

## MEMORANDUM

January 15, 2021

TO: Board Members

FROM: Grenita F. Lathan, Ph.D.  
Interim Superintendent of Schools

SUBJECT: **ACHIEVE 180 PROGRAM EVALUATION, PART A, 2019–2020**

CONTACT: Allison Matney, 713-556-6700

Attached is a copy of the Achieve 180 Program Evaluation, Part A: Implementation Findings, 2019–2020 report. This report describes the Achieve 180 Program in Year 3, the last of the three years initially planned for this comprehensive program. The 54 participating schools received Texas Education Agency campus accountability ratings of “Improvement Required” (IR), “Not Rated,” or “Former Improvement Required” at the end of the 2016–2017, 2017–2018, or 2018–2019 school year, except Wisdom High School which was included based on its final 2018–2019 Accountability ratings and assessment of campus-based needs. The 2019–2020 Achieve 180 Program’s centralized support was based on six pillars of best practice for school improvement and is delineated in this report. Achieve 180 Implementation Rubric Dashboard ratings included in this report were calculated by the Achieve 180 Program administrators in consultation with other district and school administrators to depict the level of implementation fidelity achieved for each Achieve 180 Program centralized support provided at each participating school in 2019–2020. Also included are 2019–2020 Achieve 180 Program Survey responses and full versions of the Cross-functional teams’ and department leaders’ Achieve 180 Program Fall 2019 and Spring 2020 reports which enumerate the program’s massive implementation strategies and activities, accomplishments, insights, and recommendations for program improvement. Key impacts of the COVID-19 pandemic on program implementation activities are cited in the reports.

Key findings include:

- Nearly 57 percent (n=31) of the 2019–2020 Achieve 180 Program schools were former IR/Not Rated-Harvey (NR-H) schools for two or more consecutive years, 24 percent (n=13) were former IR/NR-H schools for one year, seven percent (n=4) were IR/NR-H schools for one year, and 11 percent (n=6) were IR/NR-H schools for two or more consecutive years.
- Nearly 22 percent (n=45,691) of HISD’s 209,309 students participated in the 2019–2020 Achieve 180 Program at 25 elementary, 13 middle, 12 high, and two PK–8 schools, and one grade 3–12 and one Early Childhood school.
- Five treatment groups, or Tiers, were formed for the 54 Achieve 180 Program schools based on their final 2018–2019 accountability ratings, number of years with the ratings, the campus’ level of support needed to turn the school around, and the specific HISD school office assigned to address the campus’ needs.
- The Achieve 180 Schools Office supported 33 schools with the greatest level of need in Tiers 3, 2, and 1. The campuses’ regularly assigned schools offices supported 21 schools with the lowest level of need in the Area Support and Light Support tiers.
- Almost 42 percent of Achieve 180 Program participants were high school students, 34 percent were elementary, and 24 percent were middle school students in 2019–2020.

- On a scale ranging from “1” (Non-example) to “3” (Strong example), the Instructional Excellence (Pillar III): Renaissance 360 and Data Analysis centralized support received the most “3” implementation ratings for support provided to campuses, followed by Family and Community Empowerment (Pillar VI): Family and Community Specialist (FACE), Social and Emotional Learning Support (Pillar V): Wraparound Resource Specialist or Communities in Schools, and Instructional Excellence (Pillar III): Data Driven Instructional Coaching.
- Only Achieve 180 Program schools in Tier 3, Tier 2, and Tier 1 received “3” implementation ratings for all centralized supports as provided to the schools through the Achieve 180 Schools Office. They included Blackshear Elementary School, Looscan Elementary School, Madison High School, and Pugh Elementary School.
- Fall 2019 and Spring 2020 Achieve 180 Program reports detailing implementation efforts and outcomes of the following 18 departments, programs, or services were submitted: Academic and Career Counseling, Ascending to Men, Career and Technical Education, College Readiness, Elementary Curriculum and Development, Family and Community Engagement, Fine Arts, Gifted and Talented, Human Resources, Innovation & Postsecondary Programming, Interventions, Leadership Development, Library Services, Multilingual Programs, New Teacher Coaches, Secondary Curriculum and Development, Special Education Services, and Student Assessment.

The Achieve 180 Program is intended to significantly improve the trajectory of student learning and academic achievement in HISD schools with the greatest need. During times of devastating impacts associated with the COVID-19 pandemic, which began for HISD in March 2020, the district has again marshaled its extensive resources to focus on its most underserved and under-achieving schools and students. HISD has accomplished this while maintaining its educational programs for students whose schools were not a part of the Achieve 180 Program and providing in-person instruction and new virtual learning opportunities for all students. Program outcomes to assess progress made toward the Achieve 180 Program goals and objectives and to determine the most effective program interventions will be presented in Part B of this Year 3 report.

Should you have any further questions, please contact Allison Matney in Research and Accountability at 713-556-6700.




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Attachment

cc: Superintendent’s Direct Reports  
 Area Superintendents  
 School Support Officers  
 Principals  
 Achieve 180 Program Administrators



# RESEARCH

Educational Program Report

**ACHIEVE 180 PROGRAM EVALUATION, PART A:  
IMPLEMENTATION FINDINGS 2019-2020**



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# Achieve 180 Program Evaluation, Part A Implementation Findings, 2019–2020

## Executive Summary

### Program Description

In this last year of the three years initially planned for the Achieve 180 Program and during times of devastating impacts associated with the COVID-19 pandemic, which began for the Houston Independent School District (HISD) in March 2020, the district has again marshaled its extensive resources to focus on the district's most underserved and under-achieving schools and students. HISD has accomplished this while maintaining its educational programs for students whose schools were not a part of the Achieve 180 Program and providing in-person instruction and new virtual learning opportunities for all students.

Launched in 2017–2018, HISD created a three-year Achieve 180 Program to support, strengthen, and empower 45 underserved and underperforming schools and their communities using best practices for school turnaround, including strong principal leadership, effective teachers, and school environments with high expectations for students and staff. Centered upon a comprehensive action plan to increase student achievement, the Achieve 180 Program's six guiding pillars of school improvement (Leadership Excellence, Teaching Excellence, Instructional Excellence, School Design, Social and Emotional Learning Support, and Family and Community Empowerment) provide a framework to strategically transform educational processes at Achieve 180 Program schools.

At the end of the school year in 2017–2018 (Year 1), there were 44 participating Achieve 180 Program schools with a total of 36,886 students, including the 26 schools that received the Texas Education Agency Campus Accountability rating of "Improvement Required" (IR) in 2016–2017 and 18 former IR schools that received the IR rating in 2015–2016 but received the "Met Standard" rating in 2016–2017. Of the three charter schools among the initial participants, one (Victory Prep K-8) closed during the 2017–2018 school year and another (Victory Prep South HS) closed following the 2017–2018 school year. During the 2017–2018 school year, the Superintendent's Schools Office supported 10 schools with 4–8 years of IR status and the Achieve 180 Schools Office supported the remaining 34 schools with 1–3 years of IR status or former IR status. In 2018–2019 (Year 2), based on the final 2017–2018 Accountability ratings, HISD added 10 schools to the remaining 43 schools, resulting in 53 participating schools with 42,478 students. The additional schools were comprised of five campuses that were not rated due to the Hurricane Harvey waiver and five campuses that were rated IR in 2017–2018. In 2019–2020 (Year 3), based on the final 2018–2019 Accountability ratings and assessment of campus-based needs, HISD added one school (Wisdom HS) to the program, resulting in 54 participating schools with 45,691 students. The additional school had received an *F* rating in two of the three Domains (Student Achievement and Closing the Gaps), in 2017–2018, and showed improvement in each Domain in 2018–2019. **Appendix A, Figure A-1 and Figure A-2**, pp. 22–23, provides student enrollment and demographics by Achieve 180 Program affiliation. The Methods section in **Appendix B**, p. 24, includes the data collection strategies for program implementation documentation and assessment and for identifying the students who attended the 2019–2020 Achieve 180 Program.

Five treatment groups (called "Tiers") were formed for the 54 Achieve 180 Program schools in 2019–2020 based on their final 2018–2019 accountability ratings, number of years with the ratings, the campus' level of support needed to turn the school around, and the specific HISD school office assigned to address the campus' needs. Achieve 180 Program intervention strategies, known as centralized support, are aligned with the program's six guiding pillars of school improvement. The interventions were differentiated and

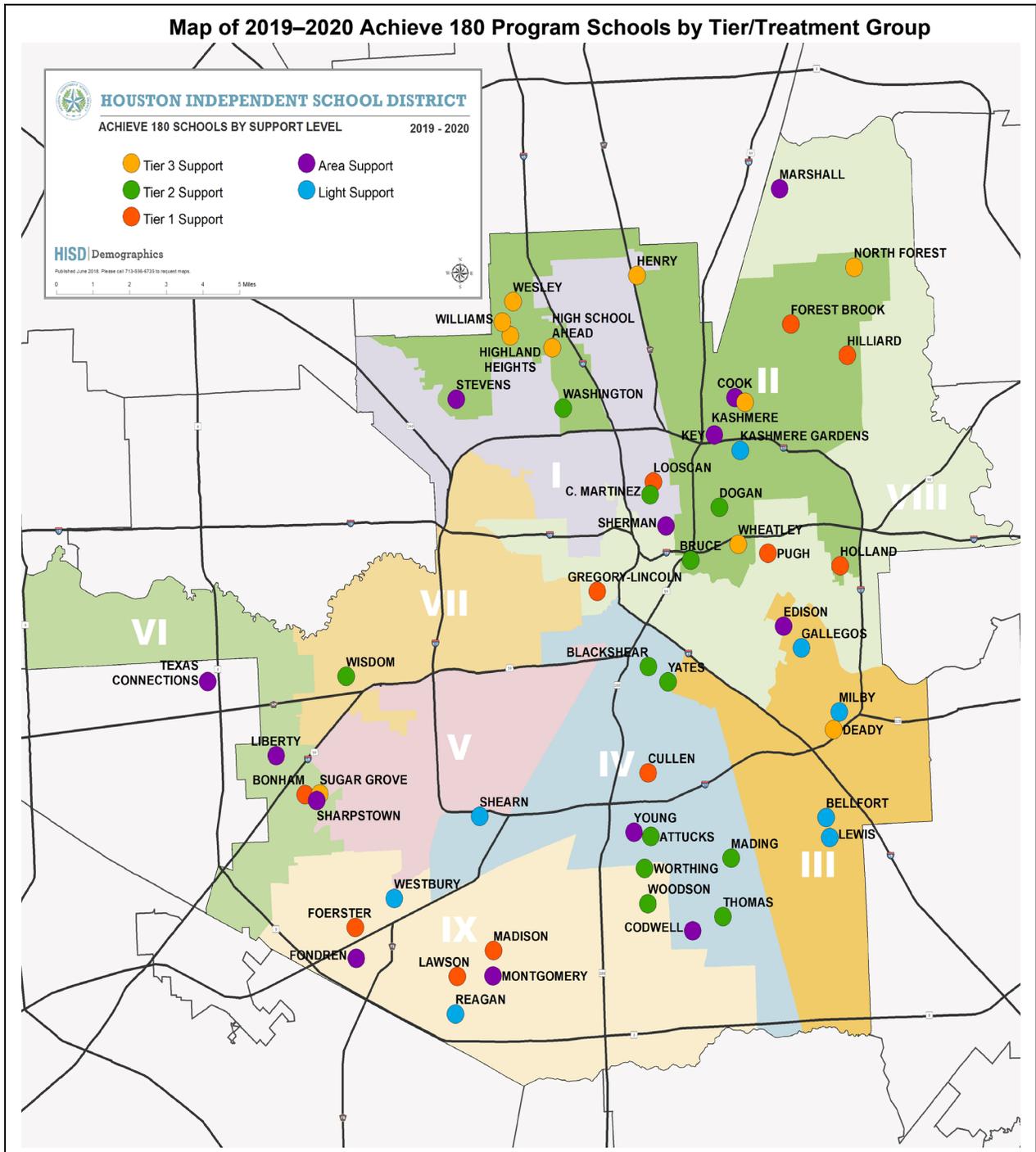
implemented based on each schools' specified Tier and individualized needs. The Achieve 180 Schools Office supported 33 schools with the greatest level of need in Tiers 3, 2, and 1. Other area schools offices supported 21 schools with the lowest levels of need in the Area Support and Light Support tiers.

In addition to centralized support provided through the Achieve 180 Program, many participating schools were also supported by other federal and district initiatives. Among them, in 2016–2017 (baseline year) through 2019–2020 (Year 3), all Achieve 180 Program schools had also been designated as participants of the Improving Basic Programs effort in Title I, Part A (Title I) of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). All Achieve 180 Program schools had schoolwide Title I programs, which are available to all district campuses with 40 percent or more of students at the poverty level (i.e., qualifying for free or reduced lunch or other support for economic disadvantage) in an effort to improve schoolwide educational programs and raise the academic achievement of all students (Texas Education Agency, 2020b). Additionally, in 2018–2019 (Year 2), 43 (81%) of the 53 Achieve 180 Program schools and, in 2019–2020 (Year 3), 44 (82%) of the 54 Achieve 180 Program schools were also supported through the district's Teacher and School Leader (TSL) Incentive Grant, a federally-supported grant focused on increasing the effectiveness of school leaders and teachers with the goal of improving student outcomes (HISD, 2019a).

An assessment of fidelity of program implementation was conducted by Achieve 180 Program, central office, and school administrators using the 2019–2020 Achieve 180 Program Rubric (**Appendix C, Table C-1** pp. 27–34). The results depict the level of implementation fidelity assessed at each school, overall, and for each component of Achieve 180 Program Centralized Support. Results are presented in the Achieve 180 Implementation Rubric Dashboard ratings in this report (p. 19). Additionally, results of the 2019–2020 (Year 3) Achieve 180 Program Survey of Achieve 180 Program Cross-functional team and HISD department leaders provide their insights regarding the ineffective and most effective of implementation strategies, in addition to their recommendations to improve program outcomes (as presented in Appendix C, **Table C-2**, pp. 35–40).

This Year 3, Part A report provides details of 2019–2020 Achieve 180 Program implementation and assessment of program implementation, including its fidelity. Part B of this report will include analyses of progress made toward program goals and objectives and the impact of the Achieve 180 Program on summative student achievement outcomes based on 2016–2017 (baseline) through 2019–2020 (Year 3) measures.

Highlights



Source: Achieve 180 Program Administration, 2019–2020

Highlights

2019–2020 Achieve 180 Program Schools by Tier/Treatment Group

Tier 3 Support (10) FIR, IR2+, IR1		Tier 2 Support (12) IR, FIR		Tier 1 Support (11) FIR		Area Support (13) IR, FIR		Light Support (8) FIR	
School	Feeder	School	Feeder	School	Feeder	School	Feeder	School	Feeder
Deady MS	Milby	Attucks MS	Worthing	Bonham ES	Sharpstown	Codwell ES	Sterling	Belfort ECC	Chavez
Henry MS	Sam Houston	Blackshear ES	Yates	Cullen MS	Yates	Cook ES	Kashmere	Gallegos ES	Milby
HS Ahead Acad MS <sup>^</sup>		Bruce ES	Wheatley	Foerster ES	Westbury	Edison MS	Austin	Kashmere Gardens ES	Kashmere
Highland Heights ES	Washington	Dogan ES	Wheatley	Forest Brook MS	North Forest	Fondren ES <sup>^</sup>	Westbury	Lewis ES	Chavez
Kashmere HS	Kashmere	Mading ES	Sterling	Gregory-Lincoln PK-8	Heights	Key MS	Kashmere	Milby HS	Milby
North Forest HS	North Forest	C Martinez ES	Northside	Hilliard ES	North Forest	Liberty HS	Wisdom	Regan PK-8	Madison
Sugar Grove MS	Sharpstown	Thomas MS	Sterling	Holland MS <sup>^</sup>	Furr	Marshall ES <sup>^</sup>	North Forest	Shearn ES <sup>^</sup>	Yates
Wesley ES	Washington	Washington HS	Washington	Lawson MS	Madison	Montgomery ES <sup>^</sup>	Madison	Westbury HS	Westbury
Wheatley HS	Wheatley	Wisdom HS <sup>*</sup>	Wisdom	Looscan ES <sup>^</sup>	Northside	Sharpstown HS	Sharpstown		
Williams MS	Washington	Woodson ES	Worthing	Madison HS	Madison	Sherman ES <sup>^</sup>	Northside		
		Worthing HS	Worthing	Pugh ES	Wheatley	Stevens ES <sup>^</sup>	Waltrip		
		Yates HS	Yates			TCAH <sup>^</sup>	Charter		
						Young ES	Worthing		

Supported through Achieve 180 Office of School Support

Supported through other Offices of School Support

Sources: Achieve 180 Program Administration, 2019–2020; Leadership and Development, 2020

Notes: Based on final 2018–2019 TEA Campus Accountability Ratings.

Improvement Required (IR) campus. IR with a number means the minimum number of consecutive years campuses had been rated IR.

**FIR** means formerly rated Improvement Required.

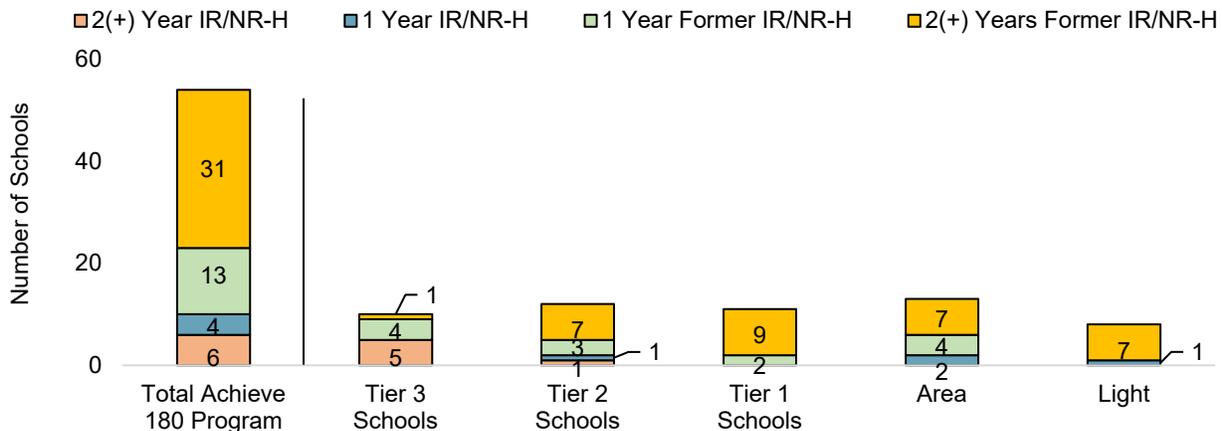
<sup>\*</sup>Indicates an Achieve 180 Program participant in 2019–2020 only.

<sup>^</sup>Indicates Non-TSL Grant participant.

- Five treatment groups were formed for the 54 underserved, underperforming Achieve 180 Program schools, based on level of need and school accountability ratings at the end of the 2018–2019 (Year 2) school year.
- Program resources, strategies, and activities were developed and implemented for the schools based on their specified treatment group/Tier.

2019–2020 Achieve 180 Program Tier by 2018–2019 Accountability Rating

- The largest number of 2019–2020 (Year 3) program schools were Former IR for two or more years, followed by schools that were Former IR for one year and schools rated IR/NR-H for two or more years.



Sources: TEA 2018 Final Accountability Ratings and TEA Confidential Preliminary Ratings File, 8-14-2019

Note: NR-H means Not Rated-Hurricane Harvey

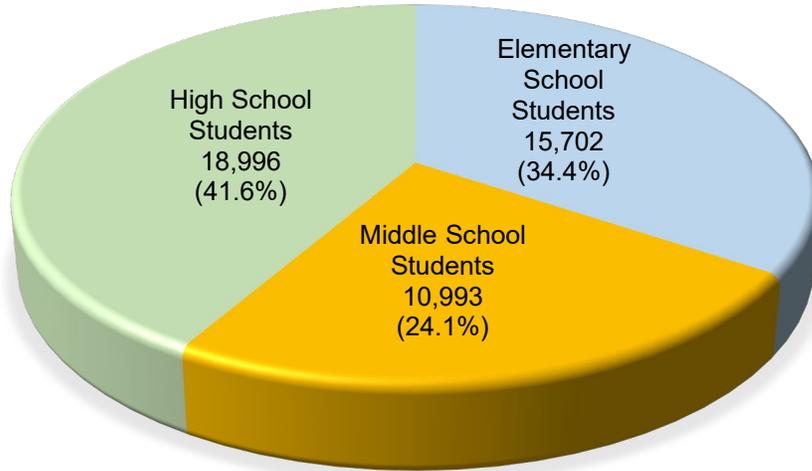
Highlights

**2019–2020 Achieve 180 Program Participants**

- In 2019–2020 (Year 3), 45,691 of HISD's students participated in the Achieve 180 Program, with high school students comprising the largest group of program participants.

- Schools attended by Achieve 180 Program students included:

- 25 Elementary
- 13 Middle
- 12 High
- 2 PreK–8
- 1 Grade 3–12
- 1 Early Childhood Center

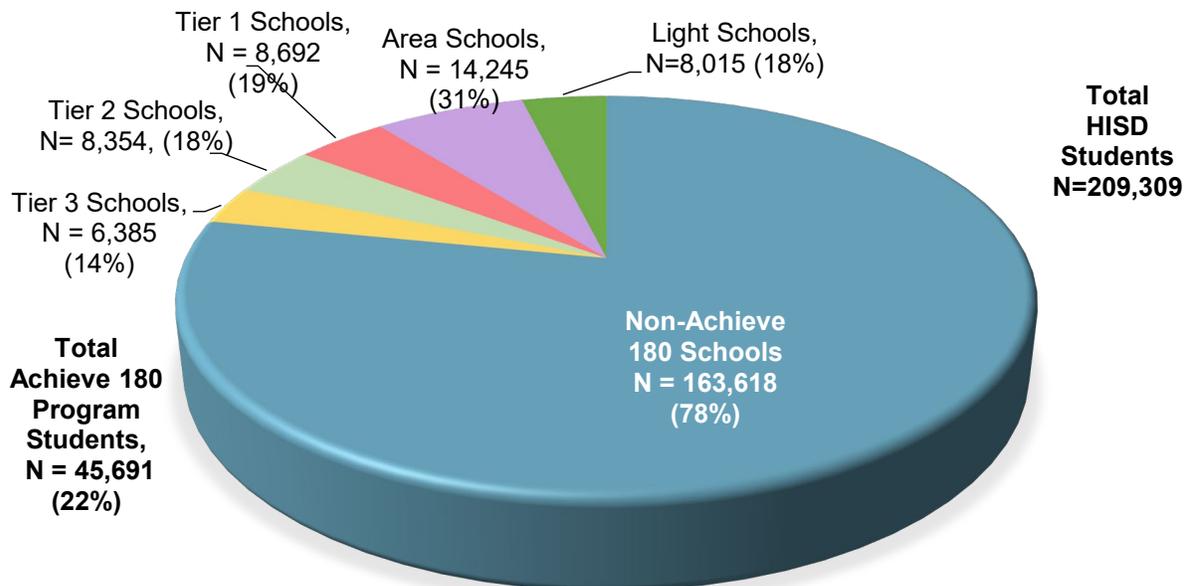


Source: Fall PEIMS ADA>0

Note: See Appendix A, pp. 21–22 for HISD student enrollment and demographics by Achieve 180 Program affiliation.

