Houston Independent School District

Update with Board of Education

May 20th, 2010
Agenda

• Review strategic planning process

• Discuss core initiatives and key strategies for Strategic Direction

• Update on stakeholder engagement strategy
We are currently in Phase II of the strategic planning process

I. Conducting diagnostic research
   - Analyzing student achievement data
   - Assessing central office support services and school needs
   - Benchmarking effective support models
   - Gaining stakeholder input
   - Mapping accountability and support structure

February to March

II. Developing a strategy for impact
   - Setting targets
   - Identifying and prioritizing initiatives
   - Determining resource requirements
   - Gathering stakeholder feedback and buy-in on core initiatives

April to May

III. Planning for implementation and communication
   - Writing a final strategic plan
   - Developing an implementation plan that identifies tasks, assigns responsibilities, and sets milestones
   - Designing an approach for communication and dissemination

June to July
Strategic Direction will consist of a focused set of core initiatives

**What it is...**

- A manageable set of major initiatives that will allow HISD to achieve its ambitious goals

**What it is not...**

- A comprehensive list of every activity that the district will take on

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*A strategic plan*  

*A master plan*
Strategic Direction will concentrate on areas where there is the potential for breakthrough results towards the goals set by the board.

<table>
<thead>
<tr>
<th>Potential for Impact</th>
<th>Opportunity for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>Low</td>
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<tr>
<td>High</td>
<td>High</td>
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<table>
<thead>
<tr>
<th>Maintain and align</th>
<th>Strategic Direction</th>
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<tbody>
<tr>
<td>Low</td>
<td>Low</td>
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<tr>
<td>High</td>
<td>High</td>
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<table>
<thead>
<tr>
<th>Keep status quo</th>
<th>De-prioritize</th>
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<tbody>
<tr>
<td>Low</td>
<td>Low</td>
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<tr>
<td>High</td>
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</table>

Big Things

Big Moves
The strategy for impact has four main layers

- **Goals**

- **Core initiatives**

- **Key strategies**

- **Main elements**

**Description**

- Board of Education goals for HISD outlined in the *Declaration of Beliefs and Visions*

- Main efforts of Strategic Direction HISD will pursue in order to realize the goals outlined by the board

- Major components of each core initiative that require successful execution in order to achieve performance targets

- Primary activities that are part of the overall implementation plan for each key strategy
The initiatives and strategies are based on a number of sources

Core initiatives and key strategies

- Stakeholder feedback
- External benchmarking
- Leveraging of previous HISD research
- Phase I diagnostic research
- Team HISD input
- Board input
Agenda

- Review strategic planning process
- Discuss core initiatives and key strategies for Strategic Direction
- Update on stakeholder engagement strategy
Core initiatives for HISD transformation

Board of Education goals for HISD from *Declaration of Beliefs and Visions*

1. Effective Teacher in Every Classroom
2. Principal as CEO
3. Rigorous Instructional Standards and Supports
4. Data-Driven Accountability
5. Culture of Trust through Action
Core initiative: Effective teacher in every classroom (Overview)

Description

- Every HISD teacher consistently demonstrates effective instruction and student learning gains, and teachers receive feedback, support, rewards, and recognition to continuously improve performance.

Potential for impact

- Teacher effectiveness is the single most important school-based factor influencing student achievement.

Opportunity for improvement

- While HISD has made strides towards rewarding effective teachers, the district must boost overall teacher performance through the strategic management of teacher human capital.
1. Core initiative: Effective teacher in every classroom (Key strategies)

1.1 Strengthen teacher recruiting, selection, and staffing policies to attract top talent

1.2 Establish a rigorous and fair teacher appraisal process to inform key decisions

1.3 Provide effective individualized support and professional development

1.4 Offer meaningful career pathways and differentiated compensation to retain and leverage the most effective teachers
## Core initiative: Effective teacher in every classroom (Main elements)

