISD will host the DREAM summit for HISD.

CoPilot is a tracking platform used by campus staff.

Director, Senior Manager, Managers, and Advisors.

Weekly reports run from the CoPilot Platform will be used to measure.

As of 2/17/20, 68% of advised students.

4

Advisors are empowered through CoPilot to track the financial aid status of advised students. This
advisor will increase their completed FAFSA/TASFA rate by 3 percentage point increase, from 77% to 80% by the department and shared with campus and district leadership. Action plans will be developed for struggling campuses and sub-populations.

international students in December. campus to track FAFSA completion at the student level. Counselors can filter to specific student groups and send out targeted communications via a texting platform.

efficacy of improvement strategies. have submitted their financial aid. This is compared to 64% at the same time the previous year.

is one of the metrics managers use in tracking advisor effectiveness.
Department Name: Career and Technical Education

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

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

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

List the Strategic Priority(ies) this Goal Addresses:
1. Expanding Educational Opportunities
2. Transforming Academic Outcomes
3. Cultivating Team HISD Talent

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

<table>
<thead>
<tr>
<th>Measurable Performance Objectives</th>
<th>Strategy</th>
<th>Timeline</th>
<th>Resources Including Funding Sources and Dollar Amounts</th>
<th>Title of Person(s) Responsible</th>
<th>Formative Evaluation</th>
<th>Check Point: Results (Outcomes/Data)</th>
<th>Progress</th>
<th>Next Steps</th>
</tr>
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<tbody>
<tr>
<td>CTE department staff will visit classrooms at least 1 time monthly and observe instructional practices and provide informal feedback and</td>
<td>Minimum scheduled meetings with campuses are planned and documented on calendars monthly.</td>
<td>Ongoing August – June</td>
<td>CTE Centralized Budget, CTE Perkins Grant, Career Readiness</td>
<td>CTE Specialist, CTE Managers, Sr. Managers, CTE Director</td>
<td>A survey from instructors and administrators regarding services received and</td>
<td>All CTE specialists regularly visit teachers on assigned campus to gauge instructional and equipment needs.</td>
<td>On Track to meet goal</td>
<td>Continue monitoring the follow up documentation of specialists to determine if any patterns can be found or if assistance</td>
</tr>
<tr>
<td>CTE department staff will provide at least one opportunity for developing teachers as specified by campus administrators, to attend in state professional development on various instructional strategies during the school year and summer 2020.</td>
<td>Professional Development Calendars are distributed and created monthly including but not limited to pedagogy, industry standards and upskilling, and industry-based certifications.</td>
<td>Ongoing August – August</td>
<td>CTE Centralized Budget, CTE Perkins Grant, Career Readiness</td>
<td>CTE Specialist, CTE Managers, Sr. Managers, CTE Director</td>
<td>A survey from instructors and administrators regarding services received and its impact on instruction. Data Analytics based on follow up letters and evaluations</td>
<td>A total of 31 small group professional development sessions were held from August to February to either respond to the request for assistance by campus administrators or as deemed an instructional need by the CTE department. In addition, 3 large group pre-service trainings were held to cover topics such as certifications and differentiated instruction.</td>
<td>On Track to meet goal</td>
<td>A host of professional development session are scheduled each month covering a variety of subjects. Principals from individual campuses continue to request additional specialized training for concerns related specific to their campuses. Some of these specialized requests are being considered for replication for offering to the entire district.</td>
</tr>
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</table>
**Department Goal 2:** The CTE department will work with campuses to increase the number of industry-based certifications earned by students by 5% by the summer of 2020.

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

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

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<th>Measurable Performance Objectives</th>
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<tr>
<td>The CTE department will provide ongoing professional development aligned to industry-based certification content.</td>
<td>Professional Development Calendars are distributed and created monthly including but not limited to pedagogy, industry standards and upskilling, and industry-based certifications.</td>
<td>Ongoing August – August</td>
<td>CTE Centralized Budget, CTE Perkins Grant, Career Readiness</td>
<td>CTE Specialist, CTE Managers, Sr. Managers, CTE Director</td>
<td>Data tracking for Industry based certifications, performance measures by students and teachers. A survey from instructors and administrators regarding services received and its impact on instruction. Data Analytics based on follow up letters and evaluations</td>
<td>Teachers are provided with multiple communications and opportunities to improve their skill set. As the year continues, additional requests for student certification are being received.</td>
<td>On Track to meet goal</td>
<td>Continue to compile data for comparison from year to year on student certifications attempts and passing rates.</td>
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</table>

The CTE department will provide ongoing professional development aligned to industry-based certification content.
supplemental resources in the form of curriculum, vouchers, industry site visits, credentialing of labs, partnerships, equipment, and supplies to support student outcomes.

| specialist, curriculum and programming managers work with industry stakeholders to provide services needed to meet the outlined objectives. | Career Readiness | Managers, Sr. Managers, CTE Director | industry stakeholder reviews and evaluations, and performance measures by students and teachers. | administration and teachers through district wide methods as well as sent out by CTE specialists to assigned campuses. Documentation of these communications are located in email. | to related district resources. CTE team will continue looking for additional resources to address current requests and future needs. |

**Department Goal 3:** Implement a planned approach ensure that every student commits to a post-secondary plan by their senior year.

**Strategic Priority:**
11. Expanding Educational Opportunities
12. Ensuring Student Health, Safety and Well-Being
13. Transforming Academic Outcomes
14. Increasing Organizational Efficiency
15. Cultivating Team HISD Talent

**List the Strategic Priority(ies) this Goal Addresses:**
1. Expanding Educational Opportunities
2. Transforming Academic Outcomes

**Summative Evaluation (Year-End):** Review of and completion of Post -Secondary plan

<table>
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<th>Resources Including Funding Sources and Dollar Amounts</th>
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<th>Formative Evaluation</th>
<th>Check Point: Results (Outcomes/ Data)</th>
<th>Progress:</th>
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<tbody>
<tr>
<td>Implement a planned approach ensure that “Every student”</td>
<td>The initiative “Every student”</td>
<td>AUGUST-JULY</td>
<td>CTE Centralized Budget, CTE Perkins Grant, Career Readiness</td>
<td>CTE Advisors, CTE Managers, Sr. Managers, CTE Director</td>
<td>Evaluation performed by CTE advisors on senior students</td>
<td>Senior to Success event was held on</td>
<td>On Track to Meet Goal</td>
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<td>Follow up with students who attended to determine whether they were hired as result of interview or</td>
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<tr>
<td>every student commits to a post-secondary plan by their senior year.</td>
<td>must commit” to a post-secondary plan. 100% of graduating seniors will have completed steps to their own post-secondary goals. Students will complete a survey mid-year with the CTE advisors to review options and develop a post-secondary action plan and next steps.</td>
<td>to determine if they have committed to a post-secondary plan and has worked with the advisors to determine next steps. The advisors will use the existing PGP to help formulate plans with students who are undecided.</td>
<td>2/14/2020. There were over 100 students in attendance and over 20 business partners to present job and other post-secondary opportunity information and interview students.</td>
<td>decided to pursue any of the opportunities presented at the event.</td>
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