**2019–2020 Achieve 180 Program Student Distribution by Tier**

- Nearly 22% of HISD's students attended Achieve 180 Program Schools in 2019–2020 (Year 3), with the largest groups of students in Area and Tier 1 schools.



Source: Fall PEIMS ADA>0

Note: See Appendix A, pp. 21–22 for HISD student enrollment and demographics by Achieve 180 Program affiliation.

## Recommendations

The following recommendations to improve program outcomes were gleaned from responses to a 2019–2020 Achieve 180 Program survey administered by program administrators to Cross-functional team leaders whose work directly impacted 2019–2020 Achieve 180 Program students, families, schools, and communities. The department, team, or program is identified at the end of their recommendation. Survey results for the most and ineffective Achieve 180 Program strategies implemented are provided on pp. 13–17 and verbatim survey responses are provided in Appendix C, Table C-I, pp. 35–40 of this report.

### Pillar I – Leadership Excellence

#### *Professional Development*

- Provide Leadership Development (LD) team support and professional development for Achieve 180 Program campuses that are not invited to participate in Achieve 180 Program Community of Practice (COP) visits or instructional rounds and include the LD team in discussions and follow-up of identified areas of need and next steps for campus leadership teams. (LD)
- Develop additional lines of communication regarding the support offered and provided for the school leaders to ensure that leadership supports are integrated and not duplicated. (LD)
- Provide Training of Trainers for Sheltered Instruction Coaches to deliver specific training to their campus teams. (LD)
- Support administrators to ensure all teachers of English learners for all content areas embed sheltered instruction strategies. (Multilingual)

### Pillar II – Teacher Excellence

#### *Staffing*

- Continue to provide more than three Teacher Development Specialists (TDS) for the Early Childhood team. This gives increased opportunity to assign the TDS fewer schools, so they are able to make bigger positive impacts. (Elementary Curriculum and Development)
- Increase the number of teachers who get ESL-certified based on the number of waivers submitted by the campus. (Multilingual)

#### *Professional Development*

- Ensure that the Achieve 180 Program is sustainable by shifting who the Teacher Development Specialists (TDS) work with. Consider a model that is used in other organizations in which TDS spend time with Tier 2 Leaders, observe classes together, review curricula for upcoming weeks, develop a shared plan for teacher support, and the Instructional Coach works to support the instructional leaders on campus. (Secondary Curriculum and Development)
- Ensure that principals have the time needed to intensively support their novice teachers by sharing New Teacher Coaches' expectations with school leaders and hosting one-on-one quarterly meetings with principals. (Teacher Career Development)
- Improve the impact of New Teacher Coaches (NTCs) by requiring the setting of clear expectations and deliverables of their work with novice teachers and frequently progress monitoring. (Teacher Career Development)
- Bring the NTCs together more frequently to give them additional opportunities to learn with and from one another. (Teacher Career Development)
- Have NTCs use the Seeing is Believing Me (SIBME) video observation and feedback platform consistently. Strategic use of these videos would be beneficial, including using them systematically to observe, model, and reflect upon instructional practices to improve outcomes. (Teacher Career Development)

### Pillar III – Instructional Excellence

#### *Professional Development*

- Address the lack of fidelity of implementation by providing follow-up protocols for implementation of professional development content and providing flow-charts that align the next steps for fidelity of implementation. (Elementary Curriculum and Development)
- Ensure customization of training topics and/or lead facilitator based on the unique needs of each campus, as opposed to a one-size-fits-all approach. (Elementary Curriculum and Development)
- Continue with Reading content training to Tier 2 [school leaders] and allow Tier 2 [school leaders] to train campus teachers. (Elementary Curriculum and Development)
- Ensure that all teachers are trained to use and have access to needed data tools. (Special Education)
- Monitor and support the completion and implementation of Gifted and Talented Professional Learning for administrators, counselors, and teachers in order to meet the individual needs of gifted and high performing learners. (Gifted and Talented)
- Provide additional coaching and modeling for designated supports and accommodations. (Interventions Office)
- Build the capacity of teachers and leaders by modeling how to lead effective Professional Learning Communities prior to the scheduled data dig activities. (Student Assessment)
- Provide virtual trainings for Summative Assessments through the Test Materials Center to allow Campus Test Coordinators access to information at their convenience. (Student Assessment)
- Provide asynchronous trainings for formative assessments on the HISD HUB and in afterschool Just-in-Time virtual, synchronous webinars focused on remote assessment and data needs, as well as give the Achieve 180 Schools Office autonomy over Lead4ward professional development dates and topics. (Student Assessment)

#### *Other*

- Provide more emphasis on the use of accommodations and designated supports during instruction and assessments. (Special Education)
- Monitor teachers' use of the Special Education Progress Monitoring tool closely. (Special Education)
- Group gifted learners in clusters of three or more gifted students so that high level students are working together. (Gifted and Talented)
- Include the following resources and strategies in lessons with gifted learners: Depth and Complexity, Renzulli Learning, Mentoring Minds, and High levels of Blooms Taxonomy. (Gifted and Talented)

### Pillar IV – School Design

- Create and implement the Gifted Education Plans (GEP's) with fidelity for gifted learners to ensure differentiated instruction. (Gifted and Talented)
- Provide campuses with a common tool to capture designated supports and accommodations. (Interventions Office)
- Create a combined data request form for all offices, to improve data quality, with everyone in agreement with what is needed. (Student Assessment)
- Ensure the Test Materials Center personnel allow Campus Test Coordinators sufficient time to organize and apply the information needed. (Student Assessment)
- Include college and career readiness and post-secondary benchmarks (e.g., Advanced Placement scores, Free Application for Federal Student Aid (FAFSA) application submissions, college enrollment, and CTE certification data in the final evaluation of college readiness outcomes). (College and Career Readiness)

**Pillar V – Social and Emotional Learning Support**

*Professional Development*

- Improve support systems for nurses by working more closely with them and continue to assign mentors for nurses. (Health and Medical Services)

*Other*

- Encourage and support collaboration between HISD Wraparound Services and leaders of the Schools Office to improve communication and align expectations to address students' non-academic needs. (Wraparound Services)

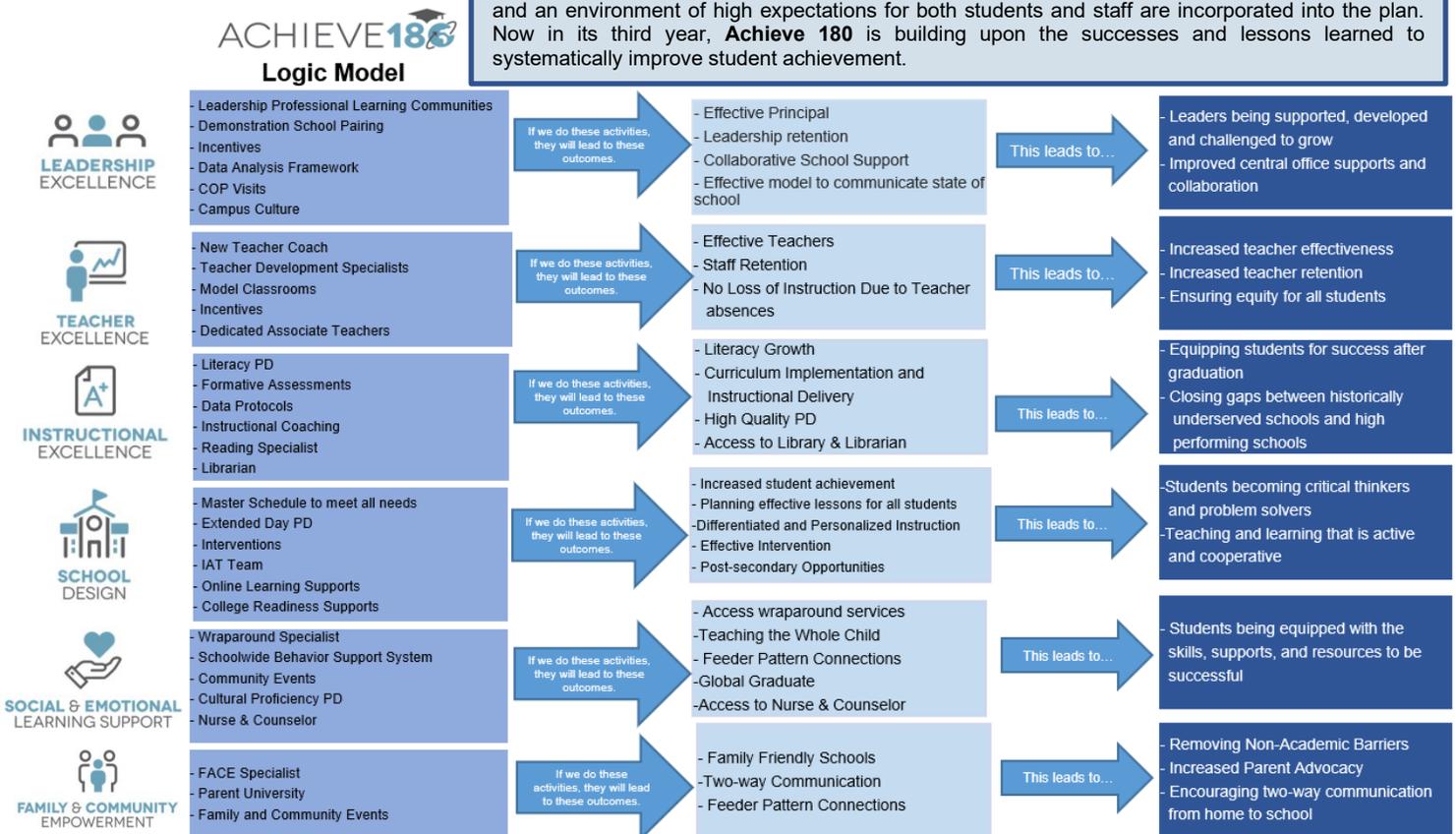
**Pillar VI – Family and Community Empowerment**

None submitted.

**Achieve 180 Program Logic Model**

**Figure 1. Achieve 180 Program Logic Model, 2019–2020**

**Achieve 180** is a research-based action plan to support, strengthen, and empower underserved and underperforming HISD feeder pattern communities to increase student achievement. Best practices from successful school turnaround initiatives, including effective teachers, strong principal leadership, and an environment of high expectations for both students and staff are incorporated into the plan. Now in its third year, **Achieve 180** is building upon the successes and lessons learned to systematically improve student achievement.



Source: Achieve 180 Program Administrators, 2019–2020

The Theory of Action for the Achieve 180 Program states: “If HISD provides a package of essential leadership, instructional, social and emotional, and community supports for our historically underserved and underperforming feeder patterns and school communities, then our schools will be equipped to accelerate preparation of our students to fulfill the qualities and characteristics of the HISD Global Graduate Profile (HISD, 2018).”

The 2019–2020 (Year 3) Achieve 180 Program Logic Model (**Figure 1**, p. 10) depicts expected connections between elements of the program that are intricately connected to data collection to evaluate the program’s Theory of Action. The process is dynamic and is used to guide the identification of program linkages that require analyses. Because program implementation may result in changes in strategies and activities that require additional analyses of the implementation and outcomes (Frechtling, 2010; Texas Education Agency, 2020a), the 2017–2018 (Year 1) Logic Model differs from the 2018–2019 (Year 2) Logic Model (HISD, 2018). However, the program’s 2019–2020 (Year 3) Logic Model is the same as its Logic Model in 2018–2019 (HISD, 2019b).

### Achieve 180 Program Centralized Support

The 2019–2020 Centralized Support listed in **Table 1** (p. 12) shows the program-based support for each guiding pillar of school improvement for Achieve 180 Program schools by Tier (or treatment group).

The list of 2019–2020 Centralized Support closely parallels the list of 2018–2019 Centralized Support as updated to reflect 2018–2019 implementation adjustments made by the conclusion of that academic year ([HISD, 2019b, p. 10](#)), with the exception of Pillar VI, *Community Events Aligned to Data* being listed as an implemented support in 2019–2020. The Achieve 180 Program Cross-functional team leaders’ and departmental administrators’ Fall 2019 and Spring 2020 Achieve 180 Program reports provide greater details regarding program implementation of Centralized Support in 2019–2020 (Appendix D, pp. 41–339).

Essentially, the list of 2019–2020 Centralized Support closely parallels the 2019–2020 Logic Model, with the following exceptions:

- Pillar I, *Leadership Team & Teacher Structures* and *Campus Culture* appearing only on the list of Centralized Support.
- Pillar III, *Literacy PD*; and Pillar V, *Community Events* each appearing only in the Logic Model.
- Pillar VI, *Community Events* on the list of Centralized Support included the specification that these events would be *Aligned to Data*, but this is not specified in the Logic Model.
- Pillar VI, *Parent Communications* is on the list of Centralized Support, but is not included in the Logic Model.

**Table 1. Achieve 180 Program Centralized Support by Pillar and Tier, 2019–2020**

**HOUSTON INDEPENDENT SCHOOL DISTRICT**



PILLAR	CENTRALIZED SUPPORT	Tier 3	Tier 2	Tier 1	Area	Light
Leadership Excellence	Leadership Team Structure & Teacher Structures	✓	✓			
	Professional Learning Communities	✓	✓	✓	✓	✓
	Demonstration School Pairing (LEAD PRINCIPALS)	✓	✓			
	Recruitment/Retention Incentive	✓	✓	✓	✓	
	Community of Practice Visits	✓	✓	✓	✓	*✓
	Data Driven Instructional Specialist	✓	✓	✓	✓	✓
Teacher Excellence	Teacher Effectiveness Data	✓	✓	✓	✓	✓
	Dedicated Associate Teachers	✓	✓	✓	✓	✓
	Model Classrooms	✓	✓	✓		
	Teacher Leaders (TDS, New Teacher Coaches)	✓	✓	✓	✓	✓
	Recruitment/Retention Incentive	✓	✓	✓	✓	
Instructional Excellence	Curriculum Assessments, Planning & Delivery	✓	✓	✓	✓	✓
	Pacing & Formative Assessment Guidance	✓	✓	✓	✓	✓
	Data Analysis & Plans for Differentiated/Personalized Learning and Tools	✓	✓	✓		
	Essential Positions: Librarian	✓	✓	✓	*✓	*✓
	Reading Specialist	✓	✓	*✓		
	Renaissance 360 Support and Guidance	✓	✓	✓	✓	✓
	Intervention and Extension System for All Students	✓	✓	✓		
Data Driven Instructional Coaching	✓	✓	✓	✓	✓	
School Design	Wednesday Extended Day PD	✓	✓	✓		
	Master Schedule Support (Alignment to Student Needs)	✓	✓	✓		
	Online Intervention System (Imagine Learning / Imagine Math)	✓	✓	✓	✓	✓
	IAT Manager	✓	✓	✓	✓	✓
	Grad Labs (High Schools)	✓	✓	✓	✓	✓
	College and Career Readiness (Access, Readiness & Accountability)	✓	✓	✓	✓	✓
Social and Emotion	Schoolwide Behavior Support System	✓				
	Wraparound Resource Specialist or Community in Schools (CIS)	✓	✓	✓	✓	✓
	Essential Positions: Nurse and/or Counselor	✓	✓	✓	*✓	*✓
	Cultural Proficiency PD	✓	✓			
Family and Community Empowerment	FACE Specialist	✓	✓	✓		
	Parent Communication	✓	✓	✓	✓	✓
	Family/ Community Events Aligned to Data	✓	✓	✓		
	Parent Trainings	✓	✓			

Source: 2019–2020 Achieve 180 Program Administrators

Note: \*Indicates that only selected campus(es) within a given tier received that centralized support.

## Achieve 180 Program Implementation Findings

### Most Effective and Ineffective Program Strategies – Survey Responses

After the conclusion of the Achieve 180 Program’s implementation in 2019–2020, a survey was administered by Achieve 180 Program administrators to assess Achieve 180 Program Cross-functional team leaders’ insights regarding the effectiveness of the program strategies implemented and recommendations to improve program outcomes. Their recommendations are listed on pp. 8–10. The following summarizes the strategies identified as the most effective and those viewed as ineffective.

Cross-functional team leaders identified the following components as “most effective”:

#### Pillar I – Leadership Excellence

##### Leader Development

- Participation in Community of Practice visits and instructional rounds on campuses alongside campus Tier II leaders.
- The integration of support and training for the leaders in induction cohorts provided by principal mentors and cohort leaders.
- The observation of leaders as they performed their duties and debriefing, including feedback and next steps.

##### Elementary Curriculum and Development

- Working together alongside campus administrators to deliver just-in-time support.

##### Special Education Services

- Having the opportunity to be a part of the Community of Practice campus visits and providing feedback and follow-up support based on observations.

##### Human Resources

- Prioritized staffing to assist campuses to process new hires expeditiously.
- Recruitment support for vacancies to support campuses to source qualified candidates for vacancies.

#### Pillar II – Teacher Excellence

##### Special Education Services

- Collaboration with Cross-functional team that led to collectively provide supports around the use and implementation of designated supports.
- Working with the District Data Instructional Specialists (DDIS) and campus teams to review data and plan for instructional support.

##### Elementary Curriculum and Development

- Conducting PLC with the whole pre-kindergarten team was effective at these campuses. We were able to focus on specific topics and follow through with observation and feedback.
- Allowing campuses to tailor training in collaboration with assigned academic team members.
- The partnership between the TDS and Tier II leaders in planning, delivery, and follow-up of teacher implementation regarding each training topic.
- Training Tier 2 leaders on new Reading updates every two weeks and modeling lessons.

##### Human Resources

- Having Dedicated Associate Teachers to support campuses and classrooms.
- Recruitment/Retention incentives to decrease number of vacancies and increase teacher retention.

#### Teacher Career Development (supporting New Teacher Coaches)

- New Teacher Coaches (NTCs) utilization of the New Teacher Center Instructional Coaching model.
- NTCs were expected to complete cycles of inquiry with their novice teachers using high leverage tools. The inquiry cycle includes a planning conversation, pre-conference, observation and post observation co-analysis.
- NTCs utilization of the Analyzing Student Learning tool to identify strengths, learning needs and support for subgroups of students. NTCs also used a variety of data collection tools. When NTCs did this with fidelity, the impact on instruction was evident.
- NTCs came together monthly in forums to learn from one another and reflect upon their own practice.

#### Multilingual Programs

- Area office and campus personnel understanding that the Multilingual Programs Department's focus is on second language acquisition.

### Pillar III – Instructional Excellence

#### Special Education Services

- Ongoing collaboration with SSOs, campus Tier I and II leaders, and teachers to resolve parent and student concerns.

#### Gifted and Talented Programs

- Student-Grouping.
- Tiered Assignments.
- Using Depth and Complexity.
- Co-Teaching.
- Using the Gifted/Talented (GT) Strategy Book with Blooms Strategies.
- Using Mentoring Minds Instructional Flip Charts.

#### Elementary Curriculum and Development

- Providing a year-long schedule of dates and content foci.
- Strategically highlighting different departments throughout the year.
- Providing all the resources for the Do Now, Word Study, and Exit Tickets.

#### Secondary Curriculum and Development

- Job Embedded Instructional Coaching
- A Focus on Planning and Practice (When Executed with Fidelity)
- A Focus on Student Work to drive instruction

#### Student Assessment

- District Data Instructional Specialists (DDIS) facilitating data digs based on the needs of the campus.
- Providing the Campus Assessment Plan (CAP) as a timeline and giving campuses one-on-one support as needed [Summative].
- Developing the Data Rich Year and calendar of actions with a systematic formative process, including task cards, videos and resources to execute a strong formative process with data-driven decisions, using Lead4ward, OnTrack, and Renaissance [Formative].

#### Multilingual Programs

- Working collaboratively with campus administrators and teachers to identify English learner (EL) proficiency levels at the BOY to be able to embed linguistic accommodations in their lessons.
- Timely, relevant support for data-driven instruction in response to local and state assessments.
- Coaching, modeling, and lesson planning with a focus on implementing Sheltered Instruction strategies.

- Campus administrators including Sheltered Instruction coaches who have been trained to support teachers of ELs and monitor language acquisition.
- Departments working collaboratively to support campus administrators, teachers, and students.

#### Pillar IV – School Design

##### College Readiness

- Having an opportunity after the general session to do a deep dive with campus stakeholders involved and supporting campus college readiness goals.

##### Student Assessment

- Giving Campus Testing Coordinators (CTCs) one on one support, as needed especially for new CTCs [Test Materials Center].
- Providing analysis reports for all critical data points such as attendance, discipline, and formative assessments [Data Quality].

##### Interventions

- Training around designated supports and accommodations.
- Reviewing data to identify trends and meeting with specific campuses to discuss interventions.
- Identifying teachers who needed additional support during the intervention time.
- Training principals on what to look for during intervention instruction.
- Collaborating with various departments and Cross-functional teams to identify specific needs for campuses and students.

#### Pillar V – Social and Emotional Learning Support

##### Special Education Services

- Provision of behavior support by the Intense Intervention Teams to support campuses that were not able to hire Behavior Support Class (BSC) teachers or needed additional support due to the demographics of the student population.

##### Elementary Curriculum and Development

- All schools were aligned with Literacy Block.

##### Health and Medical Services

- Having nurse managers to audit nurse school health programs to determine the opportunities and improvement areas.

##### Wraparound Services

- At campuses where Collaborative Leadership and Practice occurred because of Principal buy-in and support, our Specialist actively participated in campus leadership meetings and Student At The Center team meetings, communicated regularly with parents, and conducted classroom observations and student check-ins which led to student success and their needs being met. These Principals also supported with vetting providers and allowing our Specialist to bring programs which addressed their needs.

#### Pillar VI – Family and Community Empowerment

None submitted.

Cross-functional team leaders identified the following components as “ineffective”:

#### Pillar I – Leadership Excellence

##### Elementary Curriculum and Development

- Not having the campus administrators' buy-in. Not having principals' support and using Achieve 180 resources.

### Leadership Development

- Lack of communication following the Community of Practice visits or instructional rounds. Support was offered but not always delivered because of the campus principals' non-responsiveness.
- Tier II leaders' lack of attendance at monthly cohort meetings - not being allowed to attend by campus principals.

## Pillar II – Teacher Excellence

### Elementary Curriculum and Development

- Notification of Teacher Development Specialists services the day of, and in some instances, hours before the training was slated to be delivered.
- Last minute/week of planning for professional development.

### Teacher Career Development (supporting New Teacher Coaches)

- New Teacher Coaches (NTCs) were given “other duties as assigned” that kept them from working regularly with their novice teachers.
- Principals served as their appraisers, but, were not enrolled in the instructional coaching model and briefed on the expectations, so they were not holding NTCs accountable for completing each inquiry cycle with fidelity.

### Multilingual Programs

- Multilingual Programs Specialists being used ineffectively by campus administrators. (Their primary support is to develop the teachers' capacity to embed sheltered instruction strategies for English learners.)

## Pillar III – Instructional Excellence

### Special Education

- Having special education teachers being able to access and interpret data to assist with developing learning goals for students.\*
- Under utilization of Lead4ward and GoalBook engagement strategies by teachers.

### Gifted and Talented

- Including GT data when focusing on data driven lessons.\*
- Including differentiation in lessons for gifted learners.\*

### Elementary Curriculum and Development

- There were only three specialists in the Early Childhood (ECH) team and we had many schools assigned to each.

