



SUPERINTENDENT MILLARD HOUSE
90-DAY ENTRY PLAN



INTRODUCTION

It is with great honor that I join the Houston ISD community, leveraging my experience as a career educator and public education servant. I follow in the legacy set by my parents, both career educators—making this work part of my DNA. They instilled in me the value of commitment, which I apply every day to the belief in college and career readiness for all students, particularly first-generation learners.

I am very proud to serve as living proof for what children with disabilities can overcome when they are cared for and supported by loving adults. I share this conviction through this plan, but also as a testament to everything I do to deliver quality opportunities for ALL students every day, all day, without exception so they may reach their full potential.

As we reflect on this unparalleled school year, I am eager to learn how community members have experienced shifts in public education and how we will embrace our future work as a collective to achieve excellence for students, expand empowerment for staff, and strengthen support for families through innovative approaches that respond to their needs.

In my initial review, I see signs that there is much to be celebrated as we emerge from our recent shared experiences. For example:

- There is a strong desire to support our scholars and vast opportunities for our community to work with our district through engaged teachers and staff, administrative leaders, community leaders and the philanthropic community. We will continue to unify around our common goals for literacy, reliable and responsive special education services, and capacity building through and with our community.
- There is positive growth in the percentage of third-grade students performing at or above grade level in reading, consistent with our goal to boost these numbers eight percentage points by 2024. We will strengthen our capacity and build upon early literacy to ensure third-grade students are reading at grade level.
- Our shared beliefs on closing achievement gaps to prepare all students for graduation and lifelong success are evident through the increase in high school students taking college readiness courses and entrance assessments.
- Overall, our discipline indicators show a decrease, likely owing to virtual instruction that began on March 13, 2020. Yet, as we prepare to fully reunite this fall, our commitment to wraparound supports and positive schoolwide culture is an imperative charge that we will fulfill.

This 90-Day Plan is intended to share a few highlights from my initial findings. I also hope it highlights a path forward that ensures diversity, equity, and inclusion are taking root across the district, providing all campuses equitable opportunities for students to succeed in a growing global society.