<table>
<thead>
<tr>
<th>Key strategy</th>
<th>Main elements</th>
</tr>
</thead>
</table>
| 1.1 Teacher recruiting, selection, and staffing | • Refine and formalize recruitment, hiring, and staffing strategies and processes  
• Refine the use of a competency-based selection model that uses standardized screening processes and interview protocols  
• Provide Human Resources staff with the training and technology to manage quality-based recruitment and hiring  
• Measure results based on data analysis (e.g., principal and teacher satisfaction with the hiring process) and rigorous evaluation based on student and teacher performance |
| 1.2 Teacher appraisal process         | • Develop a comprehensive appraisal system that uses multiple measures of performance, including student performance as a significant factor, and provides teachers with timely, actionable, and individualized feedback  
• Train principals in the use of the new appraisal system to ensure they can implement it with fidelity, and institute consistent norming and oversight of the appraisal process  
• Utilize appraisal results to inform key decisions, such as contract granting, professional development, teacher advancements, tenure, and dismissal |
| 1.3 Individualized support and professional development | • Identify and coordinate needs for centralized and school-based support  
• Define school-based teacher support and development systems so that principals can tailor support to teachers based upon their individual needs (according to performance appraisals)  
• Provide ongoing training and support to principals on identifying and responding to teacher development needs |
| 1.4 Career pathways and compensation | • Define specific career pathways/ladders (e.g., increased responsibility inside/outside the classroom) and competencies needed for each step  
• Develop compensation models aligned with new career pathways/ladders and based on labor market analysis to ensure HISD can attract and retain top talent, especially in hard-to-staff schools |
Core initiative: Principal as CEO (Overview)

Description

- Principals are empowered instructional leaders and decision-makers with high and clear expectations

Potential for impact

- With the right supports and standards, principals are best positioned to improve the quality of instruction within schools

Opportunity for improvement

- While the decentralized structure is a national best practice, current systems do not support a consistent standard of excellence in school leadership
2 Core initiative: Principal as CEO (Key strategies)

2.1 Strengthen HISD’s school leader staffing standards and practices to attract top talent

2.2 Establish a comprehensive instructional leadership development and pipeline program

2.3 Implement a tiered decision-making model with high expectations and clear accountability measures

2.4 Design and implement a rigorous, fair principal appraisal system

2.5 Create a safe and secure environment conducive to learning in all schools
## Core initiative: Principal as CEO (Main elements)

<table>
<thead>
<tr>
<th>Key strategy</th>
<th>Main elements</th>
</tr>
</thead>
</table>
| **2.1** Staffing standards and practices | • Refine principal recruiting strategy to attract top talent to HISD  
• Create a high-quality leadership preparation program to prepare, recruit, and select best-in-class talent in order to create an exceptional pool of candidates to fill school vacancies |
| **2.2** Instructional leadership development | • Define principal pathways/ladders (e.g., increased autonomy, moving to district level) and develop competences needed for each step  
• Provide ongoing professional development (e.g., through SIOs, building of learning communities) to address key topics in the development of principals such as coaching of teachers and data-driven decision-making |
| **2.3** Tiered decision-making model | • Differentiate between district-wide guidelines to be followed by all schools and areas where principals can make school-level decisions (e.g., over staffing, programming, budgeting, and scheduling)  
• Design the different tiers of autonomy according to performance and set clear expectations of what each level means for principals  
• Implement clear metrics to assess performance and hold principals accountable, increasing/decreasing autonomy as needed |
| **2.4** Principal appraisal system | • Develop a comprehensive appraisal system that includes multiple performance measures (e.g., student performance, school safety, teacher support), integrates feedback from teachers and principals’ supervisors, and identifies principals’ individual needs  
• Provide ongoing training to SIOs so that they can effectively evaluate principal performance and provide them with timely and meaningful feedback and focused professional development to meet their individual needs |
| **2.5** Safe and secure environment | • Set clear standards and performance metrics for all schools  
• Identify the tools and practices that higher-risk schools need to attain safety standards (e.g., enhanced training of security, increased safety for after-school and extracurricular activities)  
• Provide professional development and support to school-based staff regarding safety issues on campus (i.e., bullying)  
• Create a central data source to track and monitor safety violations/breaches |
Core initiative: Rigorous Instructional Standards and Supports (Overview)

Description

• There is equity in access to quality instructional models for accelerating student academic growth and achievement

Potential for impact

• A common rigorous instructional foundation across all schools and specific approaches for addressing under-performance are essential in ensuring that every student has the supports required to achieve

Opportunity for improvement

• There is substantial variation in academic achievement in HISD across and within schools, demographic groups, and socioeconomic groups
Core initiative: Rigorous Instructional Standards and Supports (Key strategies)