### Student Assessment

- District Data Instructional Specialists (DDIS) leading most data digs and data conferences.
- DDIS serving as owners of data PLCs and campus data tracking systems.
- Pulling Campus Test Coordinators (CTCs) and Formative Assessment Coordinators (FACs) from campuses for trainings, which often conflicted with their additional duties/roles on campus.
- Data Quality – Multiple requests for the same data without clear directions all the time. (For example: trying to view reports in many different ways, which could quickly be done by the end user, by using simple filters).

### Multilingual Programs

- Multilingual Programs Academic tutors who were assigned to support students were assigned other non- academic duties by campus administrators.
- Using language/The Texas English Language Proficiency Assessment System (TELPAS) tutorials which are not a recommended practice. (Language is taught through the content.)

\*Clarification requested from Achieve 180 Program administration, but not available for report.

- Multilingual Programs Specialists being used ineffectively by campus administrators. (Their primary support is to develop the teachers' capacity to embed sheltered instruction strategies for English learners.)

#### Pillar IV – School Design

##### Interventions

- The allotted time to follow up with campus leaders on the implementation and usage of designated supports.
- Documentation of the student progress.
- Campus-wide system on capturing the effectiveness of the supports for students.

#### Pillar V – Social and Emotional Learning Support

##### Wraparound Services

- Though Wraparound Specialists did actively participate in the COPs, the discussions were more focused on students' academic performance and teacher development. Many times our Specialists couldn't contribute since the department's focus is to address the non-academic needs of students. Most of the discussions centered around students' academic performance and teacher development.
- The time allotted for breakouts for teams to meet in small groups needed more structure. Those who chose to meet did; however, there wasn't always consistency.

#### Pillar VI – Family and Community Empowerment

None submitted.

#### Achieve 180 Program Implementation Rubric Dashboard Ratings

The Achieve 180 Implementation Rubric Dashboard ratings depict the level of implementation fidelity achieved for each Achieve 180 Program centralized support provided (n=31) at each Achieve 180 Program school (n=54) in 2019–2020 (**Table 2**, p. 19). Ratings were calculated by Achieve 180 Program administrators in consultation with School Office administrators and Achieve 180 Program Cross-functional team leaders from various HISD departments, following Achieve 180 Program implementation in 2019–2020. Ratings reflect their perceptions of the overall effectiveness of the support provided and the extent to which the support was received by participants at the Achieve 180 Program school.

The possible ratings were: “1” (Non-example), “2” (Emerging example), “3” (Strong example) of program implementation, and “N/A” (not applicable is shown as black shading) which indicated the school did not receive a specific centralized support through the Achieve 180 Program. The three numerical ratings are aligned with descriptors in the 2019–2020 Implementation Rubric (Appendix C, Table C-1, pp. 27–34). An average rating for each Centralized Support (Support Average) and each participating school (School Average) was also calculated and rounded to the nearest whole number.

The 2019–2020 Achieve 180 Implementation Rubric Dashboard ratings (Table 2) reveal a mixture of program implementation levels, ranging from non-examples to strong examples, including the following:

- Every Support Average and School Average implementation rating was either “2” (Emerging example) or “3” (Strong example), and the overall Support Average rating and overall School Average rating were “3” (Strong example) (Table 2).

- The Instructional Excellence (Pillar III): Renaissance 360 (n=50) and Data Analysis (n=49) centralized support received the most “3” (Strong example) implementation ratings for support provided across all 54 participating campuses, followed by Family and Community Empowerment (Pillar VI): Family and Community Specialist (FACE) (n=48) and Social and Emotional Learning Support (Pillar V): Wraparound Resource Specialist or Communities in Schools (n=47). Instructional Excellence (Pillar III): Data Driven Instructional Coaching was also among the centralized support that received the most “3” (Strong example) implementation ratings on 46 out of 48 campuses where it was provided (Table 2, p. 19).
- Only Achieve 180 Program schools in Tier 3, Tier 2, and Tier 1 received “3” (Strong example) implementation ratings for all centralized supports as provided to the schools through the Achieve 180 Schools Office. They included Blackshear Elementary School (n=29), Looscan Elementary School (n=30), Madison High School (n=30), and Pugh Elementary School (n=30) (Table 2).
- Area Support schools that received the largest proportions of “3” (Strong example) implementation ratings for centralized supports as provided through their regularly assigned offices of school support were Fondren Middle School (25 or 93%), followed by Sherman Elementary School (20 or 87%) and Liberty High School (19 or 83%) (Table 2).
- Light Support schools that received the largest proportions of “3” (Strong example) implementation ratings for centralized supports as provided through their regularly assigned offices of school support were Kashmere Gardens Elementary School (16 or 76%), and Lewis Elementary School and Milby High School (15 or 71% each) (Table 2).
- The Teacher Excellence (Pillar II): Teacher Leaders centralized support received the most “1” (Non-example) implementation ratings (n=3) which were found among Area Support schools as supported through their regularly assigned office of school support (Table 2).
- Eleven or 20 percent of the 54 Achieve 180 Program schools received at least one “1” (Non-example) implementation rating for an identified centralized support, including Attucks Middle School and Thomas Middle School in Tier 2; Lawson Middle School in Tier 1; Montgomery Elementary School, Marshall Elementary School, Stevens Elementary School, Young Elementary School, Edison Middle School, and Texas Connections (TCAH) in Area Support; and Belfort Early Childhood Center and Gallegos Elementary School in Light Support schools (Table 2).
- The schools with the most “1” (Non-example) implementation ratings were Thomas Middle School (n=9) in Tier 2, as supported through the Achieve 180 Schools Office and Belfort Early Childhood Center (n=3) in Light Support, as supported through its regularly assigned office of school support (Table 2).



## Achieve 180 Program Fall and Spring Reports

Achieve 180 Program Fall 2019 and Spring 2020 reports on the following services were compiled and submitted by Cross-functional teams and leaders of at least 18 different HISD departments or programs:

### Fall Report (N=15)

- Academic and Career Counseling
- Ascending to Men
- Career and Technical Education
- College Readiness
- Elementary Curriculum and Development
- Family and Community Engagement (FACE)
- Gifted and Talented
- Human Resources
- Leadership Development
- Library Services
- Multilingual Programs
- New Teacher Coaches
- Secondary Curriculum and Development
- Special Education Services
- Student Assessment

### Spring Report (N=15)

- Career and Technical Education
- College Readiness
- Elementary Curriculum and Development
- Elementary Curriculum and Development Dashboard
- Family and Community Engagement (FACE)
- Fine Arts
- Human Resources
- Interventions
- Leadership Development
- Library Services
- Multilingual Programs
- Innovation & Postsecondary Programming
- Secondary Curriculum and Development
- Special Education Services
- Student Assessment

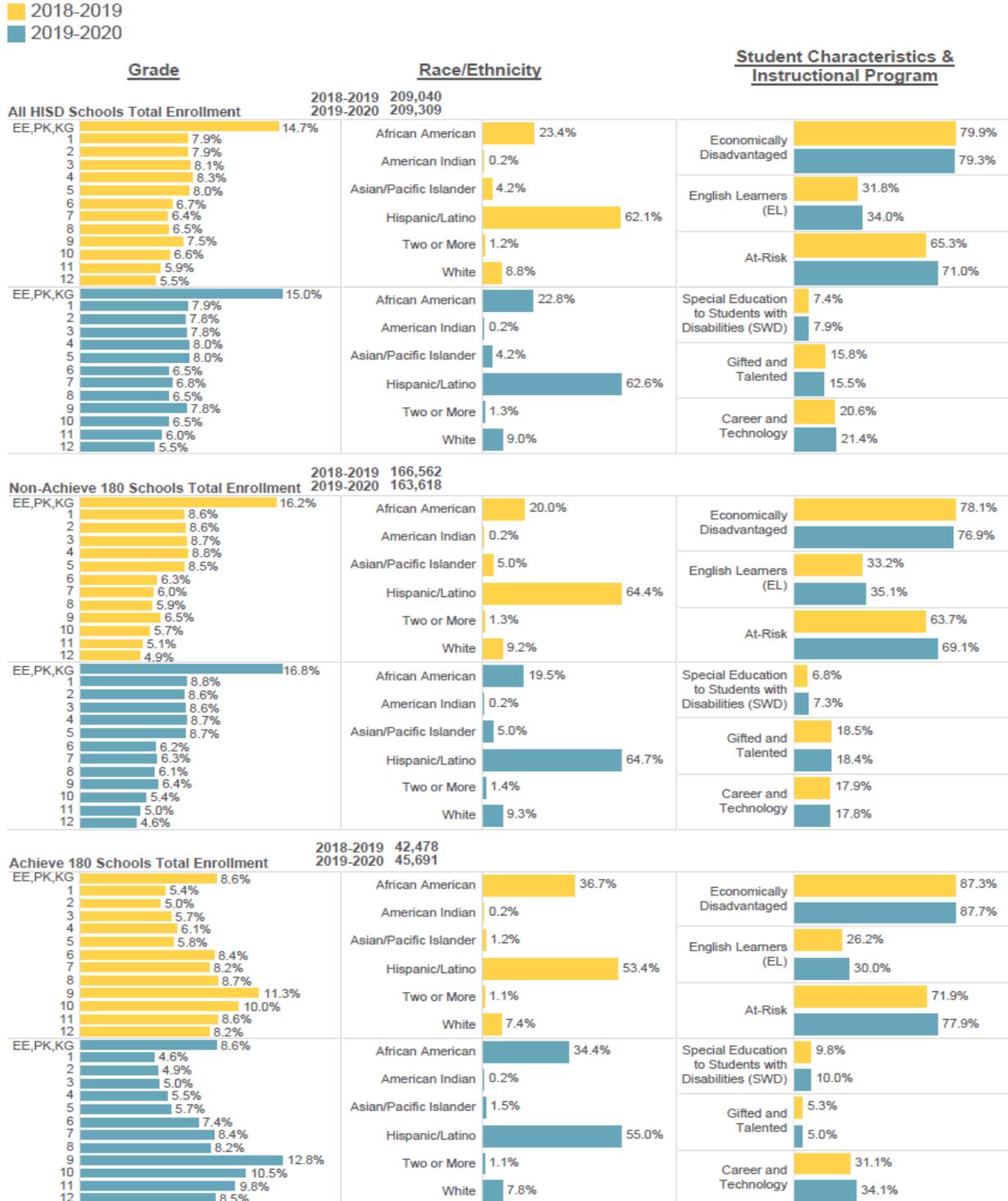
A complete version of each 2019–2020 Achieve 180 Program Fall 2019 and Spring 2020 report provided to the researcher by Achieve 180 Program administrators, following the end of the 2019–2020 school year, is provided in this report by Achieve 180 Program Pillar of School Improvement and/or HISD department/team/program. Key impacts of the COVID-19 pandemic on program implementation activities are cited in the reports. The reports were to be inclusive of all 54 Achieve 180 Program schools where Achieve 180 Program Centralized Support was provided. In some cases, it is unclear that this expectation was met or includes only schools within the Achieve 180 Schools Office. The reports may be found in Appendix D (pp. 41–339).

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## Appendix A: Achieve 180 Program and Non-Achieve 180 Schools and Student Characteristics

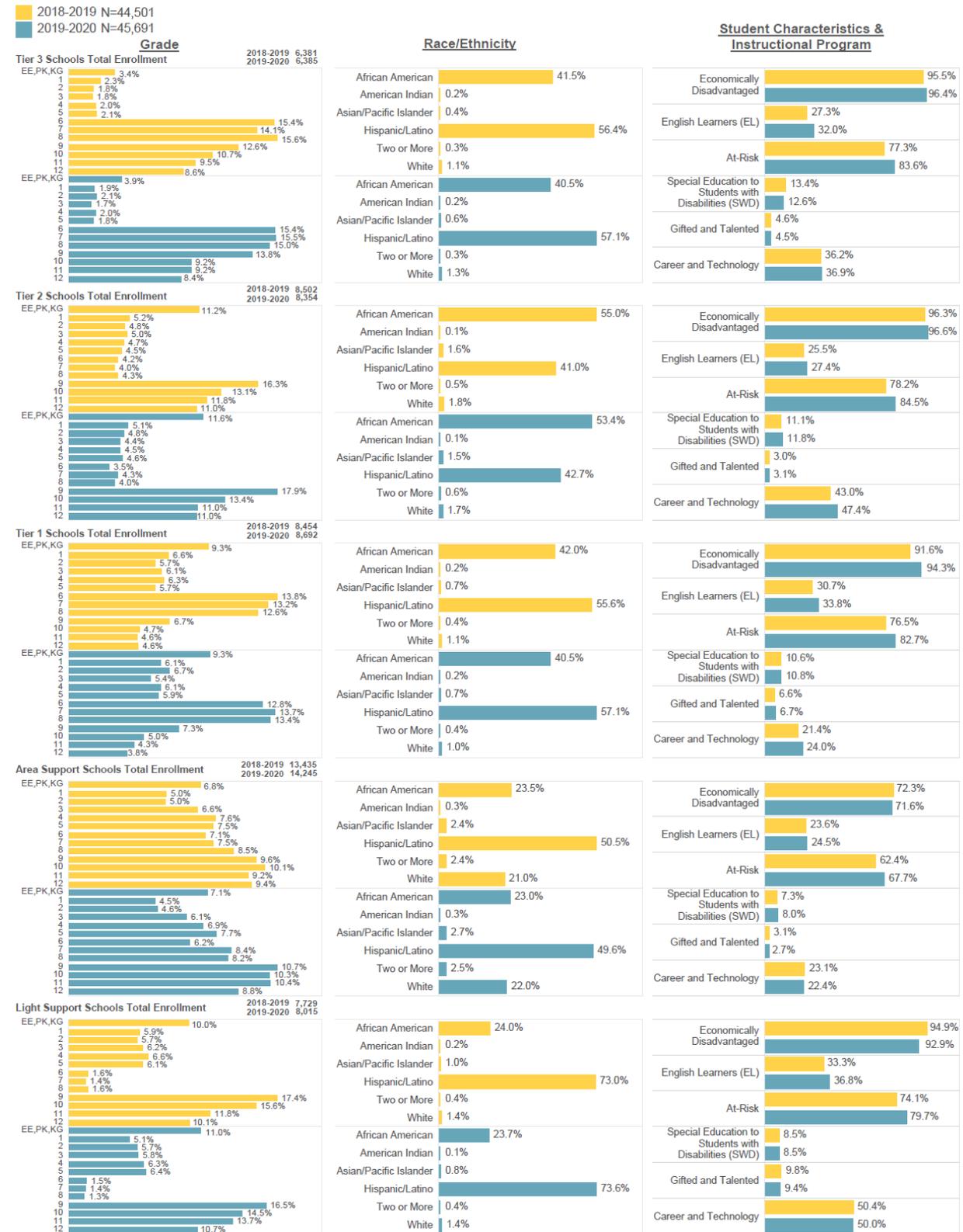
**Figure A-1. HISD, Achieve 180 Program and Non-Achieve 180 Student Characteristics, 2018–2019 and 2019–2020**



Sources: Fall PEIMS 2018 and Fall PEIMS 2019, ADA>0

Note: In 2018–2019 (Year 2), 53 schools participated and in 2019–2020 (Year 3), 54 schools participated.

**Figure A-2. Achieve 180 Program Student Characteristics by 2019–2020 Treatment Group, 2018–2019 and 2019–2020**



Sources: Fall PEIMS 2018 and Fall PEIMS 2019, ADA>0

Note: 2018–2019 (Year 2) and 2019–2020 (Year 3) results are shown for the 54 schools participating in 2019–2020.

## Appendix B: Methods

### Data Collection

District, non-Achieve 180, Achieve 180 Program, and school-level student enrollment and demographic data were obtained using the Fall Public Education Information Management System (PEIMS) statewide data collection and reporting system operated by the Texas Education Agency (TEA), which includes student-level information for students enrolled on the last Friday of October each year. Only students who met the average daily attendance (ADA) eligibility criterion of greater than zero for the respective year were included in district enrollment counts.

In the table titled “2019–2020 Achieve 180 Program Schools by Tier” (p. 6), school names are followed by an asterisk to identify the 10 schools that participated in the Achieve 180 Program for the first year in 2018–2019 (Year 2). School names are followed by carat (^) to identify the 10 schools that *did not* receive the federal Teacher and School Leader (TSL) Grant support when available in 2018–2019 and 2019–2020.

Figure A-1 (Appendix A, p. 22) provides a comparison of student characteristics for the 2018–2019 cohort and the 2019–2020 cohort of Achieve 180 Program schools. In Figure A-2 (Appendix A, p. 23), the 2018–2019 (Year 2) results refer to the characteristics of the 2019–2020 (Year 3) Achieve 180 Program cohort of schools and students in the prior year.

The 2019–2020 Achieve 180 Program list of participating schools (p. 6), Logic Model (p. 10), Centralized Support (p. 12), Implementation Rubric Dashboard (p. 19), and Implementation Rubric (Appendix C, Table C-1, pp. 27–34) were provided by program administrators.

The Achieve 180 Implementation Rubric Dashboard ratings depict the level of implementation fidelity achieved for each Achieve 180 Program centralized support provided at each school as calculated by Achieve 180 Program administrators in consultation with School Office administrators, Achieve 180 Program Cross-functional team leaders and campus principals and/or leadership teams, following Achieve 180 Program implementation in 2019–2020. Achieve 180 Program administrators report that careful consideration was taken to ensure the ratings do not simply reflect the quality of the Achieve 180 centralized support or the person providing the support (e.g., Teacher Development Specialists, and Intervention Assistance Team Managers, etc.), but rather, the overall effectiveness of the support provided by the Achieve 180 Program and the extent to which the support was received by the Achieve 180 Program participant. Data collected for the ratings were obtained through observations by various stakeholders (such as at Community of Practice Visits and School Support Officers’ observations) and from multiple data sources (including departmental databases, Renaissance Learning 360 (Renaissance 360), Imagine Learning, Analytics for Education, etc.)

Each Centralized Support could receive one of five possible ratings, including “3” for “Strong Examples” of implementation, “2” for “Emerging Examples” of implementation, “1” for “Non-Examples” of implementation, “N/A” (or not applicable which is shown as black shading) which indicated the campus did not receive a specific centralized support through the Achieve 180 Program, and “X” which indicated the support was provided by the program, but was not utilized by the campus. However, after deliberation, it was found that the Implementation Rubric descriptions for “X” ratings actually matched the “1” rating. Therefore, “X” ratings were omitted and “1” ratings were used instead. The three numerical ratings followed descriptors in the 2018–2019 Implementation Rubric (pp. 27–34). An average of the rating from the departments and the rating from the Achieve 180 Program administrators was calculated to generate a final rating for the campus

or the support. All departments that worked in collaboration with the Achieve 180 Program to provide Centralized Supports were given an opportunity to submit ratings for the support they provided or that were related to their scope of work. However, not all departments provided ratings and not all support was rated by the departments. In some cases, such as Community of Practice or Demonstration School Partnerships, the Achieve 180 Program provided the sole rating. Complications related to the COVID-19 Pandemic impacted this process.

After Achieve 180 Program implementation in 2019–2020, 13 Achieve 180 Program Cross-functional team leaders whose work directly impacted Achieve 180 Program students, families, schools, and communities in 2019–2020 completed a four-item survey to identify their departments and insights regarding the most effective Achieve 180 Program strategies implemented, ineffective strategies implemented, and what can be done to improve program outcomes. Responses for thirteen teams or departments were captured from September 2, 2020 to September 16, 2020. (Refer to survey results in Appendix C, Table C-2, pp. 35–40).

Achieve 180 Program Fall 2019 Reports (Appendix D, pp. 41–339) and Spring 2020 Reports (Appendix D, pp. 201–339) were submitted directly to Achieve 180 Program administrators by Achieve 180 Program Cross-functional team representatives, department heads, or their delegates by September 14, 2020. The reports summarized 2019–2020 (Year 3) program implementation activities conducted during the school year. Achieve 180 Program administrators compiled the reports into a single Fall 2019 document and Spring 2020 document, which were submitted to the researcher. The reports were to be inclusive of all 54 Achieve 180 Program schools, where applicable. In some cases, it is unclear that this expectation was met.

### Data Limitations

- The Achieve 180 Program targeted 44 schools in 2017–2018. Following the 2017–2018 school year, one school closed and ten additional HISD schools received the Texas Education Agency Campus Accountability rating of “Improvement Required” (IR) and were added to the 2018–2019 Achieve 180 Program soon after final 2017–2018 accountability ratings were released. The following year, one additional school was added to the 2019–2020 program after final 2018–2019 accountability ratings were released. Therefore, program implementation for the 11 2019–2020 schools that did not participate in 2017–2018 (Year 1) or 2018–2019 (Year 2) may be impacted by their subsequent inclusion into the program.
- Undocumented and unmonitored support not identified in this report may have been provided for Achieve 180 Program educators, students, and parents. This may have contaminated the planned implementation of the Achieve 180 Program, which is the case with observational data where participants have not been randomly selected into treatment and non-treatment groups. Also, some components of Achieve 180 Program were not isolated for program participants only.
- Fall PEIMS files were used to identify students on Achieve 180 Program campuses. By relying on PEIMS for student enrollment information, it is possible that students served by Achieve 180 Program schools who enrolled after the Fall snapshot were not included in the analysis.
- Victory Prep K-8, which was initially among the Achieve 180 Program schools, closed during the 2017–2018, and Victory Prep South, which was also initially among the Achieve 180 Program schools, closed following the 2017–2018 school year. Because Victory Prep K-8 did not participate for a complete year, it was excluded from the 2019–2020 program evaluations, while Victory Prep South was included to assess the results of its one year of program participation.

- Impacted by the COVID-19 Pandemic and new program leadership in various ways, the Achieve 180 Program data collection process for determining 2019–2020 Implementation Rubric Dashboard ratings differed from those used in 2017–2018 and 2018–2019. However, the stated procedures were similar across the years. Some caution should be used when attempting to make comparisons between Implementation Rubric Dashboard ratings results for the three years.
- Not all departments that worked in collaboration with the Achieve 180 Program to provide Centralized Support submitted ratings for the support they provided or that were related to their scope of work. Some departments did not submit ratings.
- 2019–2020 Achieve 180 Program Fall 2019 and Spring 2020 reports were expected to be inclusive of all 54 Achieve 180 Program schools, where applicable. In some cases, it is unclear if this expectation was met.
- The format of some information provided in the Appendices is not consistent with Research and Accountability guidelines due to the sources that produced them.