MILLARD HOUSE II,
HISD SUPERINTENDENT

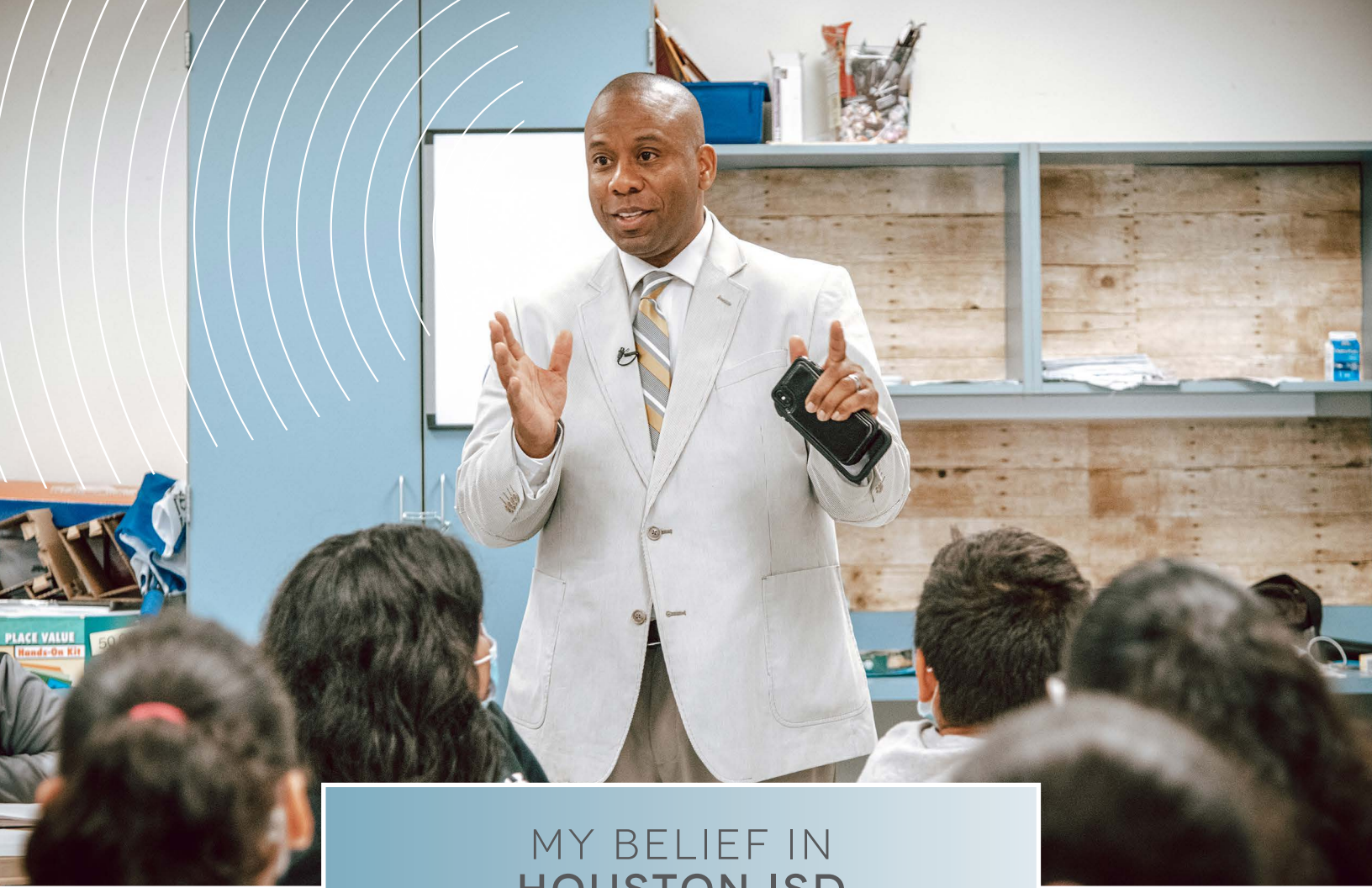


OVERARCHING GOALS FOR THE NEXT 90 DAYS

In joining our HISD community, it is essential that I develop a trusting and collaborative relationship with our school board and broader community. This includes working authentically with people and organizations who have traditionally been left out of the shared leadership and community cultivation process. We will work to support their interests on behalf of students and prove that all voices matter in finding ways to make a meaningful difference, with the following goals:

- GOAL 1** Reengage all students in the public education experience. This means identifying where they are, and what they need, and delivering a system that can support them.
- GOAL 2** Ensure safe and orderly school openings. Many exceptional summer enrichment experiences are planned. Now is the time to mobilize in preparation for fall by delivering safe, orderly, engaging, and accelerated learning experiences.
- GOAL 3** Develop and deliver a bold strategic plan that cements the path of innovation and excellence. We will lay the foundation now to deliver excellence in public education to support the whole child, setting high expectations for ourselves to ensure our students meet their full potential.

We will review the existing theories of action to affirm or amend our proposition to the community. I will hold myself accountable to ensuring an equitable allocation of resources, systems of supports for health, safety, and positive school culture, and for honoring the voices and shared goals of our diverse communities.