3.1 Develop and implement an aligned standards-based curriculum and assessment system

3.2 Implement Response to Intervention model district-wide to provide early, effective assistance to children who are experiencing behavior issues, and/or are having difficulty learning

3.3 Turn-around the district’s low performing schools

3.4 Implement a comprehensive literacy program in grades pre-k through 12

3.5 Implement a comprehensive numeracy/mathematics program in grades pre-k through 12

3.6 Provide for equity in access to high-quality educational programs and instruction
## Core initiative: Rigorous Instructional Standards and Supports (Main elements – 1 of 3)

<table>
<thead>
<tr>
<th>Key strategy</th>
<th>Main elements</th>
</tr>
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</table>
| **3.1 Curriculum and assessment** | • Arrange an independent external analysis of the district’s curriculum in order to establish a well-crafted, focused, valid, and comprehensive curriculum  
• Promote academic rigor for 21st century learners by updating the current curriculum to meet standards of college and career readiness  
• Communicate high expectations for instructional delivery and establish curriculum guidelines  
• Train teachers on implementing the aligned/updated curriculum, and train principals on supporting teachers to reach district and campus goals  
• Identify a robust assessment system that will provide customized predictive and diagnostic assessments that are aligned to the district’s scope and sequence  
• Establish a clearinghouse that identifies high-quality researched-based instructional materials that align to the district’s curriculum  
• Pursue an online platform for curriculum |
| **3.2 Response to Intervention model** | • Train teachers and principals on how to diagnose students’ needs and differentiate support within the classroom  
• Implement a school-level approach to designing holistic intervention strategies for helping Tier II students and accurately referring Tier III students  
• Improve district-level solutions for Tier III students  
• Provide tactile materials and supports to assist all teachers in determining strategies to meet student behavioral needs and challenges  
• Improve the instructional climate by offering technology-based applications to identify research-based strategies and solutions to meet the social/emotional needs of students |
### Core initiative: Rigorous Instructional Standards and Supports (Main elements – 2 of 3)

<table>
<thead>
<tr>
<th>Key strategy</th>
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</thead>
</table>
| School turnaround  | - Develop an Office of School Turnaround that takes responsibility for developing strategies for schools in corrective action  
                          - Implement proven approaches for low-performing schools, including those that leverage outside resources (e.g., Institute for Achievement)  
                          - Implement a school-wide Transformation Intervention Model that would begin with the 2010-2011 school year (e.g., increase learning time for staff and student support, allow operational flexibility for governance) |
| Literacy program  | - Establish literacy targets across the district to provide equitable instruction  
                          - Develop an aligned district-wide literacy program targeted to meet the needs of individual students at each grade level  
                          - Develop and implement standard district-wide learning pathways and benchmark assessments for all students to ensure high levels of literacy  
                          - Provide differentiated and ongoing training to teachers, principals, school improvement officers, and other stakeholders on how to implement, monitor and support literacy instruction |
## Core initiative: Rigorous Instructional Standards and Supports (Main elements – 3 of 3)

<table>
<thead>
<tr>
<th>Key strategy</th>
<th>Main elements</th>
</tr>
</thead>
</table>
| **3.5 Numeracy/ Mathematics program** | • Establish numeracy targets across the district to provide equitable instruction  
• Develop an aligned district-wide numeracy program targeted to meet the needs of individual students at each grade level  
• Develop and implement standard district-wide learning pathways and benchmark assessments for all students to ensure high levels of numeracy  
• Provide differentiated and ongoing training to teachers, principals, school improvement officers, and other stakeholders on how to implement, monitor and support numeracy instruction |
| **3.6 Equity in access to educational programs** | • Ensure that all schools, where appropriate, have high quality programs to meet the needs of a diverse group of students (English language learners, at-risk, economically disadvantaged, gifted, and special education)  
• Broaden access to dual credit, Advanced Placement (AP) and International Baccalaureate (IB) courses and improve exam success rates for AP and IB  
• Increase consistency of magnet schools  
• Provide specialized instructional opportunities throughout the district for students seeking career pathways (CTE), early colleges, and other alternative instructional programs such as Montessori, virtual learning, flexible school day, etc.  
• Launch a post-secondary access effort that ensures all students have the information and support required to attend a high-quality post-secondary program or obtain a job with relevant skills |
# Core initiative: Data-Driven Accountability