## Appendix C: Achieve 180 Program Rubric

**Table C-1. Achieve 180 Program Implementation Rubric by Pillar of School Improvement, 2019–2020**

<b>Pillar I – Leadership Excellence</b>			
<b>RESOURCE</b>	<b>STRONG EXAMPLE</b>	<b>EMERGING EXAMPLE</b>	<b>NON-EXAMPLE</b>
Leadership Team Structures	The leadership team has leaders with clearly defined goals and each administrator oversees a content area or program. The teams have a system of tracking progress of their goals.	The leadership team has leaders with clearly defined goal that meet the needs of students in most of the content areas. Some of the leaders on the team lack the capacity to lead a content area.	The campus does not have a leadership team with a clear vision or instructional goal.
Professional Learning Communities	The campus holds PLCs regularly and the meetings have clear expectations with an instructional focus. The PLC evaluates data to determine next steps and practices high yield instructional strategies before going live in the classroom with students.	The campus holds PLCs regularly and the meetings have clear expectations with an instructional focus.	The campus does not have professional learning communities
Demonstration Principal	An authentic collaboration has formed between the A180 principal and demo principal. The school leaders are actively involved in exchanging ideas and have implemented change due to the pair with the demonstration principal. The classroom instruction at the A180 school has improved due to the collaboration with the demo principal.	Dutiful exchanges between leaders have occurred. There is a gap between the level of classroom instruction in the paired schools. Leaders can articulate when/where meetings have occurred but are not connecting these to changes in practice.	No exchanges have occurred, or leaders report that this experience is not helpful/not desired.
Campus Culture	The campus has a vision that all students can learn. Students, teachers, and the community are excited to be a part of the school. There is a positive student to teacher relationship. The school community collaborates to make the campus a place where everyone is welcome and learning goals are being met.	The campus has a vision that all students can learn and students, teachers, and the community are excited to be a part of the school community. There is a positive student to teacher relationship.	The campus has a vision that all students can learn, but students, teachers, and the community do not feel welcome or want to visit the campus.
Community of Practice Visits	Classroom instructional practices in almost every classroom reflect stated campus instructional priorities and areas of focus which are the subject of Instructional Rounds.	Classroom instructional practices include a few strong examples of stated campus instructional priorities and areas of focus which are the subject of Instructional Rounds, but these are the exception and not the norm.	Classroom instructional practices do not reflect attention to stated campus instructional priorities and areas of focus which are the subject of Instructional Rounds.
Data Specialists	Specialists are integrated into the administrative team and are utilized to their full potential. Leadership teams can speak to the value and impact of the specialist. Teachers can articulate goals, areas of growth, and instructional changes because of the relationship with the data specialist.	The specialists are running reports and are the keeper of campus data knowledge. The campus has not taken full ownership of data creation and analysis.	There is a disconnect between specialist's strengths and campus needs.

<b>Table C-1. Achieve 180 Program Implementation Rubric, 2019–2020 (continued)</b>			
<b>Pillar II – Teacher Excellence</b>			
<b>RESOURCE</b>	<b>STRONG EXAMPLE</b>	<b>EMERGING EXAMPLE</b>	<b>NON-EXAMPLE</b>
Teacher Effectiveness Data	According to the TADS rubric and student progress data, the teacher is an exemplar model for effective instructional practices and leads colleagues as needed to drive student learning forward.	According to the TADS rubric and student progress data, the teacher consistently improves in their instructional practices and is receptive to coaching and feedback.	According to the TADS rubric and student progress data, a teacher's instructional practices are ineffective.
Dedicated Associate Teachers	Associate Teachers display evidence of literacy, content knowledge, and classroom culture training that has been provided uniquely to Achieve 180 Associate Teachers. Associate Teachers have excellent attendance. Fill rates are at or above the district average.	Associate Teachers have good attendance and are filling the vacancies but are not sustaining classroom expectations or district priorities regarding literacy, content and classroom culture.	Associate Teachers are not yet hired, have poor attendance, or are demonstrating difficulty carrying out teachers' classroom plans and/or maintaining good rapport with students.
Model Classrooms	All classrooms are models of implementation of Literacy by 3, Literacy in the Middle or Literacy Empowered.	Many/most classrooms are going through the motions of Literacy by 3, Literacy in the Middle or Literacy Empowered, but need work on implementation quality.	Many/most classrooms are not reflective of Literacy by 3, Literacy in the Middle or Literacy Empowered initiatives.
New Teacher Coaches (Tier 3 campuses)	Coaches are visible in the classroom. Goals based on observations are developed. There is a coaching relationship evident (not a supervisory one). Teachers can articulate goals, areas of growth, and instructional changes because of the relationship with the new teacher coach.	The practices of the coach are of an observer or supervisory nature, not yet fully developed into a meaningful coaching relationship. Teachers are unsure of the role and/or impact of the coach.	The new teacher coach is not yet in place or teachers report that this is not helpful or undesired.
Teacher Development Specialist	Specialists are visible in the classroom and during Wednesday PD. Goals based on observations are developed. There is a coaching relationship evident (not a supervisory one). Teachers can speak to the value and impact of the TDS. Teachers can articulate goals, areas of growth, and instructional changes because of the relationship with the TDS. The TDS is willing to do whatever it takes to support campus goals.	The practices of the TDS are not yet fully developed into a meaningful coaching relationship. Teachers are unsure of the role and/or impact of the TDS.	There is a disconnect between the TDS' strengths and teacher needs. It is unclear if evidence exists showing impact of TDS support. TDS is generally passive and inflexible in regard to campus support requests.

<b>Table C-1. Achieve 180 Program Implementation Rubric, 2019–2020 (continued)</b>			
<b>Pillar III – Instructional Excellence</b>			
<b>RESOURCE</b>	<b>STRONG EXAMPLE</b>	<b>EMERGING EXAMPLE</b>	<b>NON-EXAMPLE</b>
Curriculum Assessment, Planning, and Delivery	Classroom instruction is aligned to the rigor and content assessed on formative assessments. There is evidence of appropriate differentiation and scaffolds in place as needed, in every classroom that takes an assessment.	Classroom instruction is aligned to the rigor and content assessed on formative assessments, with appropriate differentiation and scaffolds in place as needed, in some classrooms that take assessment; OR, classroom instruction is aligned to the rigor and content, but it does not include appropriate differentiation and scaffolding per student needs.	Classroom instruction is not aligned to the rigor and content of formative assessments.
Pacing and Formative Assessment Calendar	The campus has a pacing and formative assessment calendar which includes the dates of all assessments to be given this year as well as PLC dates to review the data from each assessment. The campus has also included a calendar which addresses the content that needs to be spiraled back into the classrooms after the assessments.	The campus has a pacing and formative assessment calendar which includes the dates of all assessments to be given this year.	The campus does not have a pacing and formative assessment calendar.
Data Analysis	Data walls and binders are current. There is evidence that instruction and interventions are aligned to the data. There is evidence of student data tracking and students are knowledgeable of their personal goals and data progress.	Data walls and binders are current. There is no clear alignment of instruction and intervention. Some students are knowledgeable of their goals and data.	Data walls and binders are not present or current.
Essential Position (Librarian)	There is a librarian on campus. There is clear evidence that students are welcome, aware of, and using the library. The presence of the position is making a proactive impact on the campus - e.g., the library is offering opportunities like book clubs, UIL, Name That Book, etc.	Position is staffed. The traditional role of this position is being carried out. Students are visiting the library and checking out books, but evidence of turnaround level impact is not yet present. The librarian is typically in the library and waits for students to approach them.	Position not yet staffed.
Reading Specialist	There is a coaching relationship evident (not a supervisory one). Teachers can speak to the value and impact of the reading specialist. Teachers can articulate goals, areas of growth, and instructional changes because of the relationship with the reading specialist. Teacher improvements are evident in relation to the TADS Rubric.	The practices of the reading specialist are of an observer or supervisory nature, not yet fully developed into a meaningful coaching relationship. Teachers are unsure of the role and/or impact of the coach.	There is a disconnect between the reading specialist's strengths and teacher needs.
Renaissance 360	100% of students are taking Renaissance 360 for math and reading. Students are invested in the screener and have been educated, in a grade-appropriate manner, about why they are taking it and how they can grow as readers and mathematicians. Growth is evident at the campus.	100% of students are taking Renaissance 360 for math and reading. Growth is not evident.	Fewer than 100% of students are taking Renaissance 360 for math and reading.

<b>Table C-1. Achieve 180 Program Implementation Rubric, 2019–2020 (continued)</b>			
<b>Pillar III – Instructional Excellence - continued</b>			
<b>RESOURCE</b>	<b>STRONG EXAMPLE</b>	<b>EMERGING EXAMPLE</b>	<b>NON-EXAMPLE</b>
Intervention and Extension Systems	The campus has an intervention and extension system that has been implemented, and it meets the needs of each individual student. Every student has a goal and is involved in activities to help them meet their goal.	The campus has an intervention and extension system that has been implemented, but it does not meet the needs of each individual student.	The campus does not have an intervention or extension system evident on campus.
Data Driven Instructional Coaching	Evidence of observation and feedback is in TADS. Feedback is aligned to the effectiveness rating and the student assessment data. Data Driven Instructional Coaching (DDIC) protocol is utilized to drive conversations around student growth and teacher growth.	Evidence of observation and feedback is in TADS. Some of the feedback is aligned to the effectiveness rating and the student assessment data. Data Driven Instructional Coaching (DDIC) protocol is not utilized.	There is some evidence of observation and feedback in TADS. The feedback does not support data driven instructional coaching.

<b>Table C-1. Achieve 180 Program Implementation Rubric, 2019–2020 (continued)</b>			
<b>Pillar IV – School Design</b>			
<b>RESOURCE</b>	<b>STRONG EXAMPLE</b>	<b>EMERGING EXAMPLE</b>	<b>NON-EXAMPLE</b>
Wednesday Extended Day PD	Core teachers are actively engaged in new learning and planning. The teachers and campus are active leaders/facilitators of the PD. District guidance is incorporated meaningfully and authentically.	School is going through the motions, relying more heavily on district personnel to lead. Teachers are less actively engaged	School is unprepared, attendance is low, and/or activities are not consistent with district standards.
Master Schedule Guidance	School schedule has planned intervention for students who need it. High Schools and Middle Schools have SRW courses for struggling readers. Elementary Schools are providing additional 30 minutes of reading per day for struggling readers. High Schools have students scheduled appropriately including relevant sequences needed for HB5/accountability. All schools are using space and time in ways that maximize student potential, capitalizing on technology and personalized learning approaches.	School has some avenues of intervention in place. School may still be relying on after-school "tutorials" or other actions as interventions. School has not capitalized on technology or personalized learning approaches to meet student needs.	School does not offer SRW courses and/or additional reading support at the elementary level.
Imagine Learning	All students with a Lexile below 750 are using the program daily.	Some students with a Lexile below 750 are using the program daily.	Very few or no students with a Lexile below 750 are using the program.
Imagine Math	Student use of Imagine Math is strategic, with the correct personalized pathway in place for students.	Student use of Imagine Math is random or very irregular.	There is not an expectation for students to use Imagine Math on campus.
IAT Manager	Campus IAT teams meet regularly, with action-oriented outcomes and clear evidence of progress monitoring and clear evidence that students are making progress. Significant decreases in absences, behavioral referrals and student course failures are evident. Significant increases in math and literacy are evident.	Campus IAT teams exist nominally and meet regularly but there is little evidence of impact.	Campus IAT teams are not meeting.
Grad Labs (High Schools)	The school has a grad lab and grad coach in place. All students who need access to credit recovery can use grad lab. Scaffolds or supports needed are continually available such as: additional face time with a content teacher or tutor, use of the foundational levels of coursework to build readiness, etc. The tone and culture of grad lab is proactive and supportive. The grad coaches actively intervene for students not making progress.	The school has a grad lab and grad coach in place, and students have access to needed courses but not necessarily the needed supports and scaffolds. Grad coach plays more of an evaluative role and less of an intervention role.	The school does not have a grad lab during the day and/or does not have a grad coach available.

<b>Table C-1. Achieve 180 Program Implementation Rubric, 2019–2020 (continued)</b>			
<b>Pillar IV – School Design - continued</b>			
<b>RESOURCE</b>	<b>STRONG EXAMPLE</b>	<b>EMERGING EXAMPLE</b>	<b>NON-EXAMPLE</b>
College and Career Readiness (High Schools)	The school has a college readiness plan in place that spans Grades 9-12. This plan supports student development of academics and experiences necessary for college admissions. Financial aid, essay, and application workshops are in place. College Success Advisor is used in a meaningful way. Campus attends College Readiness trainings. Khan Academy SAT Prep is regularly used by all students in Grades 9-12. College access is handled in a proactive way, responsive to the needs of students who may be the first in their families to attend college.	The school's college readiness plan focuses primarily on Grades 11-12 or, for Grades 9-12, is inclusive of some but not all the financial, academic and leadership components that students need for college admission and persistence. The approach on the campus is more voluntary than turnaround, without proactive inclusion of reluctant students.	There is not a clear plan in place or campus implementation of the plan is limited/ineffective. District resources that are offered are not being used/leveraged.

<b>Table C-1. Achieve 180 Program Implementation Rubric, 2019–2020 (continued)</b>			
<b>Pillar V – Social and Emotional Support</b>			
<b>RESOURCE</b>	<b>STRONG EXAMPLE</b>	<b>EMERGING EXAMPLE</b>	<b>NON-EXAMPLE</b>
Schoolwide Behavior Support System	Classroom cultures are supportive, inclusive, and appropriate to the developmental level of students. Approaches to discipline reflect a value for the student as a learner and thinker. There are low rates of discipline referrals. There is a system of accountability for teachers, ensuring that they take proactive steps to address students' needs before referring for disciplinary action outside the classroom. Students are respectful to each other and connected to the school community.	Classroom cultures rely on punitive responses, behavioral approaches that limit student questioning and creativity, and/or developmentally inappropriate or unrealistic expectations. There are moderate rates of discipline referrals, and they are disproportionately higher for some groups of students (low SES, special ed, males, etc.).	Classroom culture is inconsistent, and there are high rates of discipline referrals.
Wraparound Resource Specialist	There is clear evidence of resources available to students, including advertisement of resources in student-friendly language. There are avenues in place such as time/processes for students and parents to be able to request help. The resources available match the needs, as evidenced by improvements in overall student attendance and in the attendance of chronic absentees.	There is some evidence that resources are available to the campus, but these are not easy to find and may or may not address the highest needs at the school.	It is very difficult to access resources and/or there is clearly a significant gap between available resources and student/family needs.
Essential Positions: Nurse and Counselor	All positions are staffed. Clear evidence that students are welcome, aware of, and using the resources that each position brings. The presence of the position is making a proactive impact on the campus - e.g., health activities and connections to external resources are evident beyond assistance to students who are sick, resources about college and social and emotional health are evident and abundant.	All positions are staffed. The traditional roles of these positions are being carried out - students are using the clinic when sick. Students are visiting the counselor. Evidence of turnaround level impact is not yet present. Staff typically remain in the clinic or counselor's office and wait for students to approach them.	All positions are not yet staffed.
Cultural Proficiency PD	The campus has participated in Cultural Proficient Professional Development and has implemented systems and best practices. Staff members build a positive and inclusive environment in their classrooms. The data show that incidents of student behavior have decreased. There is evidence of equity in behavior incidents, referrals, and suspensions. The data show that student achievement gaps are closing.	The campus has participated in Cultural Proficient Professional Development and has implemented systems and best practices. Staff members are working to build a positive and inclusive environment in their classrooms, but not all classrooms are at the expected level. The data are beginning to show trends in decreased student behaviors.	The campus has not participated in any Cultural Proficient Professional Development.

<b>Table C-1. Achieve 180 Program Implementation Rubric, 2019–2020 (continued)</b>			
<b>Pillar VI – Family and Community Empowerment</b>			
<b>RESOURCE</b>	<b>STRONG EXAMPLE</b>	<b>EMERGING EXAMPLE</b>	<b>NON-EXAMPLE</b>
Parent Communication	There is clear evidence that parents have a voice. The school has communicated times and avenues for parent conferences, and parents are included in meaningful decision-making activities. Parents taking advantage of these opportunities include all racial and socioeconomic groups at the school.	Some parents are taking part in parent conferences, and some parents have voice in meaningful decision-making capacity, but there are significant racial and/or socioeconomic gaps.	Communication is generally from the school to the parents, with little significant opportunity for parent input.
Family Community Events	The school has high attendance at family community events, inclusive of all racial and socioeconomic groups. There is a variety of different types of events, offering many different points of engagement for parents. There is a significant number of events, held at varied times and on varied days of the week, to provide multiple opportunities for parents to attend.	The school has shown increases in attendance at family community events.	The school is struggling with attendance at family community events.
FACE Specialist	The campus and the FACE Specialist have collaborated and completed multiple family friendly activities including: school climate survey, family friendly campus walk-throughs, parent-teacher conference for parents, PTA/PTO creation, and other parent workshops.	The campus and the FACE Specialist have collaborated to hold parent workshops on campus but have not successfully completed a family friendly campus walk-through or established a functioning PTA/PTO.	The campus and the FACE Specialist have not had the opportunity to collaborate.

Source: Achieve 180 Program Administrators, 10/20/2020

## Appendix C: Achieve 180 Program Survey Responses

Table C-2. Achieve 180 Program Survey Responses by Cross-Functional Team or HISD Department, 2019–2020			
HISD Department	What strategies were most effective?	What strategies were ineffective?	What can be done differently to improve outcomes?
Special Education	<ul style="list-style-type: none"> <li>-The opportunity to collaborate with the cross-functional team that led to collectively providing supports around the use and implementation of designated supports</li> <li>- Working with the DDISs and the campus teams to review data and plan for instructional support</li> <li>-Having the opportunity to a part of the Community of Practice campus visits and providing feedback and follow- up support based on observations</li> <li>-Ongoing collaboration with SSOs, campus Tier I and II leaders, and teachers to resolve parent and student concerns</li> <li>-Provision of behavior support by the Intense Intervention Teams to support campuses that were not able to hire BSC teachers or needed additional support due to the demographics of the student population</li> </ul>	<ul style="list-style-type: none"> <li>- Having special education teachers being able to access and interpret data to assist with developing learning goals for students</li> <li>-Under-utilization of Lead4ward and GoalBook engagement strategies by teachers</li> </ul>	<ul style="list-style-type: none"> <li>-Ensure that all teachers are trained and have access to needed data tools</li> <li>-Place more emphasis on the use of accommodations and designated supports during instruction and assessments</li> <li>-Closely monitor the use of the Special Education Progress Monitoring tool by teacher</li> </ul>
College Readiness	Having an opportunity after the general session to do a deep dive with campus stake holders involved and supporting campus college readiness goals.	We would like to see in the data points college, career, and post-secondary benchmarks reviewed. This could include AP scores, application/FAFSA's submitted, college enrollment data, and CTE certifications.	Please include in the final evaluation college readiness outcomes.
Gifted and Talented	Grouping, Tiered Assignments, Using Depth and Complexity, Co-Teaching, GT Strategy Book with Blooms Strategies, and Mentoring Minds Instructional Flip Charts.	Include GT data when focusing on data driven lessons. Include differentiation in lessons for gifted learners.	Grouping of gifted learners in clusters of three or more gifted students is suggested so that high level students are working together. Include the following resources and strategies: Depth and Complexity, Renzulli Learning, Mentoring Minds, and High levels of Blooms Taxonomy in lessons with gifted learners. Create and implement the Gifted Education Plans (GEP's) with fidelity for gifted learners to ensure differentiated instruction. Monitor and support the completion and implementation of GT Professional Learning for administrators, counselors and teachers in order to meet the individual needs of gifted and high performing learners.

Table C-2. Achieve 180 Program Survey Responses by Cross-Functional Team or HISD Department, 2019–2020 (continued)			
HISD Department	What strategies were most effective?	What strategies were ineffective?	What can be done differently to improve outcomes?
Secondary Curriculum and Development	My initial thinking is effective in response to what? What strategies were most effective in .....Job Embedded Instructional Coaching A Focus on Planning and Practice (When Executed with Fidelity) A Focus on Student Work to drive instruction	N/A	In order to ensure that this program is sustainable we might shift who TDS work with. That means TDS might spend some time with Tier 2 Leaders. They should walk classes together, review curriculum for upcoming weeks and develop a shared plan for teacher support. This is a model used in other organizations and it is interesting in that the Instructional Coach works to support the instructional leaders on campus.
Student Assessment	DDIS - Facilitating data digs based on the needs of the campus Summative - Providing the Campus Assessment Plan (CAP) as a timeline and giving campuses one-on-one support as needed Formative - Developing the Data Rich Year and calendar of actions with a systematic formative process, including task cards, videos and resources to execute a strong formative process with data driven decisions using lead4ward, OnTrack, and Renaissance TMC - Giving CTC one on one support as needed (especially new CTC) Data Quality – Providing analysis reports for all critical data points such as attendance, discipline, and formative assessments	DDIS - Leading most data digs and data conferences; Serving as owners of data PLCs and campus data tracking systems Summative, TMC, & Formative - Pulling Campus Test Coordinators (CTCs) and Formative Assessment Coordinators (FACs) from campuses for trainings, which often conflicted with their additional duties/roles on campus. Data Quality – Multiple requests for the same data without clear directions all the time. Ex. trying to view reports in many different ways, which could quickly be done by the end user by using simple filters.	DDIS - Building capacity of teachers and leaders by modeling how to lead effective PLCs prior to the scheduled data dig Summative & TMC - Providing virtual trainings to allow CTCs access to information at their convenience. Formative- Providing asynchronous trainings on the HUB and well as afterschool just-in-time virtual synchronous webinars on remote assessment and data needs, as well as giving A180 Schools office autonomy over lead4ward professional dates and topics. TMC - Allowing CTCs time to organize and apply information needed. Data Quality – Creating a combined request from all offices with everyone in agreement with what is needed

Table C-2. Achieve 180 Program Survey Responses by Cross-Functional Team or HISD Department, 2019–2020 (continued)			
HISD Department	What strategies were most effective?	What strategies were ineffective?	What can be done differently to improve outcomes?
Multilingual Programs	<ul style="list-style-type: none"> <li>• Working collaboratively with campus administrators and teachers to identify English learner (EL) proficiency levels at the BOY to be able to embed linguistic accommodations in their lessons.</li> <li>• Timely relevant support for data drive instruction in response to local and state assessments.</li> <li>• Coaching, modeling, lesson planning with a focus on implementing Sheltered Instruction strategies.</li> <li>• Campus administrators including Sheltered Instruction coaches who have been trained to support teachers of ELs and monitor language acquisition.</li> <li>• Departments working collaboratively to support campus administrators, teachers, and students</li> <li>• Area office and campus personnel understand that Multilingual Programs Department focus is on second language acquisition.</li> </ul>	<ul style="list-style-type: none"> <li>• Multilingual Programs Academic tutors assigned to support students but assigned other non- academic duties by campus administrators.</li> <li>• Language/TELPAS tutorials are not a recommended practice. Language is taught through the content.</li> <li>• Multilingual Programs specialist used ineffectively by campus administrators. Their primary support is developing the teachers' capacity to embed sheltered instruction strategies for English learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Support administrators to ensure all teachers of English learners for all content areas embed sheltered instruction strategies.</li> <li>• Increase the number of teachers who get ESL certified based on the number of waivers submitted by the campus.</li> <li>• Providing Training of Trainers for Sheltered Instruction Coaches to deliver specific training to their campus teams.</li> </ul>
Interventions Office	<p>Training around designated supports and accommodations. Reviewed data to identify trends and met with specific campuses to discuss interventions. Identified teachers who need additional support during intervention time. Trained principals on what to look for during intervention instruction. Collaborated with various departments and cross functional teams to identify specific needs for campuses and students.</p>	<p>The allotted time to follow up with campus leaders on the implementation and usage of designated supports, documentation of the student progress, and campus wide system on capturing the effectiveness of the supports for students.</p>	<p>Campuses have common tool to capture designated supports and accommodations. Additional coaching/modeling for designated supports and accommodations</p>

<b>Table C-2. Achieve 180 Program Survey Responses by Cross-Functional Team or HISD Department, 2019–2020 (continued)</b>			
<b>HISD Department</b>	<b>What strategies were most effective?</b>	<b>What strategies were ineffective?</b>	<b>What can be done differently to improve outcomes?</b>
Wraparound Services	At those campuses where Collaborative Leadership and Practice occurred because of Principal buy-in and support, the WRS actively participated in campus leadership meetings, Student At The Center team meetings, communicated regularly with parents, conducted classroom observations and student check-ins which led to student success and their needs being met. These Principals also supported with vetting providers and allowing the Specialists to bring programs which addressed their needs.	Even though our Specialists did actively participate in the COPs, the discussions were more focused on the academic side and many times our Specialists couldn't contribute since the department's focus is to address the non-academic needs of students. Most of the discussions centered around students' academic performance and teacher development. The time allotted for breakouts for teams to meet in small groups needed more structure. Those who chose to meet did; however, there wasn't always consistency.	HISD Wraparound Services would like to collaborate with leaders of the Schools Office in order to improve communication and align expectations as we address students' non-academic needs.
Human Resources	<ul style="list-style-type: none"> <li>* Dedicated Associate Teachers to support campuses and classrooms</li> <li>*Recruitment/Retention incentives to decrease number of vacancies and increase teacher retention</li> <li>*Prioritized staffing to assist campuses to process new hires expeditiously</li> <li>*Recruitment support for vacancies to support campuses to sources qualified candidates for vacancies</li> </ul>	N/A	N/A
Health and Medical Services	Strategies that were most effective were having nurse managers to audit nurse school health program to determine the opportunities and improvement areas.	NA	Work closer with nurses and keep assigning a mentor.