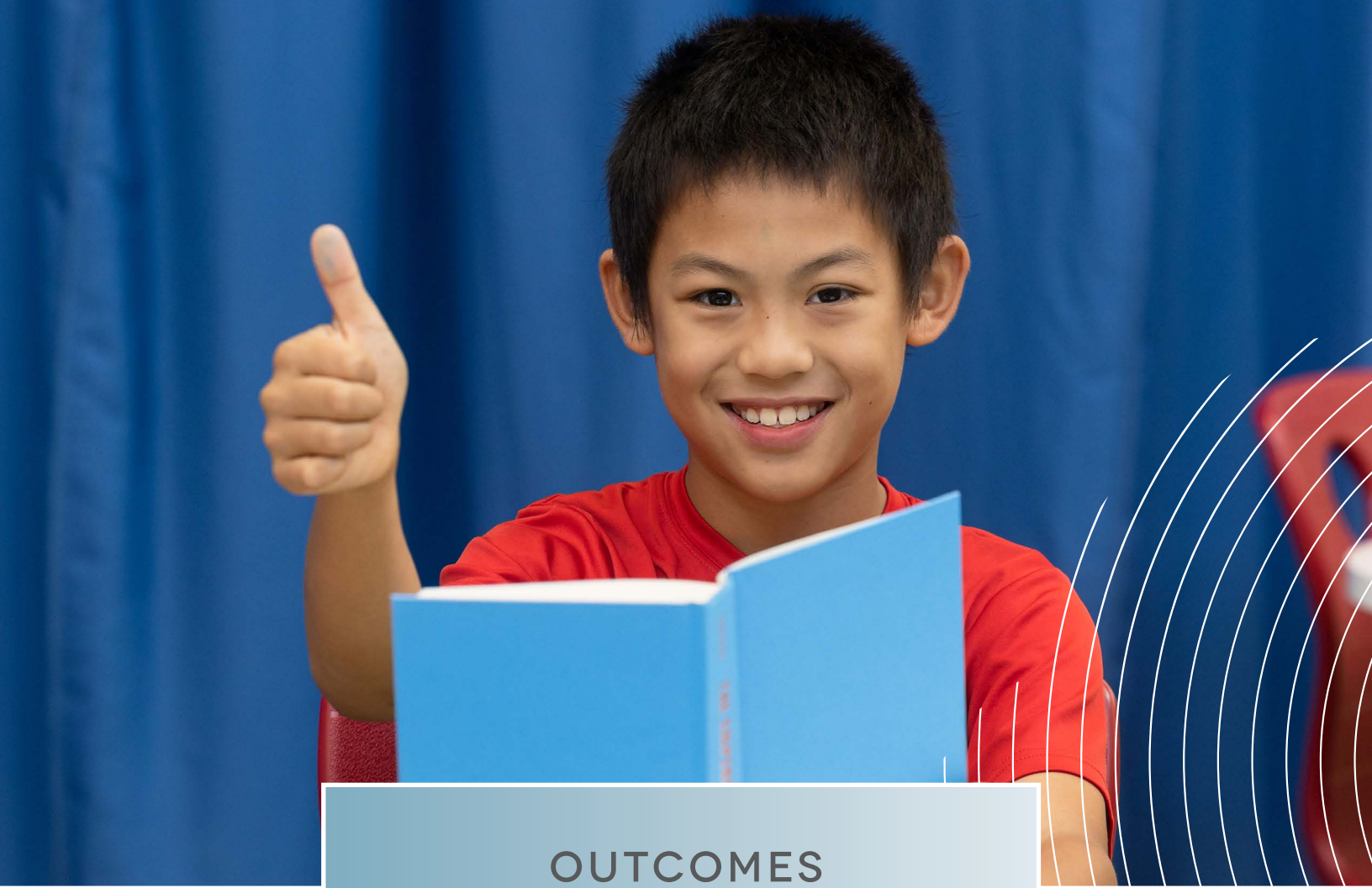


MY BELIEF IN HOUSTON ISD

I acknowledge and affirm the Board of Education's mission to equitably educate the whole child so that every student graduates with the tools to reach their full potential. In doing so, we will bring HISD to an ideal future state, where every child shall have equitable opportunities and equal access to an effective and personalized education in a nurturing and safe environment. Our students will graduate as critical thinkers and problem solvers; they will know and understand how to be successful as global graduates.

I personally believe in the promise of equity and apply this belief to my professional life. That includes addressing achievement gaps and examining the lens through which all policy decisions are made. Addressing these gaps very often includes establishing a meaningful structure for wraparound supports in service of children's social, emotional, academic, and health outcomes. It also involves a personalized approach to meeting the instructional needs of each individual child, from students with disabilities, to gifted and talented students, to English language learners.

I believe in each and every one of our multi-faceted and multi-talented scholars, and I am confident that we will continue to build our capacity to support their learning journey with talented and dynamic current and future staff. These beliefs lead to important outcomes that we will meet together.



OUTCOMES

- OUTCOME 1** Increase the percentage of third grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR.
- OUTCOME 2** Increase the percentage of third grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR.
- OUTCOME 3** Increase the percentage of our graduates who meet the criteria for CCMR as measured in Domain 1 of the state accountability system.
- OUTCOME 4** Prioritize and increase the percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3–8 Reading and STAAR EOC English I and II assessments.

STRUCTURE

I am committed to working with the governance team and senior staff as just that — a team. We will work together to take a deeper look at how our structures for support, decision-making, and responsiveness are impactful and efficient, making changes if needed to strengthen our systems.

SCHOOL VISITS



Within my first 90 days, I am committed to personally visiting multiple schools within each of the six areas and inclusive of all trustee regions to authentically witness and engage in the experiences of our most important assets — our students and staff.

OPERATIONS & FINANCE

Together, we will uphold the highest standard of quality and proactively update and integrate professional standards and ethics in all aspects — financial, human resources, operations, budgeting, procurement, legal, and risk management — of our district operations. I personally hold myself accountable for consistent, effective, high-quality performance and will support the leadership teams in reestablishing standards and presenting a model from which our capacity is strengthened, and our decisions are guided by our values and beliefs.

STAKEHOLDERS' VOICES

My primary goal in the first 90 days is to honor our past, clarify our current state, and make meaningful change through an authentically informed plan. We will examine our strengths, weaknesses, opportunities, and threats, and define the future of Houston ISD as a model for other large urban districts.