## Overview

### Description

- Robust systems and processes enable easy access to and use of key data to inform decisions and manage high levels of performance district-wide

### Potential for impact

- The strategic use of data to track and monitor performance and hold leadership accountable to a set of objective standards has been a critical factor in the success of many education reform efforts

### Opportunity for improvement

- Data are difficult to access and often not up-to-date, some end users lack the expertise to use data strategically, and processes are not designed to achieve the most favorable results
Core initiative: Data-Driven Accountability (Key strategies)

4.1 Build easily accessible and accurate data architecture, warehouse, and technology infrastructure

4.2 Develop and implement performance management tools and practices for decision-making

4.3 Design effective and efficient business processes and procedures for optimization of resources and results
## Core initiative: Data-driven Accountability (Main elements)

<table>
<thead>
<tr>
<th>Key strategy</th>
<th>Main elements</th>
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</table>
| **4.1 Data architecture, warehouse, and technology infrastructure** | • Create a data warehouse with a user-friendly interface that contains comprehensive student data, including student-teacher linkages, that enables access to student information from a single source rather than through multiple databases  
• Implement quality control procedures for entry of student achievement data  
• Establish procedures for cleaning errors in data received from outside sources |
| **4.2 Performance management tools and practices** | • Streamline existing Board Monitoring System to create a simple dashboard that captures a focused set of performance indicators linked to board goals  
• Create SIO- and principal-level dashboards that track performance of schools on a number of metrics against set targets  
• Create reports for teachers containing student achievement indicators that will allow them to differentiate instruction  
• Develop training programs for end users of performance management dashboards, focusing on data interpretation and translation |
| **4.3 Business processes**                        | • Revamp the procurement process for the purchase of educational products/software, including developing a menu of providers that have been evaluated by a team of site-based users (principals and teachers) and selected based on quality and designing a feedback loop to capture vendor usage experiences |
Core initiative: Culture of Trust through Action (Overview)

**Description**

- Communications strategy and processes exist that foster engagement, commitment, and unity of internal and external HISD stakeholders

**Potential for impact**

- A powerful sense of community and a shared direction among all stakeholders is crucial to the successful transformation of HISD

**Opportunity for improvement**

- Current communication structures in place are insufficient to foster authentic engagement
Core initiative: Culture of Trust through Action (Key strategies)

5.1 Adopt more effective communication structures and practices to engage internal stakeholders

5.2 Refine overall district-wide engagement process to support outreach to all external stakeholders

5.3 Build communications capacity of HISD staff members

5.4 Create proactive communication strategies and processes, leveraging new media
# Core initiative: Culture of Trust through Action (Main elements)

<table>
<thead>
<tr>
<th>Key strategy</th>
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</thead>
</table>
| **5.1** Communication structures and practices to engage internal stakeholders | • Redefine communication protocols to effectively, consistently, and efficiently disseminate information flow to, from, and through relevant internal stakeholders  
• Create a monthly meeting (e.g., leader’s lunch or coffee chat) that brings together internal stakeholders to share key projects and encourage two-way communication to ensure that district initiatives are clearly communicated, and relevant information is shared |
| **5.2** Engagement of external stakeholders | • Develop a district-wide engagement process to ensure all levels of engagement goals are achieved and external stakeholder relations are strengthened (e.g., create board adopted engagement protocol to effectively share information about major district-wide projects)  
• Implement a redesigned parent platform that is school-based and tailored to the unique needs of its constituents  
• Restructure current outreach database  
• Increase engagement strategies and opportunities with all key stakeholders (e.g., host “good news” informational sessions, establish a diversity council) |
| **5.3** Communications capacity | • Provide training to key staff members regarding communication protocols to level-set expectations and skills pertaining to meeting facilitation and public relations |
| **5.4** Proactive communication strategies and processes | • Redesign communications processes to coordinate and ensure alignment of efforts to engage external and internal stakeholders  
• Audit all HISD communication vehicles to ensure marketing collaterals design and messaging are aligned  
• Utilize multiple channels that leverage new and traditional media to ensure wide and authentic reach to different audiences  
• Define and implement metrics to measure the impact of different initiatives and channels used |
Agenda

• Review strategic planning progress

• Discuss core initiatives and key strategies for Strategic Direction

• Update on stakeholder engagement strategy
Stakeholder engagement will be a key element of the strategic planning process