Table C-2. Achieve 180 Program Survey Responses by Cross-Functional Team or HISD Department, 2019–2020 (continued)			
HISD Department	What strategies were most effective?	What strategies were ineffective?	What can be done differently to improve outcomes?
Elementary Curriculum and Development	<p>1. Conducting PLC with the whole PK team was effective at these campuses. We were able to focus on specific topics and follow through with observation and feedback. 2. Working together alongside campus administrators to deliver just in time support. Providing a year-long schedule of dates and content foci. Allowing campuses to tailor training in collaboration with assigned academic team members. Strategically highlighting different departments throughout the year. 3. The partnership between the TDS and Tier II leaders in planning, delivery, and follow-up of teacher implementation regarding each training topic. 4. Training Tier 2 leaders on new Reading updates every 2 weeks and modeling lessons was very effective. Also, providing all the resources for the Do Now, Word Study, and Exit Tickets. All schools were aligned with Literacy Block.</p>	<p>1. When we didn't have campus administrator buy-in. Also, last year, there were only 3 specialists in the ECH team, and we had many schools assigned to each. 2. Last minute/week of planning for PD. 3. Notification of TDS services the day of, and in some instances, hours before the training is slated to deliver. 4. Not having principal support and using Achieve 180 resources.</p>	<p>1. For Early Childhood, I would say now there are more than 3 specialists in the team (6), this gives me the opportunity to assign them fewer schools to make a bigger impact. 2. Follow up protocols for implementation of PD content and flow chart aligning the next steps for lack of fidelity of implementation. 3. Customization of training topics and/or lead facilitator based on the unique needs of each campus [as opposed to a one size fits all approach]. 4. I would continue with Reading content training to Tier 2 and allow Tier 2 to train campus teachers.</p>
Teacher Career Development Supporting New Teacher Coaches	<p>New Teacher Coaches (NTC) utilize the New Teacher Center Instructional Coaching model. NTCs are expected to complete cycles of inquiry with their novice teachers using high leverage tools. The inquiry cycle includes a planning conversation, pre-conference, observation, and post-observation co-analysis. NTCs utilized the Analyzing Student Learning tool to identify strengths, learning needs and support for subgroups of students. They also used a variety of data collection tools. When NTCs did this with fidelity, the impact on instruction was evident. NTCs came together monthly in forums to learn from one another and reflect upon their own practice.</p>	<p>New Teacher Coaches were given "other duties as assigned" that kept them from working regularly with their novice teachers. Principals served as their appraisers but were not enrolled in the instructional coaching model and briefed on the expectations, so they were not holding NTCs accountable for completing each inquiry cycle with fidelity.</p>	<p>Improving the impact of New Teacher Coaches would require setting clear expectations and deliverables of their work with novice teachers, with frequent progress monitoring. Sharing NTC expectations with school leaders and hosting one on one quarterly meetings with principals would ensure they have the time needed to intensively support their novice teachers. Bringing the NTCs together more frequently would give them opportunities to learn with and from one another. Strategic use of video would also be beneficial. NTCs had access to SIBME, a video observation and feedback platform, but used it inconsistently. Systematically using video to observe, model and reflect upon instructional practices would improve outcomes.</p>

<b>Table C-2. Achieve 180 Program Survey Responses by Cross-Functional Team or HISD Department, 2019–2020 (continued)</b>			
<b>HISD Department</b>	<b>What strategies were most effective?</b>	<b>What strategies were ineffective?</b>	<b>What can be done differently to improve outcomes?</b>
Leadership Development	Participation in COP visits and instructional rounds on campuses alongside campus Tier II leaders; integration of support and training for the leaders in induction cohorts provided by principal mentors and cohort leaders; observation of leaders as they performed their duties and debrief including feedback and next steps.	Lack of communication following the COP visits or instructional rounds: support was offered but not always delivered because of the campus principals' non-responsiveness; Tier II leaders' attendance of monthly cohort meetings--not allowed to attend by campus principals	If not invited to participate in COP visits or instructional rounds, please include our team in discussion/follow-up of identified areas of need/next steps for campus leadership teams so we can provide support and PD. Additional lines of communication regarding the support offered and provided for the leaders, so it is integrated and not duplicated.

Source: Achieve 180 Program Administrators, 9/21/2020

**Appendix D:**

**Achieve 180 Program Year 3 Reports**

**Fall 2019 Report by Pillar and Department**

**Spring 2020 Report by Department**

# SEMESTER REPORT: FALL 2019



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Note: Page numbers have been adjusted for the Achieve 180 Program Report, Part A report.

# ACHIEVE 180

The **ACHIEVE 180** initiative is a research-based action plan to support, strengthen, and empower underserved and underperforming HISD feeder pattern communities to increase student achievement. Best practices from successful school turnaround initiatives, including effective teachers, strong principal leadership, and an environment of high expectations for both students and staff, were incorporated into the plan’s Guiding Pillars. The six Guiding Pillars for **ACHIEVE 180** provide the strategic framework for the transformational work that will be done at 45 schools within and throughout targeted feeder patterns. In total, **ACHIEVE 180** is expected to impact nearly 2,000 teachers and more than 30,000 students and their families.



## LEADERSHIP EXCELLENCE

a highly effective principal in every school



## TEACHER EXCELLENCE

an effective team of teachers at every school



## INSTRUCTIONAL EXCELLENCE

an effective, aligned, differentiated, and rigorous lesson in every classroom



## SCHOOL DESIGN

a school day and school environment designed for student progress and achievement



## SOCIAL & EMOTIONAL LEARNING SUPPORT

a menu of social and emotional supports tailored to each campus and community



## FAMILY & COMMUNITY EMPOWERMENT

family and community members are partners in education

# ACHIEVE186

## UNDERSERVED AND UNDERPERFORMING SCHOOLS RECEIVING SUPPORT

### ELEMENTARY SCHOOLS

Blackshear Elementary School  
 Belfort Early Childhood Center  
 Bonham Elementary School  
 Bruce Elementary School  
 C. Martinez Elementary School  
 Codwell Elementary School  
 Cook Elementary School  
 Dogan Elementary School  
 Foerster Elementary School  
 Fondren Elementary School  
 Gallegos Elementary School  
 Highland Heights Elementary School  
 Hilliard Elementary School  
 Kashmere Gardens Elementary School  
 Lewis Elementary School  
 Looscan Elementary School  
 Mading Elementary School  
 Marshall Elementary School  
 Montgomery Elementary School  
 Pugh Elementary School  
 Shearn Elementary School  
 Sherman Elementary School  
 Stevens Elementary School  
 Wesley Elementary School  
 Woodson Elementary School  
 Young Elementary School

### ONLINE SCHOOLS (3<sup>RD</sup>-12<sup>TH</sup> GRADE)

Texas Connections Academy

### MIDDLE SCHOOLS & K-8 SCHOOLS

Attucks Middle School  
 Billy Reagan K-8 Education Center  
 Cullen Middle School  
 Deady Middle School  
 Edison Middle School  
 Forest Brook Middle School  
 Gregory-Lincoln Education Center  
 Henry Middle School  
 High School Ahead Middle School  
 Holland Middle School  
 Key Middle School  
 Lawson Middle School  
 Sugar Grove Academy  
 Thomas Middle School  
 Williams Middle School

### HIGH SCHOOLS

Kashmere High School  
 Liberty High School  
 Madison High School  
 Milby High School  
 North Forest High School  
 Sharpstown High School  
 Washington High School  
 Westbury High School  
 Wheatley High School  
 Wisdom High School  
 Worthing High School  
 Yates High School

<b>Tier 3 Support (10)</b> FIR, IR2+, IR1	
School	Feeder HS
Highland Heights ES	Washington
Wesley ES	Washington
Deady MS	Milby
Henry MS	Sam Houston
HS Ahead MS	
Sugar Grove MS	Sharpstown
Williams MS	Washington
Kashmere HS	Kashmere
North Forest HS	North Forest
Wheatley HS	Wheatley

<b>Tier 2 Support (12)</b> IR, FIR	
School	Feeder HS
Blackshear ES	Yates
Bruce ES	Wheatley
Dogan ES	Wheatley
Mading ES	Sterling
C Martinez ES	Northside
Woodson ES	Worthing
Attucks MS	Worthing
Thomas MS	Sterling
Washington HS	Washington
Worthing HS	Worthing
Wisdom HS	Wisdom
Yates HS	Yates

<b>Tier 1 Support (11)</b> FIR	
School	Feeder HS
Bonham ES	Sharpstown
Foerster ES	Westbury
Hilliard ES	North Forest
Looscan ES	Northside
Gregory-Lincoln	Heights
Pugh ES	Wheatley
Cullen MS	Yates
Holland MS	Furr
Lawson MS	Madison
Forest Brook MS	North Forest
Madison HS	Madison

<b>Area Support (13)</b> IR, FIR	
School	Feeder HS
Codwell ES	Sterling
Cook ES	Kashmere
Fondren ES	Westbury
Montgomery ES	Madison
Marshall ES	North Forest
Sherman ES	Northside
Stevens ES	Waltrip
Young ES	Worthing
Edison MS	Austin
Key MS	Kashmere
Liberty HS	Wisdom
Sharpstown HS	Sharpstown
Texas Connections	Charter

<b>Light Support (8)</b> FIR	
School	Feeder HS
Bellfort ECC	Chavez
Gallegos ES	Milby
Kashmere Gardens	Kashmere
Lewis ES	Chavez
Shearn ES	Yates
Reagan K-8	Madison
Milby HS	Milby
Westbury HS	Westbury



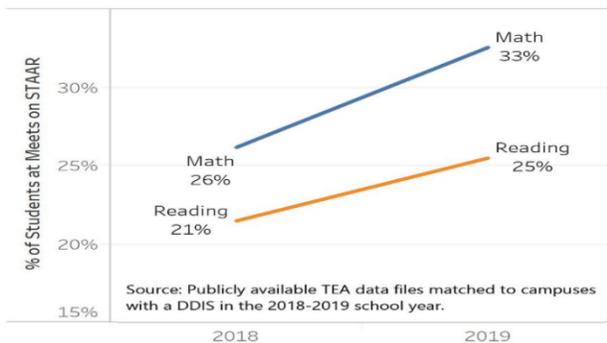
## Student Assessment Updates

# Data-Driven Instruction Specialists (DDIS)

## Overview

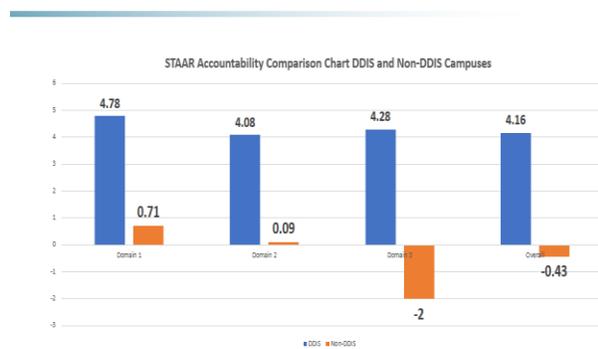
DDIS report to HISD Student Assessment and are charged with assisting campus leaders and teachers with data disaggregation and the data action planning process. Their primary focus is to use formative assessment data to inform the campus’ instructional practices and improve student achievement. Working with the campus leadership teams, the DDIS collaborates and coordinates with specialists and campus/district personnel to build capacity and data literacy to meet campus’ instructional goals.

### Campuses with a DDIS



As part of the Achieve 180 program’s six pillars, HISD Student Assessment worked extensively with the Achieve 180 campuses in Pillar III: Instructional Excellence focused on effective, aligned, differentiated and rigorous lessons in every classroom. In 17-18 academic year, Student Assessment created data protocols for Achieve 180 campuses to use after specific assessment windows. While the work was effective at the Achieve 180 campuses, it revealed the need for a more structured data support at the campuses.

### DDIS COMPARED TO NON-DDIS CAMPUSES



In 18-19 academic year, the position of Data-Driven Instruction Specialist (DDIS) was created and 18 DDIS provided data support at the campus level. Based on the 2018-2019 STAAR/EOC data, there was a 6 percentage point gain in Math and 4 percentage point gain in Reading. Additionally, there was a significant increase at campuses with a DDIS across all accountability domains compared to non-DDIS supported campuses. From September 2019 – December 2019, DDIS have 5,781 contact hours at A180 campuses.

The goal of the DDIS was to build data and assessment literacy and capacity at their assigned campuses to the extent that the DDIS were no longer needed at the campus. Based upon the needs of Achieve 180 campuses and other campuses who are considered at-risk of falling into Improvement Required status, a new team of 38 DDIS and an additional Manager position was created to support this critical work at the campuses during the 2019-2020 school year. Additional OnDemand campuses were provided support by the DDIS team.





Each DDIS was assigned a case load of A180 and strategic on-demand campuses to support in their data processes. Each DDIS is trained in the use of HISD’s data systems (e.g., OnTrack, RL360, A4E, etc.), Lead4ward and the use of effective data protocols to use with assigned campuses. To maintain and develop additional data skills, all DDIS participated in continued professional development on scheduled Fridays to front load data topics on relevant assessment data (e.g., District Level Assessment data).

The overall work of the DDIS was well-received at the supported campuses. Other HISD administrative areas and academic departments requested DDIS support throughout the year. The success of the initial DDIS initiative was well received to the point that the district plans to expand the model with other identified at-risk campuses in each administrative area.

**DDIS as Instructional Data Coaches**

DDIS conducted the Achieve 180 Winter Data Wonderland DLA dig and supported their assigned campuses in larger professional development settings. Leaders and teachers attended the elementary data dig at Hillard Elementary School or the middle school data dig at Lawson Middle School. The high school data dig will occur early in January 2020 due to the Fall 2019 final exams/DLA schedule.



Participants created intervention groups to target individual student needs and re-teach calendars with student mastery checks. In addition, DDIS participated in campus professional learning communities (PLCs) during critical times of the year. DDIS collaborated with their assigned campus leadership and instructional teams as it relates to data through lenses of a leader. DDIS help guide the conversations that include intervention plans and next steps after each district level assessment administration.

Campus personnel were guided through the assessment creation process (i.e., formative – exit tickets, DoNows, unit assessments, etc.) via OnTrack to check for student mastery. DDIS assisted Achieve 180 campuses with creating teacher and student data TEKS trackers, leadership targets and data walls (both virtual and physical). The report creation and PLC work helped the DDIS coach teachers on the use of data to identify student intervention groups and high priority learning standards. Additionally, DDIS modeled and supported teachers with monitoring student progress throughout the school year.



HISD Research & Accountability trained DDIS mid-August 2019 and shared TEA updates related to STAAR/TELPAS. DDIS educated campus leaders and teachers about the Texas accountability system and discussed the importance of challenging all students to move pass the threshold of simply passing assessments. DDIS pointed out the difference between student achievement and growth. Because Achieve 180 campuses are closely monitoring accountability targets throughout the school year, the DDIS assisted campuses with ways to progress monitor campus goals and to identify students who might be at-risk of not achieving learning targets.



DDIS provided data support and participated in the A180 Communities of Practice (COP), where HISD departments visited the campus to learn about the systems in place and observed classrooms to view instructional practices. DDIS played a critical part in the preparation of the campuses' data for the Pre-Community of Practice (Pre-COP) meetings and assisted or participated in the campus presentations.

### Changing District-Wide Data Practices and Establishing Cross-Academic Supports

**Betty Garcia-Hill** @bgarci11 · Sep 14  
 Thanks to over 500 AMAZING @TeamHISD staff that came on a Saturday to @wisdom\_hs to learn and grow at the DDIS Symposium #GameOn! I am grateful & humbled by my extraordinary #DDISTeam who is always in the WORK ready to serve! #DataRichYear @jaymetoyer @STFullmighter @HISDSupe



Over 500 teachers and leaders (Achieve 180 and non-Achieve 180) attended the Fall 2019 Data Symposium which led the Office of Student Assessment in planning the Spring 2020 Student Assessment Summit: March Madness scheduled on Saturday, February 29, 2019. Discussion topics include (but not limited to) summative and formative connections to STAAR, state accountability, designated supports, TEKS monitoring, data tracking systems, as well as critical reports for teachers and leaders. Lead4ward Rockin' Review, Test Hound and other partners will be there to help us with countdown to STAAR.

Because of the success of the Spring 2019 Data Symposium, the Office of Student Assessment planned and hosted the Fall 2019 Data Symposium: Game On! which focused on creating a data playbook, tackling interventions with Lead4ward, running strategies for tracking data and special populations, reviewing plays for data-driven PLCs and successful summative results and much more.

**Looscan ESHISD** @Looscan\_ESHISD · Sep 15  
 Thank you @wisdom\_hs for hosting @TeamHISD #DataSymposium. We are P.U.M.P.E.D. to continue our #DataRichYear. @HISDSupe @HISD\_CPTL @A180\_HISD @HISD\_Assessment @HISDMultiPrgrms @Mrs\_R\_Morgan\_03

**Erica Austin** @HSAA\_Principal  
 Taking #DataRichYear to a new level! @MadelineTBrady and @ASalashISD I can't wait to take this learning back to my campus!

**TJ Cotter** @MrCotter  
 It's Game Time! We are kicking off the year at the DDI Fall Symposium. #BringingBackExcellence @DanaArreola5 @LaKiaLeo78 @HSAA\_Principal @HISDSupe @STFullmighter @demetriaw1913 @DrAliciaMartin @HISD\_Assessment @aoduta @JamahDDI



9:13 AM · Sep 14, 2019 · Twitter for iPhone



# Leadership Development

## Department Overview

The Leadership Development Department provides aspiring, novice, and veteran campus-based administrators with knowledge, skills, and disposition needed to lead schools with the HISD urban context. Because of the diverse and specific needs of campuses, effective school leaders in HISD are those with a keen understanding of educational leadership in the areas of Instructional Leadership, Human Capital, Executive Leadership, School Culture and Strategic Operations. The Leadership Development Department is committed to growing and developing school leaders through a variety of leadership development cohorts and/or targeted leadership learning experiences to ensure that every student has high-quality school leadership.

The scope of work within the department is divided into four work streams:

- 1) Campus Leader Induction, Development, and Support;
- 2) Aspiring Leaders' Development and Support;
- 3) District-wide Instructional Leadership, Development and Support; and
- 4) Executive Leadership Development Series and Aspiring School Support Officer Training.

### **Leadership Development Mission Statement**

The HISD Leadership Development Department's mission is to develop, support, and retain highly effective school leaders who ensure an instructional learning environment, which allows students to develop the skills needed to compete in today's global economy.

### **Leadership Development Goals for the 2019-2020 School Year**

- Increase rigorous learning opportunities for campus leaders aimed at increasing their instructional leadership capacity by 50%.
- Increase effectiveness of campus leaders at struggling schools by providing individualized support to address their development needs identified in 100% of COP visits.

## CAMPUS LEADER INDUCTION, DEVELOPMENT, AND SUPPORT

The State of Texas requires “a principal or assistant principal employed for the first-time as a campus administrator (including the first time in the state)” to “participate in an induction period of at least one year.” The induction period is “a structured, systemic process for assisting the new principal or assistant principal in further developing skills in guiding the everyday operation of a school, adjusting to the particular culture of a school district, and developing a personal awareness of self in the campus administrator role.”

First-year principals and assistant principals in Houston ISD participate in the structured cohort experience, which provides them with opportunities to continue developing their skills and knowledge in the new leadership role, as well as receive support from their colleagues and other leaders in the district. The Leadership Development Department develops content for the monthly cohort meetings in collaboration with other departments and subject matter experts. During the meetings, the principals are provided multiple opportunities to work collaboratively with their peers and principal mentors and share best practices and solutions to current campus issues.

Leadership Development has provided support to new campus leaders at Achieve 180 campuses through monthly cohort meetings, mentoring, and individualized targeted support:

- 14 first-year principals (11 elementary, 2 middle, and 1 high)
- 28 first-year assistant principals and deans on 17 campuses (3 elementary, 7 middle, 3 K-8, and 15 high)

Cohort meeting dates:

- Principals: September 17, October 15, November 12, and December 10
- Assistant Principals/Deans: September 24/26, October 29/31, November 19/21, and December 17

· Sep 17, 2019  
#SquadGoals Best PrincipALS Ever! Thanks @LeadershipDev1 for the excellent PD today! #DreamTeamCohort #TeamHISD #GoStros

December 10<sup>th</sup> Principals' Cohort Meeting



## ASPIRING LEADERS' DEVELOPMENT AND SUPPORT

Development opportunities for aspiring leaders in Houston ISD are created to fill anticipated campus leadership vacancies with highly qualified internal candidates. These rigorous learning experiences are designed in partnership with Human Resources-Office of Talent Acquisition and the Schools Office and aligned with the District's grow-your-own model of leadership development for aspiring campus leaders.

This school year, aspiring leaders from Achieve 180 campuses are participating in the following cohorts:

- Principal Candidate Development Opportunity (PCDO)—10
- School Leadership Academy (SLA)—16
- Aspiring School Support Officer Program (ASSOP)—1

Aspiring cohort participants have multiple opportunities to apply the new learning in their current assignments and during monthly field experiences. Throughout the learning process, candidates receive coaching and feedback for continued professional growth. Additionally, the candidates participate in real-time skills demonstration activities called "Combine" and receive feedback from hiring managers.

The School Leadership Academy (SLA) is a year-long program, which bridges the gap between the roles of teacher leader and first-time school instructional leader. This cohort experience focuses on the preparation of instructional leaders with an emphasis on data driven instruction, school culture, and observation/feedback in the context of the unique needs of HISD schools and students.



## DISTRICT-WIDE INSTRUCTIONAL LEADERSHIP, DEVELOPMENT AND SUPPORT DEPARTMENT INITIATIVES

### New Leadership Development Opportunities for Tier II Leaders

Leadership Development provided additional training and development opportunities for leaders, including offerings outside of the regular school day:

- Superintendent’s Monthly Tier II Leaders’ Meetings (first Thursday of each month, following the Principals’ Meeting; combined meeting in December);
- Future Forward Leadership Summit (November 2<sup>nd</sup>);
- Saturday retreats and training, as requested--Achieve 180 Tier II Leadership Training—November 16<sup>th</sup> and December 14<sup>th</sup>.