We will formalize the path ahead based on the feedback from key stakeholders, such as:

- Students, parents, and caregivers.
- Representatives of special populations.
- Regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth.
- Teachers, career/college guidance and academic school counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals.
- Board of Education advisory committees, representing our key interests.
- Municipal, county, and legislative leaders, as well as community and faith-based leaders, and organizations in and around Harris County.
- Representatives from community partner organizations, i.e. Greater Houston Partnership, family and philanthropic foundations, and employee organizations.
- Finally, I will strategically engage business and industry leaders, to deepen our understanding of their future workforce needs and ensure our program offerings meet the current and future workforce demand.



These engagements will occur through a multimodal communications and engagement approach, including community forums, focus groups, meetings, surveys, and more in multiple languages with an emphasis to reach those historically underrepresented. To ensure transparency, information will be shared at key milestones along the way to keep the general public and media informed.



MY FIRST DAY AT HOUSTON ISD

ON DAY ONE, I WILL:

- 1 Co-facilitate and engage in a Board of Education retreat to further calibrate the essential work and path forward.
- 2 Meet with principals and other school leaders to hear directly their experiences from this last year and aims for the new school year.
- 3 Meet with the Board of Education President to review my initial findings, as well as the broader plans for the listening and learning tour of our Houston ISD community.
- 4 Meet with each individual member of the cabinet and discuss our organizational goals and their strategic initiatives with their departments and teams. During these meetings, we will emphasize our performance measures, with a particular emphasis on each metric relating directly to student-centric outcomes.



MY FIRST WEEK AT HOUSTON ISD

DURING MY FIRST WEEK, I WILL:

- 1 Travel to each of our six areas and visit schools where students and families are engaging. I will get to witness and acknowledge some of the hard-working school staff who are actively reconnecting with students in anticipation of a brand new school year.
- 2 Check in with each member of the Board of Education and offer my impressions from the tour of schools and follow-up on the outcomes of the retreat.
- 3 Visit our central transportation center and other critical operations facilities to ensure that we are planning for safe and efficient service now and into the start of next school year.
- 4 Share a districtwide video message to maintain visibility and demonstrate my support for our community.
- 5 Through our Communications Team, host a first week on the job media availability to share our solidarity and establish our relationship with the press and other media outlets.



FIRST DAY OF SCHOOL

ON THE FIRST DAY OF SCHOOL, I WILL:

- 1 Personally welcome students and families to our schools in our six areas and work directly with our hardworking staff in a meaningful activity, e.g., bus duty, lunch service.
- 2 Check in with each member of the Board of Education and offer my impressions from the first day of school.
- 3 Visit and meet with key personnel to ensure operations are running safely and efficiently.
- 4 Share a district-wide video message with our community to provide updates, maintain visibility and reinforce transparency.
- 5 Through our Communications Team, host a media availability to provide an update to our media partners about the first day of school.



ACKNOWLEDGMENTS

I wish to acknowledge the influence and support of internationally recognized public education leaders, who serve as my network for knowledge, resources, and support. I will continue to rely on their expertise and perspective to ensure I take a pluralistic and multidimensional approach to this 90 day plan and my broader role and impact.

First and foremost, I wish to acknowledge the **HISD BOARD OF EDUCATION** for their review of and input into the development of this plan, in consideration of our community in all major decision-making.

ALTON L. FRAILEY is a well-known and highly regarded superintendent in Texas and across the nation. His 30+ year career in education also includes serving as the President of the American Association of School Administrators, Texas Association of School Administrators, treasurer of Texas School Alliance, secretary-treasurer of Urban Superintendents Association of America and currently serves on the Board of Regents for Stephen F. Austin State University.

DR. PETER GORMAN brings more than 30 years of experience in education to his role as the President and Chief Executive Officer of Peter Gorman Leadership Associates. He is also the Managing Director of Academies for Atlantic Research Partners which prepares aspiring superintendents. He has served as a highly successful school superintendent, higher education leader and faculty, and national superintendent coach.

DR. ROBERT AVOSSA is a trusted advisor and brings over 25 years of experience in public education, at every level including teacher, principal, executive leader, and school superintendent in Florida, North Carolina, and Georgia. During his last superintendency he moved all D and F schools into C or better status in the 10th largest district in the country with a student enrollment of nearly 200,000 students. He has particular expertise in data and accountability measures and strategic planning.

DR. MICHAEL HINOJOSA has served over 26 years as a superintendent/CEO of six public education systems, including two of the 25 largest school systems in America, Dallas ISD in Texas and the Cobb County School District in suburban Atlanta, Georgia. His career in public education, from teacher and coach to superintendent/CEO, spans more than four decades.