Phase I
- Provide opportunities for a broad range of stakeholders to give input

Phase II
- Paint the overall picture of transformation and gain feedback integrate in plan

Phase III
- Disseminate the plan and mobilize support behind transformation

Goals

Timing
- February to May
- May to June
- July to August

Board workshops
- March 4
- April 29
- May 20
- June 17
- July 15
- August 5
We engaged a broad base of stakeholders through different channels

<table>
<thead>
<tr>
<th>Objective</th>
<th>Channel</th>
<th>Reach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generate awareness</td>
<td>• Web site with information about strategic direction, HISD goals,</td>
<td>• 7,500+ visits and 6,400+ unique page views</td>
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<tr>
<td></td>
<td>Apollo’s April presentation to the Board of Education, calendar of</td>
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<tr>
<td></td>
<td>upcoming activities, etc.</td>
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<tr>
<td></td>
<td>• Monthly eNews updates sent in March and April</td>
<td>• Received by 16,500 community members and 31,000 staff</td>
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<td></td>
<td>• 5 Twitter messages with reminders to visit the Strategic Direction</td>
<td>• Received by 442 people</td>
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<tr>
<td></td>
<td>Web site</td>
<td></td>
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<tr>
<td>Gather input</td>
<td>• Feedback capability on Web site</td>
<td>• 150+ comments posted</td>
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<td></td>
<td>• 11 Strategic Direction discussions held with various key stakeholder</td>
<td>• 140 people attended so far</td>
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<tr>
<td></td>
<td>groups (students, parents, philanthropic partners, business community,</td>
<td></td>
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<tr>
<td></td>
<td>broader community) – as of May 17</td>
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<td></td>
<td>– 5 additional meetings scheduled to take place by the end of May</td>
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<tr>
<td></td>
<td>• Organizational survey sent to 1,000 HISD staff</td>
<td>• 350 responses</td>
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<tr>
<td></td>
<td>• Community survey sent to 17,000+ people</td>
<td>• 750+ responses so far (survey to close on 5/19)</td>
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</table>

1 Additional discussions with parents, principals, broader community, and non-profit partners are scheduled to take place before the end of May 2010
All targeted Phase I engagement activities will be completed by the end of May

<table>
<thead>
<tr>
<th>Stakeholder group</th>
<th>Activity</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Board of Education</td>
<td>• Board workshop – Phase I preliminary findings</td>
<td>✓ Completed on 4/29</td>
</tr>
<tr>
<td></td>
<td>• Board workshop – Phase II update</td>
<td>• Scheduled for 5/20</td>
</tr>
<tr>
<td>2 Philanthropic partners</td>
<td>• One-on-one meetings with BofA, JP Morgan Chase, and Wells Fargo</td>
<td>✓ Completed on 5/2 and 5/11</td>
</tr>
<tr>
<td></td>
<td>• Discussion with HISD Foundation Board members</td>
<td>✓ Completed on 5/13</td>
</tr>
<tr>
<td>3 Business community</td>
<td>• Discussion with various local chambers of commerce</td>
<td>✓ Completed on 5/10</td>
</tr>
<tr>
<td></td>
<td>• Discussion with large corporate partners</td>
<td>✓ Completed for 5/17</td>
</tr>
<tr>
<td></td>
<td>• Letter signed by Greg Meyers and Dr. Grier to be sent to the Greater Houston Partnership to generate awareness, inform about progress, and invite feedback</td>
<td>• To be sent by May 20th</td>
</tr>
<tr>
<td>4 Elected officials and political leaders</td>
<td>• Letter signed by Greg Meyers and Dr. Grier to be sent to officials to generate awareness, inform about progress, and invite feedback</td>
<td>• To be sent by May 20th</td>
</tr>
<tr>
<td>5 Parents</td>
<td>• Discussion with Parent Advisory Committee</td>
<td>✓ Completed on 4/28</td>
</tr>
<tr>
<td></td>
<td>• Discussion with parents</td>
<td>• Scheduled for 5/19</td>
</tr>
<tr>
<td>6 Leadership</td>
<td>• Discussion with Principal Ad Hoc Committee</td>
<td>• Scheduled for 5/26</td>
</tr>
<tr>
<td></td>
<td>• Central office survey</td>
<td>✓ Completed on 4/9</td>
</tr>
<tr>
<td>7 Teachers</td>
<td>• Survey and focus groups with teachers (TNTP)</td>
<td>✓ Completed on 4/15</td>
</tr>
<tr>
<td>8 Students</td>
<td>• Student roundtable – Initial strategic direction discussion</td>
<td>✓ Completed on 4/8</td>
</tr>
<tr>
<td></td>
<td>• Student roundtable – Follow-up discussion</td>
<td>✓ Completed on 5/13</td>
</tr>
<tr>
<td>9 Broader community</td>
<td>• Discussion with faith-based groups</td>
<td>✓ Completed on 5/11</td>
</tr>
<tr>
<td></td>
<td>• Discussion with non-profit partners</td>
<td>• Scheduled for 5/20</td>
</tr>
<tr>
<td></td>
<td>• Open audience discussion</td>
<td>• Scheduled for 5/24</td>
</tr>
<tr>
<td>10 Higher education institutions</td>
<td>• Letter signed by Greg Meyers and Dr. Grier to be sent to higher education institutions to generate awareness, inform about progress, and invite feedback</td>
<td>• To be sent by May 20th</td>
</tr>
</tbody>
</table>
We are almost finished scheduling activities for Phase II