### Inaugural Leadership Cohort Achieving Leaders Effective Schools in Partnership with New Teacher Center (NTC)

Office of Leadership and Teacher Development has expanded its partnership with NTC by launching a leadership cohort for principals focused on school improvement strategies and coaching for student outcomes. Campus principals who opted in to participate in this development opportunity engage in monthly seminars, conduct instructional rounds on campuses of their colleagues in networks, and receive individual coaching from the NTC school improvement experts.

- Four principals from Achieve 180 campuses are currently enrolled in Achieving Leaders Effective Schools networks.

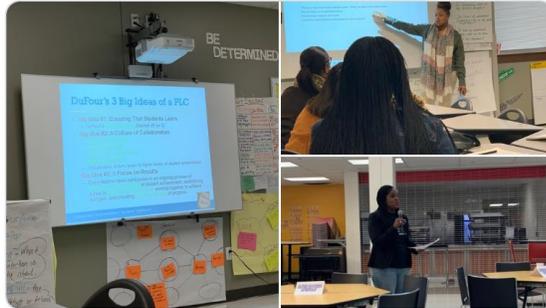
### Executive Leadership Development Series (ELDS)

Office of Leadership and Teacher Development facilitates quarterly learning sessions for the District’s executive leaders—Area Superintendents, School Support Officers, and Lead Principals. Topics for each session are selected in collaboration with the Interim Superintendent, Chief of Staff, and School Office; learning is delivered by various department representatives and subject matter experts, as appropriate. Additionally, the leaders have received an overview of the coaching model by the New Teacher Center to support a common approach to leadership coaching across the district.



Nov 16, 2019

As a first year AP the learning does not stop. Thanks to the @A180\_HISD team and @LeadershipDev1 for continuing to pour into Tier II leaders. @PaulaHisd @Laurensford1 @fadams224 #focusedonthework #cutthefluff #HISD #bettertogether



Team HISD @TeamHISD · Dec 4, 2019

This month we are hosting a combined Principals and Tier II Meeting at HISD Educational Learning Center (HELC). We can't thank the Leadership Development (@LeadershipDev1) team enough for a job well done in hosting district leadership.



Leadership Development @LeadershipDev1 · Nov 2, 2019



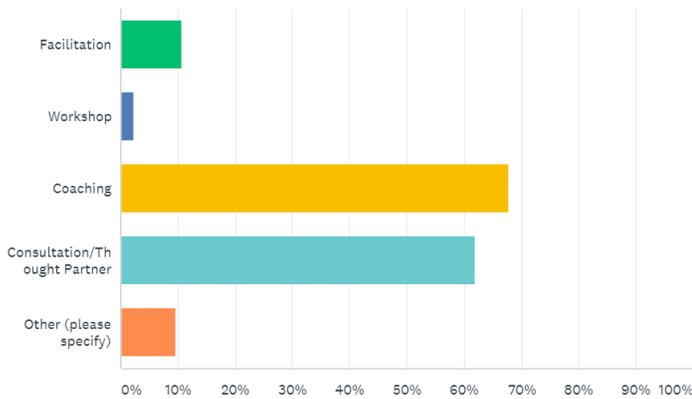
## TARGETED CAMPUS SUPPORT

Following Community of Practice visits at Achieve 180 campuses, members of the Leadership Development Team provided targeted professional development opportunities for individual leaders and campus leadership teams, as determined by the campus principal and executive leaders.

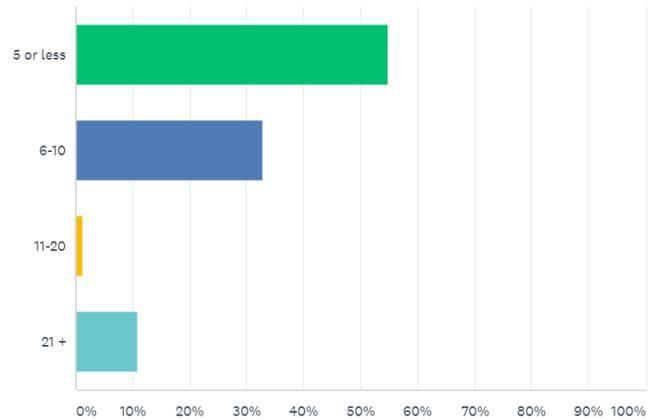
Over the course of the fall semester, targeted leadership development was delivered to 19 Achieve 180 campuses in over 60 interactions, 34% of which were offered in a group setting and 66% individually.

Summary data on the type of support, size of the group, and leadership standards addressed is provided below. Details of each interaction are captured in the Campus-Based Targeted Support Log and available upon request.

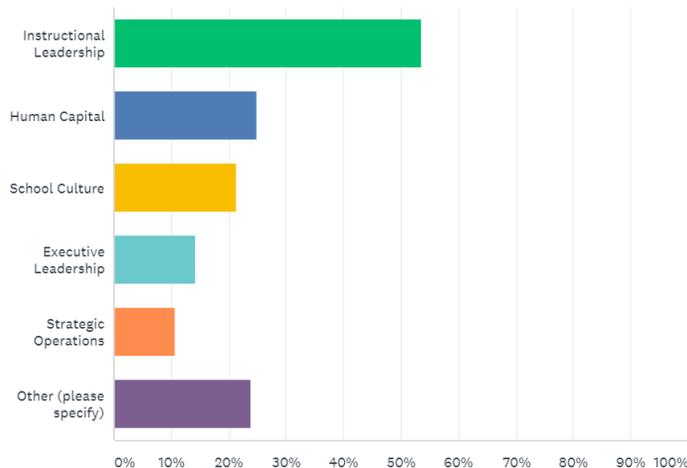
**TYPE OF SUPPORT PROVIDED**



**GROUP SIZE**



**PRINCIPAL STANDARDS ADDRESSED**



# Human Resources- Talent Acquisition and Human Capital Management

## Department Overview

### Fall 2019 Differentiated Recruitment Support for A180 Campuses

Talent Acquisition and Human Capital Management was committed to partnering with campuses and implementing differentiated support to improve staffing outcomes at A180 schools to obtain effective teachers in every classroom.

<b>Candidate Recruitment &amp; Selection</b>	
<b>Strategy Description</b>	<b>Actions</b>
Screen and refer quality candidates for vacancies.	<ul style="list-style-type: none"> <li>• Consistent weekly monitoring of vacancies</li> <li>• Send weekly lists of pool approved candidates</li> <li>• Screen qualified candidates and send short lists of viable candidates for vacancies</li> <li>• Fast-track screening of potential candidates requested by campus leadership</li> </ul>
<b>University Recruitment Events</b>	
<b>Strategy Description</b>	<b>Actions</b>
Include campus hiring teams in university recruitment strategies for early identification of potential candidates for positions.	<ul style="list-style-type: none"> <li>• Extended an invitation to university recruitment trips</li> <li>• Student teacher campus placements</li> <li>• Share list of upcoming graduating candidates</li> </ul>

### Campus and Recruitment Partnership

<b>Campus and Recruitment Partnership</b>	
<b>Strategy Description</b>	<b>Actions</b>
Establish a strong partnership between recruiters and A180 campuses to work together to fill vacancies at A180 campuses.	<ul style="list-style-type: none"> <li>• Ongoing communication on staffing supports and needs</li> <li>• Provide data and feedback on candidates interviewed</li> <li>• Preferential seating at HISD recruitment events</li> </ul>
<b>Priority Staffing</b>	
<b>Strategy Description</b>	<b>Actions</b>
Establish a strong partnership between campus hiring teams and HR Business Partners to work together process hires and provide support with staffing decisions.	<ul style="list-style-type: none"> <li>• Prioritized staffing and processing of hires, transfers and reassignments</li> <li>• Consistent communication with A180 campuses and SSOs regarding vacancies and offers extended Communicate with campuses on future staffing needs</li> </ul>

# Human Resources – Associate Teachers

## Department Overview

The Associate Teacher Trainer focuses on staffing Achieve 180 Dedicated Associate Teachers positions. To ensure students learning in the event that a teacher is absent and provides support for the Achieve 180 Dedicated Associate Teachers.

## PROFESSIONAL DEVELOPMENT

In August 2019, the new and returning Achieve 180 Dedicated Associate Teachers (DAT) were invited to New Teacher Orientation. They had an opportunity to attend paid training during the dates of August 6th through August 9th. The attendees participated in a session specifically developed to provide them with the resources needed to ensure a successful school year on Achieve 180 campuses. The session covered the Achieve 180 program, Achieve 180 DAT position expectations, professionalism, classroom management, special education, diversity, legal aspects, and safety. Achieve 180 DATs also attended sessions on Houston Independent School District (HISD) instructional practices and curriculum.

- In August: 64 positions staffed of the 102 total positions.
  - 45 of the 64 Achieve 180 DATs attended New Teacher Academy Training.
  - 35 of the Achieve 180 campuses were represented in this training.

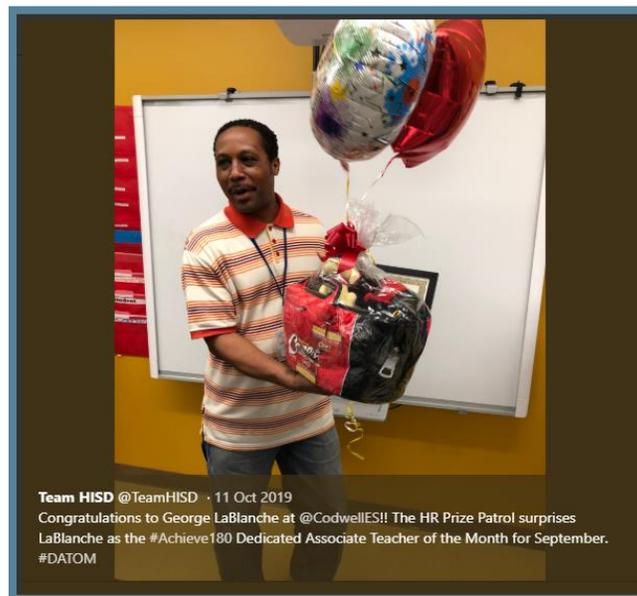


In November, the A180 Associate Teacher Trainer visited with 28 of the Achieve 180 campuses. During these visits, the trainer able to observe the Achieve 180 DATs in their current campus role. Over the course of the campus visit the trainer met with the Achieve 180 DATs to gather data on their current assignment at the campus and to determine the support needed. This information is captured and used to provide A180 DATs with relevant training and support.

## DEPARTMENT INITIATIVE(S)

### Achieve 180 Dedicated Associate Teacher of the Month Award

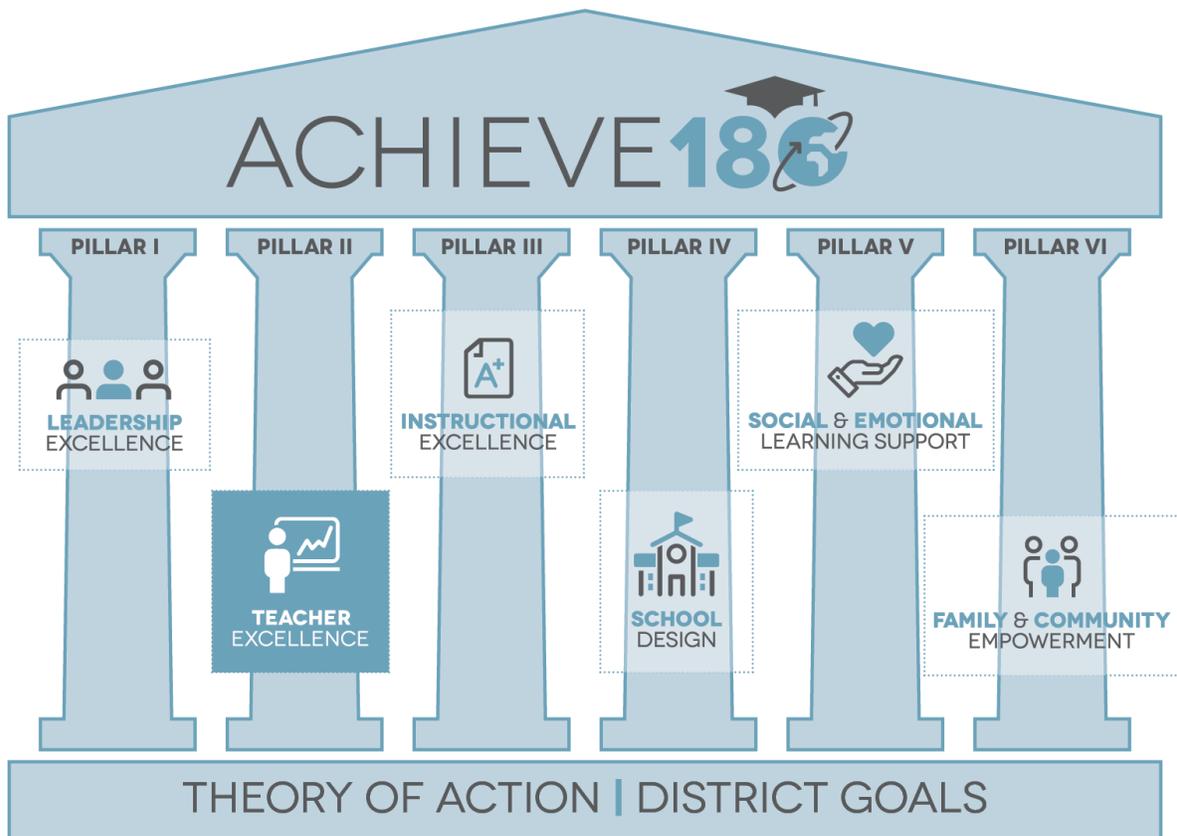
To cultivate a positive and dedicated workplace, the Associate Teacher Office has recognized an Achieve 180 Dedicated Associate Teacher, who performs at an outstanding level. From September to December of the 2019-2020 school year, there were four Achieve 180 DATs recognized as going above and beyond at their Achieve 180 campus. All the Achieve 180 campuses were encouraged to participate in submitting nominations of an Achieve 180 DAT who has had an impact at their campus and the principals and campus staff submit their nominations. The winners received a certificate of recognition and a gift basket donated by Raising Cane's full of goodies. The Achieve 180 DATs from Codwell ES, Mading ES, Highland Heights, and Bruce ES have been recognized.



### **Staffing Achieve 180 Dedicated Associate Teacher Positions**

The Associate Teacher Trainer has partnered with Achieve 180 principals to identify hiring needs. Principals with vacancies regularly receive resumes of candidates who had been screened and qualified. Achieve 180 campuses are staffed with a total of 102 A180 Dedicated Associate Teachers.

- September 15th the campuses had 93 of the 102 positions were staffed.
- October 15th there were 99 positions filled of the 102.
  - Campuses which had vacancies; Fondren ES, Holland ES, Madison HS, Sugar Grove MS, Wheatley HS, and Yates HS.



# New Teacher Coaches

## New Teacher Coaches

The Teacher Career Development team supports the training and development of the ten New Teacher Coaches on Achieve 180 campuses (Blackshear ES, Dogan ES, Henry MS, Highland Heights ES, Kashmere HS, Mading ES, Wheatley HS, Woodson, Worthing HS). New Teacher Coaches report to their principals who dictate their schedule and identify the teachers they support.

### PROFESSIONAL DEVELOPMENT

New Teacher Coaches are developed using the New Teacher Center Instructional Coaching Series. The New Teacher Center is a national, non-profit organization dedicated to ending educational inequities for all students by accelerating teacher and school leader effectiveness. NTC's Instructional Coaching program offers two years of on-the-job coaching for all teachers by well-prepared peers. It prepares teachers to help students meet higher, more rigorous standards by focusing on rigorous, standards-based learning, social and emotional learning, research-based instructional practices, and diverse learning needs. Instructional Coaching Series is a two-year series comprised of eight (two day) modules. Below is the scope and sequence for the series.

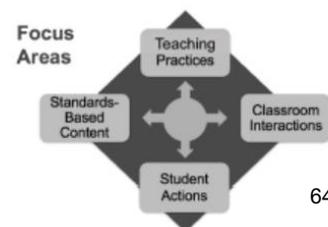
#### Coaching Essentials

#### YEAR 1 SCOPE AND SEQUENCE

- IC-1 Using Formative Assessment in Instructional Coaching Practice
- IC-2 Analyzing Student Learning to Inform Equitable Instruction
- IC-3 Effective Instructional Coaching Cycles
- IC-4 Supporting Effective Instruction

#### YEAR 2 SCOPE AND SEQUENCE

- IC-5 – Coaching Cycles to Support Equitable Instruction
- IC-6 – Coaching for Every Learner
- IC-7 Coaching to Support Language Development
- IC-8 – Coaching as Leadership



## NEW TEACHER COACHES EVIDENCE

	Dogan ES	Woodson ES	Blackshear ES	Worthing HS	Wheatley HS	Henry MS	Mading ES	Highland Heights ES	Kashmere HS
New Teacher Coach	Ada Whyte	Vanzuela Smith	Maria Castillo	Charsheika Berry	Sandra Sanchez	Genord Spencer	LaShonda PigottPhillips	Marissa Ford	Debra Berry
<b># Novice T in Learning Zone</b>	<b>5</b>	<b>1</b>	<b>4</b>	<b>4</b>	<b>12</b>	<b>5</b>	<b>9</b>	<b>7</b>	<b>6</b>
# Collaborative Assessment Log		1		15	5	6	6	9	129
# Planning Conversation Guide		1	4	1	4	6	2	6	11
# Analyzing Student Learning		1	1	1	3	1	19	4	3
# Observation Cycle				2	2	3	1	2	13
# Knowing Teachers				3	2	6	9	7	6
# Knowing Students				3	1		1		
# Selective Scripting			3		3	4		2	16
# Content, Strategies, Alignment								1	2
# Seating Chart					1			1	2
# Focused Teacher Observation				2	1			1	1
# Admin-Mentor Log				1	1			1	34
<b>Total # High Leverage Tools*</b>	<b>0</b>	<b>3</b>	<b>8</b>	<b>17</b>	<b>23</b>	<b>26</b>	<b>33</b>	<b>34</b>	<b>129</b>

\* High Leverage Tools are listed and described on the next page.

#### New Teacher Center High Leverage Tools and the Coaching Cycle:

- Collaborative Assessment Log – guides initial coaching conversations. Provides entry points to processes within the Teaching and Coaching Cycle.
- Planning Conversation Guide – guides a conversation analyzing an existing lesson plan or discussion al lesson being developed.
- Analyzing Student Learning – analyze artifacts of student learning and identify strengths, learning needs and support for subgroups of students. Provides entry points for an inquiry cycle of planning, teaching and reflecting.
- Observation Cycle – tools that guide a conversation to discuss lesson context, standard and task alignment and observation focus. Followed by the post observation co-analysis that provides support for debriefing observations. Includes a descriptive continuum of indicators aligned with the Optimal Learning Environment and guides a discussion of evidence, strengths, areas for growth, next steps and goal setting.
- Knowing Students – provides information to help teachers connect content to students' context and discuss goal setting.
- Knowing Teachers – guides discussion with teachers to build relationship, identify connections and provide entry points during coaching conversations.
- Data Collection Tools includes Content, Strategies and Alignment, Selective Scripting and Seating Chart are used to collect evidence of an agreed upon focus while observing instruction within the Observation Cycle.

# Elementary Curriculum and Development Office

## Department Overview

The Elementary Curriculum and Development Office believes that effective professional development leads to a change in teaching practice resulting in increased student learning.

- We provide high-quality rigorous Pre-K through 5 curriculum, instruction, and formative assessment programs that lead to relevant educational experiences.
- We focus on elementary school best practices through high quality professional development and Teacher Development Specialist job-embedded instructional coaching.

## **ELEMENTARY TEACHER DEVELOPMENT SPECIALIST CAMPUS SUPPORT**

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Teacher Development Specialists support A180 campuses every week. This work includes:

- Co-teaching lessons with teachers
- Modeling lessons with teachers
- Modeling small-group instruction
- Conducting small-group instruction
- Conducting classroom observations to inform PD plans
- Creating personalized PD plans with teachers
- Providing personalized PD to teachers
- Facilitating PLC sessions with departments
- Creating intervention plans/lessons
- Meeting with campus administration to inform instruction
- Conducting classroom observations with campus admin to calibrate expectations

## ELEMENTARY CAMPUS VISITATION LOG DATA HIGHLIGHTS (FALL 2019)

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### Teacher Development Specialists:

- Provided 5,100 hours of job-embedded coaching support
- Provided 2,672 hours of individual coaching sessions that included modeling, co-teaching, feedback and instructional lesson planning
- Provided 561 hours of professional development sessions across all Achieve 180 elementary campuses to support effective reading, writing, math, science, social studies, dual language and ESL instruction
- Facilitated approximately 629 hours of Professional Learning Community (PLC) planning sessions
- Provided third grade classrooms the greatest support in comparison to other grade levels

## ACHIEVE 180 EXTENDED WEDNESDAYS PROFESSIONAL DEVELOPMENT

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Elementary Curriculum and Development team members, including all TDS and content directors, developed and facilitated targeted professional development and planning sessions at A180 schools around the topics provided by the A180 leadership in collaboration with Curriculum, Student Assessment, and Special Populations. Sessions incorporate a regular focus on the district's initiatives, content-specific activities and strategies, lead4ward resources, and analysis of student performance data to inform planning and instruction.

Extended Wednesday Dates
September 11, 2019
October 2, 2019
October 30, 2019
November 20, 2019

## ACHIEVE 180 COMMUNITY OF PRACTICE (COP)

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The elementary and development team participated and provided feedback at the following COP events:

Achieve 180 Campus	COP Date
Highland Heights	September 13, 2019
Hilliard	September 19, 2019
Bruce	September 20, 2019
C. Martinez	September 24, 2019
Wesley	October 8, 2019
Stevens	October 14, 2019
Bruce	October 24, 2019
Young	October 28, 2019
Dogan	October 30, 2019
Woodson	November 12, 2019
Mading	December 5, 2019
Foerster	December 10, 2019
Marshall	December 12, 2019
Blackshear	December 17, 2019

## ACHIEVE 180 TAILGATE CHILI COOKOFF

Teacher Development Specialists created reading, writing, math, and science hands-on activities and games aligned to the highly-tested TEKS across grade levels. Teacher Development Specialists modeled and explained the activities to teachers as they engaged in the games.

*All Achieve 180 participated in this event.*

#Tailgating with @A180\_HISD Come get your 🍌  
@HISD\_Curric



Literacy is in the Zone 📖  
A180 Tailgate and Chili Cook Off  
@A180\_HISD @HISDElemReading



## ELEMENTARY LITERACY INITIATIVE

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### Literacy by 3 Reboot

*Literacy by 3 is a district-wide balanced approach to elementary literacy instruction with a goal of having every child reading and writing with fluency at or above grade level. Literacy by 3 has systematic strategies applied by teachers to ensure all students are exposed to phonics, word work, guided reading, independent reading, read alouds, and writing instruction.*

## ELEMENTARY LITERACY PROFESSIONAL DEVELOPMENT

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### October 17, 2019 – Lead Teacher Meeting

*This course is designed to support the 2019-2020 appointed elementary reading/writing lead teachers who serve as liaisons between the literacy department and their campus. Each month, reading/writing lead teachers engage in activities aligned to the HISD district curriculum, assessment, and resources and will receive timely communication around district data points, research-based best practices, and engage in opportunities to collaborate with colleagues in comparable K-2 and 3-5 grade bands.*

The following campuses participated in this meeting opportunity:

**Cook, Pugh, Shearn, and Young**

### October 18, 2019 – Staff Development Day

*Elementary Curriculum and Development TDS and Curriculum Specialists provide just-in-time curriculum based professional development and instructional planning sessions for grades Kinder through 5<sup>th</sup> in reading and writing with social studies integration aligned to the HISD Elementary Scope and Sequence and Unit Planning Guides.*

The following campuses participated in this opportunity:

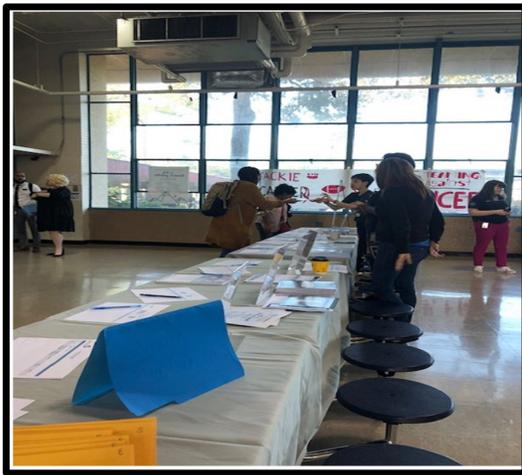
**Cook, Codwell, Foerster, Fondren, Montgomery, Shearn, Highland, Gallegos, Looscan, Hilliard, Mading, Bonham, Reagan, Sherman, Stevens, and Young**

## **October 19, 2019 – HISD PK-12<sup>th</sup> Writing Summit**

*Participants had the opportunity to select from a robust menu of sessions centered on effective writing and integrated social studies instruction in Pre-K to 12<sup>th</sup> grade presented by highly-effective teachers, teacher development specialists, and district approved vendors. The sessions offered strategies for teaching revising and editing, composition, English language learners, and writing across all content areas, including social studies.*

The following campuses participated in this summit opportunity:

***Looscan, Highland Heights, Bonham, Cook, Kashmere Gardens, Mading, Hilliard, Blackshear, Dogan, and Foerster***



## **December 12, 2019 – Leading the Learning**

*Campus leaders collaborated to explore research-based ideas and strategies that assist with coaching and developing literacy teachers.*

The following campuses participated in this opportunity:

***Highland Heights and Pugh***

**A180 Literacy PD October – December 2019**

*A180 leaders and teachers collaborate to gain an understanding of the new ELAR and SLAR TEKS and explore research-based ideas and strategies aligned to critical, highly-assessed standards.*

The following campuses participated in this opportunity:

***Bruce, Highland Heights, Wesley, Dogan, Looscan, Pugh, Gregory-Lincoln, Hilliard, and Woodson***



## **ELEMENTARY MATHEMATICS PROFESSIONAL DEVELOPMENT**

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### **August 1, 2019 – Pre-K-12 Annual Mathematics Conference**

Participants had an opportunity to engage in mathematics content knowledge and best practices and learn from leaders in the fields of Pre-Kindergarten through grade 12 mathematics.

The following campuses participated in this opportunity:

***Belfort ECC, Blackshear, Bonham, Cook, Dogan, Foerster, Fondren, Gallegos, Gregory-Lincoln, Highland Heights, Kashmere Gardens, Looscan, Mading, Marshall, Martinez C., Montgomery, Pugh, Reagan K-8, Shearn, Sherman, Stevens, Woodson, and Young.***



### **September 10/12 and November 12/14, 2019 – Tier II: Leading the Learning Math Collaborative**

Participants created and fostered relationships with district administrators that support mathematics and explored researched based ideas and strategies that assist with coaching and developing all math teachers. They also collaborated with district math administrators on best practices that support and develop strong instructional mathematical thinking.

The following campuses participated in this opportunity:

***Belfort ECC, Blackshear, Dogan, Hilliard, Marshall, Pugh, Reagan K-8, Shearn, and Woodson.***



**September 10/12 and November 12/14, 2019 – Math Lead Teacher Collaborative**

Participants serve as liaisons between the curriculum math department and the campus. Math lead teachers are tasked to enhance the school's instructional math leadership team. Participants engaged in activities aligned to the HISD district curriculum, assessment, and resources throughout the school year. This course is designed to support the appointed elementary math lead teachers; however, all math teachers are welcome to attend.

The following campuses participated in this meeting opportunity:

***Cook, Foerster, Gregory-Lincoln, Looscan, C. Martinez, Montgomery, Shearn, and Woodson.***



**September 16/30, 2019 – Texas Kindergarten Assessment TX-KEA**

Participants gained an overview of Texas Kindergarten Assessment TX-KEA, explored the assessment practice area, explored online professional development, and explored small group lessons from the Circle Activity Collection. TX-KEA is an optional progress monitoring tool for Kindergarten students, available in English and Spanish, and provided at no cost to Texas public school.

The following campuses participated in this opportunity:

***Mading, Reagan K-8 and Woodson.***



**September 27, October 18, and November 8, 2019 – Elementary Math Staff Development**

Elementary Curriculum and Development TDS and Curriculum Specialists provided just-in-time curriculum based professional development and instructional planning sessions. Mathematics sessions were provided for each grade-level (kindergarten through grade 5) aligned to the HISD Elementary Scope and Sequence and Unit Planning Guides.

The following campuses participated in this opportunity:

***Bonham, Codwell, Cook, Dogan, Foerster, Fondren, Highland Heights, Hilliard, Looscan, Mading, Montgomery, Reagan K-8, Sherman, Stevens, and Wesley.***



**September 27, October 18, and November 8, 2019 – Imagine Math**

Participants were introduced to Imagine Math program and dashboards and guidance on how to use the program to see amazing improvements for the new school year. A tour of the program, and discussions on how to introduce Imagine Math to students and create a plan for a successful implementation was also provided.

The following campuses participated in this opportunity:

***Hilliard, Fondren, Looscan, Montgomery, and Sherman.***



### **September 21 and October 26, 2019 – Guided Math and Workstations Framework**

Participants explored the Houston ISD Guided Math and Workstation Curriculum Framework and experienced components of Guided Math and the Four Recommended Workstations. Participants also walked away with a startup toolkit for Guided Math Implementation.

The following campus participated in this opportunity:

***Woodson***



### **September 23, 2019 – Math Manipulative Monday**

Participants gained a better understanding of the instructional benefits to students of using manipulatives to teach number sense and fractions, explored implementation and facilitation strategies for incorporating manipulatives into the math classroom and collaborated with professional colleagues.

The following campus participated in this opportunity:

***Looscan***



**October 22, 2019 – Supporting Rtl Math Students**

Participants explored intervention strategies and best practices to answer the question, “How do we respond when our Rtl students don’t learn math?” They walked away with explicit routines and tools to integrate in core classroom as well as strategies for small-group instruction.

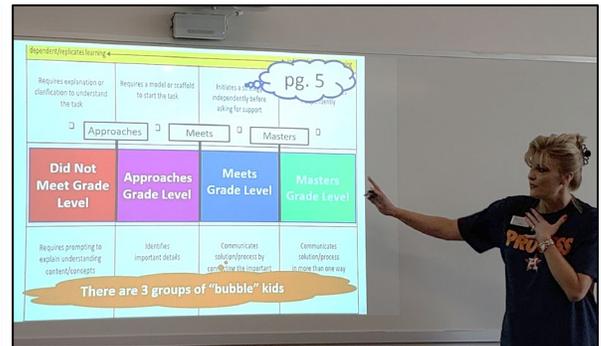
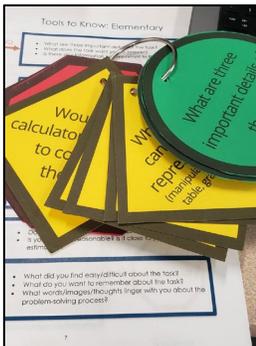
The following campus participated in this opportunity:  
**Hilliard**



**October 3, 2019 – Lead4ward: Problem Solving in the Math Classroom**

Participants focused on the effective planning of the process standards to support students with “Tools to Know” to initiate the problem-solving process and “Ways to Show” their understanding of the content. This training included: Rubric for evaluating students’ use of the process standards; Identification of the different types of mathematical thinkers and how to differentiate instruction to meet the needs of ALL students; Instructional strategies for supporting students with how to start the problem-solving process and/or communicate their understanding of mathematics

The following campuses participated in this opportunity:  
**Mading, Martinez C., and Stevens.**



## October 3, 2019 – Lead4ward: Math Intervention

Participants learned how to model structures that will enable all students to get a piece of the intervention PIE!

- Prevention: Effective use of lead4ward's TEKS Scaffold, released STAAR items, and lead4ward's teacher guides to proactively approach math intervention prior to instruction
- Intervention: Effective use of lead4ward's new intervention tool as the vehicle to establish math intervention groups and identify specific math content needed to grow ALL learners
- Extension: Effective use of lead4ward strategies to intervene with mathematical content and processes standards to move ALL students to their next level of potential.

The following campuses participated in this opportunity:

***Bonham, Hilliard, Mading, and Woodson.***



## ELEMENTARY SCIENCE PROFESSIONAL DEVELOPMENT

### Sept. 27, Oct. 18, Nov. 8 – Staff Development Planning Sessions

Science Staff Development Instructional Planning - Elementary Curriculum and Development TDS and Curriculum Specialists provide just-in-time curriculum based professional development and instructional planning sessions for grades Kinder through 5th and lab in the area of science aligned to the HISD Elementary Scope and Sequence and Unit Planning Guides.

### Early Release Offerings 12:30 p.m. – 3:30 p.m. Science Instructional Planning - Content and Lab

September 27, October 18, November 8, January 17, and February 14  
Bastian ES, Dogan ES, HELC, and Shadowbriar ES

OneSource  
1279001 (K-2)  
1280031 (3-4)  
1280021 (G5)

The following A180 campuses participated in one or more of these engaging learning experiences:  
**Bruce, Pugh, C. Martinez, Rucker, Bonham, Woodson, Stevens, Dogan, Highland Heights, Hilliard, and Wesley.**



**Sept. 24-25, Oct. 22-23, and Dec. 3-4 – Science Lead Teacher Collaborative Sessions**

*Science Lead Teacher Collaborative - This course is designed to support the 2019-2020 appointed elementary science lead teachers who serve as liaisons between the science department and their campus. Each month, science lead teachers engage in activities aligned to the HISD district curriculum, assessment, and resources and will receive timely communication around district data points, research-based best practices, and engage in opportunities to collaborate with colleagues in comparable K-2 and 3-5 grade bands.*

Science instructional leaders from the following A180 campuses participated in fall semester collaborative sessions: **Looscan, Bonham, Stevens, and Hilliard.**



**Sept. 24-25 and October 22-23 – Tier II Leaders Meetings**

*Building Leadership Capacity – The Science Elementary Curriculum and Development team is hosting a 5-part series of 2-hour sessions aimed at increasing growth and student achievement in grades K-5 science. After each session, leaders will be able to articulate, identify, and coach campus-based science teachers on effective practices in planning and instructional delivery that will lead to student mastery of standards.*

The following A180 campuses were represented by their appointed campus science leader(s): **Highland Heights and Mading.**



**September-December 2019 – After School Offerings**

*A plethora of after school offerings are made available for teachers who range from the novice to expert level. Sessions are timely and target toward utilizing data, planning for upcoming standards, implementing small group instruction, and effective lesson delivery. All sessions are slated for K-5 teachers, 1.5 hours and include:*

*Starting Off Strong Using BOY Data*

*Primary Science Think Tank*

*Planning for Process TEKS*

*Backwards Planning Using Outlines and Blueprints*

*Daily 5 In Science*

*Small Group Science Instruction (Responding to Snap 1 Data)*

*Progress Monitoring Using DFA Data*

*Setting Up for Science*

The following Achieve 180 campuses participated in these learning experiences: **Woodson and Stevens.**



## ELEMENTARY DUAL LANGUAGE PROFESSIONAL DEVELOPMENT

### Dual Language Beginning of the Year Training

On August 14 & 21, 2019 all dual language teachers attended Beginning of the Year trainings with the Bilingual/ESL/DL TDS in collaboration with Multilingual Programs. Teachers participated from sessions centered around key dual language strategies as well as sheltered instruction targeting reading, writing, and content instruction with emphasis on literacy.

Campuses in attendance: **Pugh, C. Martinez, Shearn**

#DualLanguage Ts are attending #BOYTrainings today with @HISD\_Curric #Bil\_ESL\_DL TDS Team! #shelteredinstruction #duallanguage #Languageispower 🇺🇸 🇪🇸 🇩🇪 🇫🇷 🇮🇹 🇯🇵 🇰🇷 🇸🇪 🇹🇼 🇻🇪 🇽🇰 🇾🇰 🇿🇰



#DL Ts learning about #CrossLinguistics at #BOYDL2019 @HISD\_Curric @HISDMultiPrgrms #shelteredinstructionforDL 🇺🇸 🇪🇸 🇩🇪 🇫🇷 🇮🇹 🇯🇵 🇰🇷 🇸🇪 🇹🇼 🇻🇪 🇽🇰 🇾🇰 🇿🇰 @oterorodolfo1



#DL Ts learning how to develop #DLWorkstations at #BOYDL2019 @HISD\_Curric @HISDMultiPrgrms #shelteredinstructionforDL 🇺🇸 🇪🇸 🇩🇪 🇫🇷 🇮🇹 🇯🇵 🇰🇷 🇸🇪 🇹🇼 🇻🇪 🇽🇰 🇾🇰 🇿🇰 @Ocanas20 @arualdr



### Academics Days

August 13- 20, 2019 Elementary Bilingual/ESL/DL TDS supported New TEKS training for teachers across all areas. The focus of these training was to help teachers grapple and understand the structure of the new TEKS, new Literacy Block, and the use of the new reading and handwriting adoptions. TDS modeled each component of the block for teachers and provided resources for their reference.

**All Achieve 180 campuses attended this training opportunity.**

🌟 Thanks @SouthArea\_HISD and @HISDEastArea for your engagement today during our #PreService19 sessions! @HISD\_Curric #HISDEmpowers @NicoleMooreHisd @Ponce\_East 🌟



#HISDPreService19 East Area Kindergarten teachers getting familiar with the new documents and resources of the Literacy Block 😊 @BurnetES @PattersonESHISD @BriscoeElemHISD @Franklinhisd @GallegosES\_HISD @RPHarris\_ @Tijerinaes @CageEI\_PCMS @HISD\_Curric



🌟 @Roosevelt\_HISD is hosting @Northwest\_HISD #AcademicsDay2019 for G1 & G2 Ts today! #HISDEmpowers #HISDPreService19 @HISD\_Curric @HISDElemBilTeam 🌟



## **A180 Extended Wednesdays- September 11, 2019.**

### **Bonham ES**

Teacher Development Specialists offered professional development focused on differentiated small group instruction during Guided Reading. The training focused on the use of sheltered instruction strategies to plan differentiated guided reading lessons. Teachers created and shared lessons with their peers.

### **Pugh ES**

On September 11, 2019 the Principal, DDIS, and Teacher Development Specialist conducted a professional development about setting campus goals and identifying annual priority TEKS for the 2019-2020 school year. Teachers used their data and grade-level TEKS for their grade-level reflection.

### **Clemente Martinez ES**

On September 11, 2019 the Teacher Development Specialist offered professional development with an emphasis of joining the read aloud and mini-lesson during the reading block. The specialist modeled the correct way to plan and deliver a read aloud using TEKS based turn and talk questions. Teachers conducted “at bats” and practiced creating their own read aloud and mini-lesson using sample texts.

### **Dual Language New Teacher Academy**

On September 18-19, new dual language teachers had a second opportunity to attend trainings in the fall with Elementary Curriculum to receive an overview of sheltered instruction and the dual language curriculum. Teachers also observed model lessons and discussed planning process targeting content and language integration. During breakout sessions, dual language teachers had an opportunity to learn about preview/review, cross-linguistics connections, integrated workstations, and content and language integrated lessons.

### **Dual Language Coordinators and ESL Lead Teacher Meeting**

On September 24, 2019 Elementary Dual Language Coordinators and ESL Lead Teachers met with Elementary Curriculum and Multilingual Programs. During this meeting, Multilingual Programs shared information about Dual Language professional development plan and information about assessments. Elementary Curriculum shared information about how to use the ESL and Dual Language curriculum documents for instructional planning and the new tools available for teachers.

Campus in attendance: ***Bonham and Shearn***

Thank you @WhartonDual for hosting our #DLCs and ESLLeadTeachers meetings this year! Thanks to all our participants in attendance today!!! See you in October!!!  
@HISD\_Curric @HISDMultiPrgrms



### Staff Development -September 27, 2019

Elementary Bilingual/ESL/DL Teacher Development Specialists offered Staff Development training for dual language teachers across all areas. This first training focused on developing a strong understanding about the use of effective Do Nows and Word Study, and the use of sheltered instruction strategies to support ELs. Dual language teachers observed modeling and engaged in practice and planning with their peers.

Campuses in attendance: **C. Martinez and Shearn**

#DL #StaffDevelopmentTraining at  
@BurnetES with @arualdr and  
@HelioEspinoza2 ❤️💙 @XoMayaG  
@HISD\_Curric @HISDMultiPrms



### Achieve 180 Staff Development –September 27, 2019

#### **Pugh ES**

Principal, DDIS, Teacher Development Specialists conducted professional development on data digging from BOY and Renaissance 360 data and conducting reflections. Teacher Development Specialists assisted teachers as they worked on their reflections and planned instruction based on data.

Staff Development Day! Planning for success! @ortiztech @MsCMontoya  
@TrevorKarr1



#### **Clemente Martinez ES**

Teacher Development Specialist offered professional development focusing on the creation of “Do Now’s and Exit Tickets” with an emphasis on multiple choice STAAR formatted questions. Teachers witnessed a 4th grade poetry model lesson. Teachers had an opportunity to “make and take” their own products in order to implement with the students during class.

### Achieve 180 Extended Wednesdays- October 2, 2019

#### **Bonham ES**

Teacher Development Specialists provided professional development based on calibration of TELPAS writing samples with teachers in grades K-2nd. Teachers engaged in analysis of connection between ELPS and TELPAS in writing. Teachers engaged in planning how to incorporate writing during content area instruction to support English Learners as they write in preparation for spring TELPAS writing samples.

#### **Pugh ES**

Teacher Development Specialists conducted a planning professional development focusing on read aloud and mini lesson alignment with a focus on the importance of read aloud- student conversations and teacher modeling. Teachers engaged in read aloud/ mini-lesson modeling and practice.

#### **Clemente Martinez ES**

The teacher development specialist engaged teachers in professional development focusing on activities that make instruction more engaging for students. TDS presented and modeled a STAAR strategy for summarization. Teachers were also presented with action plans for the fall semester in conjunction with the administration team.

### Staff Development Training- October 18, 2019

Bil/ESL /DL Teacher Development Specialists offered trainings for dual language teachers during Staff Development Day. These sessions focused on the use of the Dual Language curriculum to plan integrated Read Aloud/ Mini-Lesson based on the new ELA/SLA TEKS. Teachers had an opportunity to see modeling and engage in practice and application with their peers.

Campus in attendance: **C. Martinez**

#SaffDevelopmentDay #DualLanguage #ShelteredInstruction ❤️ 🌂 🧑  
@HISD\_Curric @HISDMultiPrgms



## **Achieve 180 Staff Development- October 18, 2019**

### **Pugh ES**

Teacher Development Specialists conducted data-dig session focusing on instructional planning and model lesson alignment. Teachers engaged in planning and practice and presented At-Bats from their lessons.

### **Clemente Martinez ES**

Teacher Development Specialist offered professional development focusing on test taking strategies for completing paired selections on STAAR. Teachers collaborated on finding a common theme between selections. Educators discussed and developed a simple test taking plan for students. Teachers also had an opportunity to see modeling of a skill based small group lesson using a commonly assessed objective

### **Writing Summit**

October 19, 2019 Bilingual/ESL/Dual Language Teacher Development Specialists offered sessions for dual language and bilingual teachers during the Writing Summit. These sessions focused on the use of a variety of Be GLAD sheltered instruction strategies to impact TELPAS data, and sessions on effective reading and writing strategies in English and Spanish.

🙌 Thank you @Panther\_Proud for hosting today's @HISD\_Curric #WritingSummit2019 @magard12 @MrsFrancoTDS @CarmenD07431396 @MsLupitaAlvarez



## **Dual Language Coordinators and ESL Lead Teachers Meeting**

On October 22, 2019 Dual Language Coordinators and ESL Lead teachers gathered at their monthly meeting with Elementary Curriculum and Multilingual Programs. The focus of the meeting was the correlation between Content and Language Objectives through training provided by Elementary Curriculum, as well as to receiving updates about the TELPAS assessment from Multilingual Programs.

Great group of #DLCoordinators and #ESLLeadTeachers today at our monthly meeting at @WhartonDual! Thank you for joining us! @HISD\_Curric @HISDMultiPrgrms @RaquelMora3 @XoMayaG 📷 📱 📺



### **Achieve 180 Extended Wednesday- October 30, 2019**

#### **Pugh ES**

Principals, DDIS and Teacher Development Specialists conducted professional development based on creating an action plan based on data. Teachers presented their action plans to their peers to provide and receive feedback.

#### **Clemente Martinez ES**

The teacher development specialist trained teachers on a strategic lesson planning process with a focus on backwards thinking and matching instruction to how items are assessed on STAAR. Teachers were provided with an instructional pacing calendar for ELA to be followed for academic cycle 2. A comprehensive review of Snapshot 1 data results was conducted, and teachers discussed individual test items and provided instructional feedback to one another.

### **Principals and Tier II Leaders Meetings**

On November 6 & 7, 2019 principals and Tier II leaders had an opportunity to participate in a breakout session about literacy integration across content areas with Elementary Curriculum and Development. During this session, participants engaged in analysis and creation of content and language objectives across content areas, as well as assess quality of objectives through practice and application with their peers.

### **Dual Language Staff Development Training- November 8, 2019.**

Bil/ESL /DL Teacher Development Specialists offered Dual Language trainings during the Staff Development Day. These sessions were tailored for dual language teachers by providing a differentiated session with three topics focused on dual language strategies: Preview/Review, Cross-linguistics Connections, and Content Integration. TDS modeled best practices for teachers, who engaged in practice and application with their peers. *Campus in attendance: C. Martinez*

### **Achieve 180 Staff Development- November 8, 2019**

#### **Bonham ES**

Teacher Development Specialists presented professional development for all 3rd-5th literacy teachers. The focus of the session was data disaggregation and data-driven instructional planning with focus on District Level Assessments using the district's blueprint. Reading resources and lessons were shared with teachers.

#### **Pugh ES**

Teacher Development Specialists presented professional development focused on backwards design of workstations. Teachers planned workstations aligned to the current TEKS. Teachers engaged in At Bats by presenting their workstations ideas to their peers to provide and receive feedback.

## Clemente Martinez ES

The Teacher Development Specialist offered professional development with a focus on the assessed curriculum and tested blueprint from the Texas Education Agency. We learned the organizational patterns of informational selections in order to expose kids to this tested skill during classroom lessons. Teachers witnessed a model lesson titled “Old Town Road” with a focus on non-fiction notice and note signposts.



## GLAD Academy

November 12 & 13, 2019, dual Language teachers participated in a two-day training about the Be GLAD strategies. Be GLAD (Guided Language Acquisition and Design) is a language acquisition and literacy training employing Project GLAD® model and strategies in alignment with our district curriculum. Teachers learn how to integrate language to content lessons to enhance language acquisition.