<table>
<thead>
<tr>
<th>Stakeholder group</th>
<th>Activity</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Board of Education</td>
<td>• Board workshop</td>
<td>• Scheduled for 6/17</td>
</tr>
<tr>
<td></td>
<td>• Town-hall meetings held by Board of Education members with their constituencies</td>
<td>• All 9 meetings scheduled</td>
</tr>
<tr>
<td>2 Philanthropic partners</td>
<td>• Follow-up discussions one-on-one</td>
<td>• Scheduling in process</td>
</tr>
<tr>
<td></td>
<td>• Discussion with Houston Endowment</td>
<td>• Scheduling in process</td>
</tr>
<tr>
<td>3 Business community</td>
<td>• Discussion with Greater Houston Partnership</td>
<td>• Scheduling in process</td>
</tr>
<tr>
<td></td>
<td>• Letter to be sent to large corporate partners and chambers of commerce engaged in Phase I to inform about progress and invite feedback</td>
<td>• To be sent by mid June</td>
</tr>
<tr>
<td>4 Elected officials and political leaders</td>
<td>• One-on-one meetings with Mayor, City Council members, and State and Federal delegation</td>
<td>• Scheduling in process</td>
</tr>
<tr>
<td>5 Parents</td>
<td>• Discussion with parents and community (open audience)</td>
<td>• Scheduled for 6/22</td>
</tr>
<tr>
<td>6 Leadership</td>
<td>• Discussion with principals</td>
<td>• Scheduling in process</td>
</tr>
<tr>
<td>7 Teachers</td>
<td>• Discussions with teachers (in coordination with TNTP)</td>
<td>• Scheduling in process</td>
</tr>
<tr>
<td>8 Students</td>
<td>• Engaged twice in Phase I through Student Roundtables (not engaged directly in Phase II given timing/out of school. Can attend open audience meetings)</td>
<td>• N/A</td>
</tr>
<tr>
<td>9 Broader community</td>
<td>• Live TV show hosted by Dr. Grier and select board members (English and Spanish)</td>
<td>• English version scheduled for 6/28, Spanish version for 6/29</td>
</tr>
<tr>
<td></td>
<td>• Discussion with early childhood groups (One Voice)</td>
<td>• Scheduled for 6/17</td>
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<tr>
<td></td>
<td>• Letter to be sent to nonprofit partners and faith-based leaders engaged in Phase I to inform about progress and invite feedback</td>
<td>• To be sent by mid June</td>
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<tr>
<td></td>
<td>• Communication to be sent to Superintendent Public Engagement Committee</td>
<td>• To be sent by mid June</td>
</tr>
<tr>
<td>10 Higher education</td>
<td>• Discussion with Greater Houston Partnership</td>
<td>• Scheduling in process</td>
</tr>
</tbody>
</table>
Next steps

- Incorporate comments from today’s discussion into strategic planning process
- Work with cabinet members and HISD senior staff to develop detail on core initiatives and key strategies
- Revise core initiatives and key strategies based on June 3rd and 4th workshop with HISD senior staff
- Conduct Phase II outreach sessions for responses from community
- Modify plan based on outreach information
- Prepare outline of Strategic Direction to be shared with board on June 17th workshop