Word study on suffix “tion” ... Ms. Franco, TDS, applies her expertise 🙌 & demonstrates how to incorporate the CCD Cognitive 🧠 Content Dictionary 📖 into direct instruction.



### **Dual Language New Teacher Academy**

On November 19 & 20, 2019 new dual language teachers had the opportunity to attend training with Multilingual Programs and Elementary Curriculum to learn about their role as dual language teacher. Day 1 with Multilingual Programs focuses on compliance pieces such as programming, time/content allocation, and expectations for testing. Day 2 with Elementary Curriculum focuses on overview of sheltered instruction and the dual language curriculum. Teachers engage on the planning process targeting content and language integration, walking away with new understanding about their role as dual language teachers, as well as building relationship with peers at other campuses.

Working with new #DL Ts is so wonderful! Today's TS were creative and collaborative! Great qualities of an amazing #DL T!!! Great job!!!  
@HISD\_Curric @HISDMultiPrgms 🍪🍪🍪❤️💙



### **Achieve 180 Extended Wednesdays – November 20, 2019.**

#### **Pugh ES**

Teacher Development Specialists presented professional development on how to plan TEKS-aligned lessons about informational text. Teacher Development Specialists modeled the use of Lead45Ward documents to identify and focus on highly-tested TEKS in their planning. Teachers engaged in application and practice by doing At Bats of their lessons to receive and provide feedback.

#### **Clemente Martinez ES**

The Teacher Development Specialist led this professional development session and focused on reviewing the DLA blueprint with teachers in order to better prepare students for this mid-year summative assessment. A follow up on the importance of planning and developing TEKS based literacy workstations was presented through various ready-made examples. Teachers witnessed and participated as students in a 3rd grade model lesson focusing on identifying text structures in informational text.

### **Dual Language Coordinators and ESL Lead Teachers Meeting**

On December 17, 2019 Dual Language Coordinators and ESL Lead teachers gathered at their monthly meeting with Elementary Curriculum and Multilingual Programs. Elementary Curriculum provided training on the new integrated workstations provided for dual language, bilingual and ESL teachers in the curriculum and Multilingual Programs shared upcoming professional development opportunities and information about the ELD and TELPAS assessments.

## **EARLY CHILDHOOD PROFESSIONAL DEVELOPMENT**

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### **August 16, 2019-Academic Day A180**

Participants will build the foundation of our smallest global graduates as we plan instruction to assure the year maximizes the learning of all 4-year-old children. We will unpack and explore Pre-K standards and discover the rich HISD resources that are available to all teachers. We will make the most of the day by nurturing our master early childhood teachers as well as our emerging new teachers. We will prepare to teach in whole group, small group, and support independent practice in workstations. All vehicles for instruction are differentiated to consider all learners.

### **September (ONLINE)-Intro to CIRCLE Assessment**

Participants will learn how to administer the CIRCLE Assessment and navigate the Engage Platform.

The following campuses participated in this training opportunity: **Bruce, Gallegos, and Pugh.**

### **September 10 or 12, 2019-Pre-K Lead Teacher Meeting #1**

Participants will meet regularly to facilitate communication between each campus and the Early Childhood Department. Lead Teacher meetings will provide current information regarding district/state issues and district initiatives as well as professional development opportunities.

The following campuses participated in this meeting opportunity: **Belfort ECC, Blackshear, Bonham, Cook, Dogan, Foerster, Gregory-Lincoln, Highland Heights, Martinez C., Pugh, Shearn, Stevens, Wesley, and Woodson.**

### **September 26, 2019-Writing Throughout the PK Day**

Participants will learn how to use the writing methods within the Gradual Release Model and engage in hands-on-activities to encourage and enhance writing throughout the day.

The following campuses participated in this professional development opportunity: **Bonham and Montgomery.**

### **September 27, 2019-Staff Development Day**

Participants will learn strategies to create and maintain a positive classroom environment that promotes student behavior.

The following campuses participated in this training opportunity: **Bonham, Bruce, Codwell, Foerster, Highland Heights, Hilliard, C. Martinez, Shearn, Sherman, and Stevens.**

### **October 1, 2019-Secrets to Increasing CIRCLE Scores**

Participants will learn how to implement interactive activities for whole group and workstations based on BOY CIRCLE data.

The following campuses participated in this training opportunity: **Bonham**.

### **October 3, 2019-iPads in Prekindergarten**

Participants will become more familiar with using iPads in prekindergarten to support small group and whole group instruction.

The following campuses participated in this training opportunity: **Bonham and Dogan**.

### **October 16, 2019-Pre-K Math Workstations**

Participants will explore the math Pre-Kindergarten Guidelines and learn how to differentiate math workstations using activities developed.

The following campuses participated in this training opportunity: **Bonham and Mading**.

### **October 18, 2019-Staff Development Day**

Participants will dig deeply into the CIRCLE assessment, how it informs our work growing readers and writers, and how to plan whole group, small group, and independent practice.

The following campuses participated in this training opportunity: **Belfort ECC, Bruce, Codwell, Dogan, Foerster, Gallegos, Gregory-Lincoln, Hilliard, Mading, C. Martinez, Montgomery, Shearn, and Wesley**.

### **October 18, 2019-Staff Development Day – Pre-K 3**

Participants will join us as we focus on our youngest students. We will examine the state guidelines, student domains, instructional schedule and curriculum.

The following campuses participated in this training opportunity: **Blackshear, Highland Heights, Hilliard, C. Martinez, Pugh, and Wesley**.

### **October 29 and November 12, 2019-Pre-A Guided Reading for PK**

Participants will learn how to utilize Pre-A guided reading strategies during small group.

The following campuses participated in this training opportunity: **Bonham, Cook, Mading, and Montgomery.**

### **November 5 or 7, 2019-Pre-K Lead Teacher Meeting #2**

Participants will learn to facilitate communication between each campus and the Early Childhood Department. Lead Teacher meetings will provide current information regarding district/state issues and district initiatives as well as professional development opportunities.

The following campuses participated in this training opportunity: **Belfort ECC, Bonham, Codwell, Cook, Dogan, Foerster, Looscan, C. Martinez, Pugh, and Stevens.**

### **November 8, 2019-Staff Development Day**

Participants will learn how to teach cultural diversity by celebrating different cultural holidays from around the world using literature and hands-on activities that are appropriate.

The following campuses participated in this training opportunity: **Bonham, Cook, Dogan, Foerster, Gallegos, Gregory-Lincoln, Highland Heights, Hilliard, Looscan, Martinez C., Pugh, Shearn, Stevens, and Wesley.**

### **November 14, 2019-Differentiation in Workstations**

Participants will learn how to use the Prekindergarten Guidelines, CIRCLE data as well as other assessments to differentiate activities in literacy and math workstations.

The following campuses participated in this training opportunity: **Bonham.**

### **December 3, 2019-Math Small Group in Pre-K**

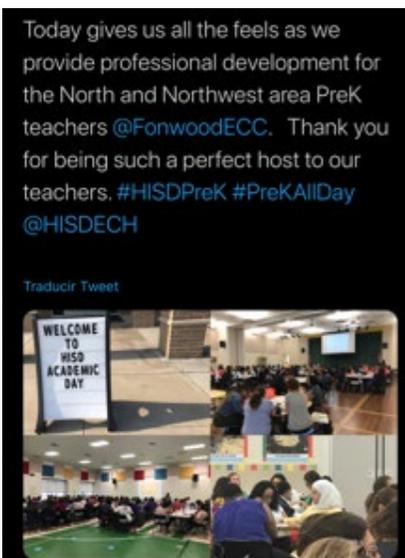
Participants will learn how to use data to drive small group math instruction.

The following campuses participated in this training opportunity: **Bonham.**

**December 9, 2019-CIRCLE Assessment 101**

Participants will learn how to implement CIRCLE Assessment. Training includes the following topics: an assessment environment recommendations, do's and don'ts of assessment administration, an overview for each subtest and finally, technology essentials to produce class and school reports to drive small group instruction.

The following campuses participated in this training opportunity: **Wesley.**



## **ACHIEVE 180 ADDITIONAL EARLY CHILDHOOD SUPPORT**

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### **August 21, 2019 – Classroom Set-Up**

Assisted PK teachers with setting up their classrooms by moving furniture to design whole and small group areas as well as workstation.

A180 PK Expansion Campus: **Wesley ES**

### **August 22, 2019 – PK 101 Beginning of the Year**

Conducted **PLC** with Pre-K and Kinder teachers to cover beginning of the year expectations such as classroom set up, procedures, routines, structures, etc.

A180 Campus: **Mading ES**

### **August 26, 2019**

Provided campus support to the PK 3 teacher all day on the first day of school.

A180 PK Expansion Campus: **Wesley**

### **August 28, 2019**

Provided campus support for the first week of school and conducted observations to assess the type of coaching that will be provided.

A180 Campus: **Bonham**

### **August 28, 2019**

Provided campus support for the first week of school, review daily schedules and checked classroom materials and resources

A180 Campus: **Gregory-Lincoln Educational Center**

### **August 28, 2019 – Calibrations in PK**

Calibration walks were conducted in each of the four PK classrooms in need of support to identify areas of need.

A180 Campus: **Blackshear**

### **August 28, 2019 – Calibrations in PK**

Calibration walks were conducted in each of the three PK classrooms in need of support to identify areas of need.

A180 Campus: **Woodson**

### **August 28, 2019**

Teachers shared their area of need, discussed how to create structures for classroom management, and how to implement routines and procedures.

A180 Campus: **Looscan**

### **August 28, 2019**

Teachers shared their area of need, discussed how to create structures for classroom management, and how to implement routines and procedures.

A180 Campus: **Pugh**

### **September 5, 2019 – Calibrations in PK**

Calibration walks were conducted in each of the four PK classrooms in need of support to identify areas of need.

A180 Campus: **C. Martinez**

### **September 12, 2019 – Meeting with Administration**

Meeting with principal to discuss the foci for this year including teachers' coaching needs.

A180 Campus: **Bellfort ECC**

### **September 18, 2019-Classroom Environment Planning**

Participants were guided on how set up the classrooms by arranging furniture to improve the flow and functionality of their room.

A180 Campus: **Foerster**

### **September 18, 2019**

Conducted a **PLC** to assist with questions and concerns about CIRCLE Assessment and discuss classroom management procedures and routines.

A180 PK Expansion Campus: **Wesley**

### **September 26, 2019**

Conducted classroom walkthroughs followed by a **PLC** to assist with CLI access and classrooms management structures.

A180 PK Expansion Campus: **Wesley**

### **September 26, 2019**

Conducted classroom walkthroughs to identify areas of need and assisted teachers with CLI access and the how to administer the assessment.

A180 Campus: **Bruce**

## **ACHIEVE 180 EXTENDED WEDNESDAY EARLY CHILDHOOD SUPPORT**

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### **September 11, 2019- Instructional Planning**

Participants were guided on developing effective lesson plans that are aligned to PK guidelines and the Planning Guides for Theme 1” All About Me.”

A180 Campus: **Highland Heights**

### **September 11, 2019-Beginning of the Year Support**

Teachers shared their celebrations, questions and concerns. Teachers received coaching on how to address classroom management concerns and how to implement routines and procedures.

A180 PK Expansion Campus: **Wesley**

### **October 02, 2019 – PK 3 Support**

**Wednesday PD** focused on Classroom management strategies for PK 3 students.

A180 PK Expansion Campus: **Wesley**

### **October 2, 2019- Classroom Environment Planning**

Participants were guided setting up their classrooms by arranging furniture to improve the flow and functionality of their room.

A180 Campus: **Highland Heights**

**October 30, 2019- Professional Development- “CIRCLE Data Analyst”**

Participants were guided to analyze the CIRCLE reports to form small groups to deliver small group instruction.

A180 Campus: **Highland Heights**

**October 30, 2019**

**Wednesday PD** focused on setting up the Word Wall in the classroom and reviewing its different functions as a workstation.

A180 PK Expansion Campus: **Wesley**

**November 20, 2019**

**Wednesday PD** focused on implementing a workstations management system.

A180 PK Expansion Campus: **Wesley**

**November 20, 2019- Professional Development - “Exploring Writing in a PK 3 Classroom”**

Participants learned the Importance of writing by creating a community of writers, focusing on daily news, journals, incorporating writing opportunities in workstations, and planning effective writing baskets mini-lessons.

A180 Campus: **Highland Heights**

<Insert Text explaining support/initiative and how it impacted schools.>



## LIBRARY SERVICES

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### Professional Development Opportunities

*Our Library Educator meetings were held once a month at Hattie Mae White, campuses, or community partner facilities to provide staff working in the library an opportunity to collaborate, receive responses to questions/concerns, receive PD credit for library related training, and hear updates regarding initiatives, programs, policies and procedures that pertain to the district, department, and their campus libraries.*

*These Professional Development opportunities provide the A180 library educators with training on tools, methods, and information that will assist them in their library instruction, management, and development.*

<b>Monthly Meetings</b>	<b>Support Topics</b>
Sept: 9/27/2019	<b>TexQuest Resources, Library Curriculum, District Google Accts.</b>  <u>9 attended:</u> Attucks MS, Blackshear ES, Bonham ES, Bruce ES, Deady MS, Thomas MS, Wheatley HS, Woodson ES, Yates HS
Oct: 10/18/2019	<b>Copyright, Collections by Destiny, Social Media Library Engagement</b>  <u>7 attended:</u> Attucks MS, Blackshear ES, Bruce ES, Deady MS, Thomas MS, Wheatley HS, Yates HS
Nov: 11/8/2019	<b>World Book, Labeling Your Library</b>  <u>8 attended:</u> Blackshear ES, Bruce ES, Deady MS, Foerster ES, Thomas MS, Wheatley HS, Woodson ES, Yates HS
Dec: 12/12/2019	<b>HPL Community Engagement, Winter Reading Program, FlipGrid, LBB Report- Libraries, Self-checkout</b>  <u>3 attended:</u> Attucks MS, Foerster ES, Yates HS

### Additional PD

Name That Book Technology Training 9/29/19	<u>3 attended</u> : Foerster ES, Thomas MS, Yates HS
Learn360 Hands On 10/9/19	<u>3 attended</u> : Attucks MS, Blackshear ES, Wheatley HS
Collection Curation with Destiny 10/22/19	<u>4 attended</u> : Attucks MS, Blackshear ES, Thomas MS, Yates HS
Fall for Saturday Tech 11/2/19	<u>2 attended</u> : Blackshear ES, Foerster ES

All campuses were emailed meeting minutes to review all information and materials shared at monthly meetings. However, this should not replace the face-to-face interaction. It is imperative that all campuses participate in monthly library educator meetings. See the attendance for A-180 campuses below.

### Site Visits & School Support

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All HISD campuses will receive a formal visit from the Library Services Department. During this visit, the assigned Library Services Specialist complete a site evaluation form addressing any recommendations to be made regarding the library space, program, collection, and staffing, etc. We provide information on the site visit form designating where each library falls compared to state standards. This form is then discussed and provided to the library educator and/or school administration. During the months of September-December, the following A180 campuses had a formal site visit conducted by Library Services:

<b>September 2019</b>	Attucks MS, Deady MS, Highland Heights ES, Martinez C ES, Pugh ES, Sugar Grove MS, Washington HS, Wheatley HS
<b>October 2019</b>	Bruce ES, Cullen MS, Dogan ES, Henry MS, High School Ahead MS, Thomas MS, Washington HS, Wesley ES, Woodson ES, Yates HS
<b>November 2019</b>	Attucks MS, Forest Brook MS, North Forest HS, Thomas MS, Woodson ES
<b>December 2019</b>	Blackshear ES, Deady MS, Dogan ES, Foerster ES, Mading ES, Madison HS, Wheatley HS

In addition to formal site visits, Library Services Specialists visit campuses frequently to provide an array of support. We offer help on everything from digital resource technical help, to lesson planning, space planning, weeding/inventorying/cataloging library collections, and more. In total, the Department on Library Services spent 58 hours at A180 PK-12 campuses providing support.

**Mentor Support Program**

<b>Mentors will...</b>			
<ul style="list-style-type: none"> <li>· Meet monthly with their mentee (in-person or over the phone)</li> <li>· Mentors will be provided possible discussion topics monthly</li> <li>· A follow up survey will be completed by the mentor/mentee to record what was addressed in their monthly check-in.</li> </ul>			
<b>MENTEE SCHOOL</b>		<b>MENTOR SCHOOL</b>	
Attucks MS		Library Services	
Blackshear ES		Library Services	
Bruce ES		Travis ES	
C Martinez ES		Hogg MS	
Dogan ES		Ketelson ES	
Foerster ES		Library Services	
Forest Brook MS		Library Services	
Hilliard ES		Forest Brook MS	
Mading ES		Hobby ES	
Pugh ES		Carillo ES	
Sugar Grove MS		Pin Oak MS	
Washington HS		Yates HS	
Wheatley HS		Heights HS	
Woodson ES		Hobby ES	
Worthing HS		Scarborough HS	
Yates HS		Library Services	
<b>MONTH</b>	<b>AVG. TIME MEETING</b>	<b>CONTENT DISCUSSED</b>	<b>CONDUCTED MENTOR/ MENTEE CHECK-IN SURVEY</b>
October	30-45 mins.	Literacy, Instruction Delivery, Professional Learning, Technology/ Infrastructure, Budget and Resources, Community Partnerships, Collaboration Space & Time Mgmt.	Wheatley HS
November	45-60 mins.	Instruction Delivery Professional Learning Technology/Infrastructure Budget and Resources	
December	0-15 mins.	Literacy, Budget and Resources	Pugh ES

*All A180 campus library educators were included in the mentor program where they were connected with a mentor and received monthly discussion topics, as well as the survey link. Participation was minimal.*

## FINE ARTS PROFESSIONAL DEVELOPMENT

### Staff Professional Development Opportunities

Fine Arts Academic Days-Teachers participated in vertical teaming, deep dive into curriculum, technology, communication and district assessments. The biggest take away from the training was the excitement over the vertical teaming time. Teachers were able to share resources, discuss strengths and weaknesses of each campus in efforts to grow as a support group.

### All 180 Campuses (Except Worthing HS)



### Dance PD

Teachers received a professional development on jazz dance technique, scaffolding techniques and applications.

The best way to jazz up a gloomy day is to dance it away! HISD Dance teachers are having a blast at professional development Dance Technique workshop. Shout out to a hosting school @HeightsHighScho @HISDFineArt @HISD\_Curric



## FINE ARTS: GUEST ARTIST SERIES

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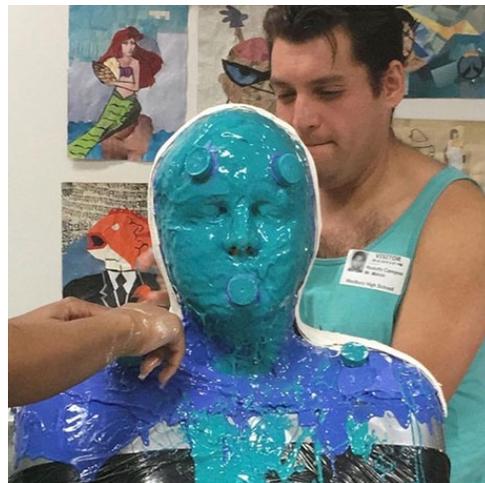
**Guest Artist Series**-Starting this year artists are scheduled to provide professional development for teachers and students in areas of interest outside of formal visual arts curriculum. Local artists will share expertise in hopes of teachers and students connecting the newfound knowledge with peers and incorporate it into their work. We have artists scheduled for November, February, and April all sessions will be held at A180 campuses. Pictured is local artist Rudy Campos teaching 3D latex sculpture.

Hosting:

- Westbury HS

Attended:

- Westbury HS
- Yates HS
- Washington HS



## FINE ARTS: MENTORING TEACHERS AND CAMPUS SUPPORT

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### Mentoring teachers and Campus Support:

- Lawson MS – teacher brought her dance group to participate in the Middle School Dance Festival 2019 with two different numbers. Students enjoyed workshops in the morning. We discussed further development of classes and scheduling issues.
- Codwell ES – a teacher is on track with a curriculum and instruction. Teacher is working collaboratively with other core teachers and developing lessons on other content are concepts per my inputs. She has specifically developed cross-curriculum connections for K-2 students and for 3-5 grade students. The overall dance specific and other academic vocabulary is improving and expanding. This model should be presented to other elementary dance teachers.
- Gregory Lincoln ESC – teacher is using district curriculum, developing dance literacy, participating in all dance events and collaborating with other teachers on his campus.
- Milby HS – teacher is developing dance program by following the district curriculum and resources. This teacher was able to offer Dance Level II for the first time at her school on the students' request because of the quality of dance curriculum that was utilized the year before.
- Highland Heights ES, North Forest HS, Mading ES, Foerster ES, Cook ES received support from music curriculum specialist on curriculum, best practices, classroom structures and restorative justice in the fine arts classroom.

**New Teacher Academy**-New teachers participated in professional development to learn about departmental support, curriculum and classroom expectations. Participating campuses:

- Henry MS
- North Forest HS
- Wheatley HS
- Thomas MS
- Gregory Lincoln EC
- Fleming MS

ENGAGEMENT OVERLOAD! Fuel the human, fuel the artist, fuel the teacher...2019 HISD VA Job-Alike! @HISDFineArt @HoustonISD @TeamHISD @HISD\_Curric @montra\_rogers @hornelem @CorneliusElem @MFAH @GlassellSchool @BellaireHigh @edison\_school @ArtHornElem @westsidehigh @MECA\_Houston



2 4 18

On November 4, 2019 the Theatre Curriculum Specialist conducted a rehearsal observation and feedback session for Patrick Henry Middle School's UIL One Act Play company

At @PatrickHenryMS to do a workshop of @CompanyPatriot's UIL One Act Play! Looking forward to it! @A180\_HISD @HISDFineArt @HISD\_Curric @montra\_rogers



4 9

On November 14, 2019 the Theatre Curriculum Specialist had a meeting with the theatre director at MC Williams Middle School, Norma Thomas.

Just arrived to @MCWSTEM to visit their theatre director, Norma Thomas. Every time I pull into the parking lot here I think of the school's rich theatre history with C. Lee Turner. I look forward to seeing what Ms. Thomas brings to the program's future! @A180\_HISD @HISDFineArt – at M.C. Williams Middle School



## **FINE ARTS: COMMUNITY ENGAGEMENT AND STUDENT SHOWCASES**

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### **Community Engagement and Student Showcases:**

#### **Participation in Elementary, Middle and High School Honor Dance Ensembles 2019-2020**

- Lawson MS and Gregory Lincoln Education Center sent their students to audition and few students were accepted to this year's honor ensembles: elementary and middle schools.
- Kashmere, Washington, Worthing HS, Milby HS sent their students to auditions for high school honor dance ensemble – Kashmere and Milby HS students were accepted among other schools too. A dance teacher from Milby HS was selected to be a rehearsal director this school year.

#### **HISD Middle School Dance Festival 2019**

The invitation to all middle schools were sent. Personal invitation via email correspondence with Achieve 180 middle schools dance teachers to participate in this year's festival by either bringing students to take workshops or to perform on the festival, is in the progress.

- Gregory Lincoln Education Center – PVA MS group participated in this year's festival.
- Lawson MS also participated in this event:
- Milby HS - A dance teacher from Milby HS was on adjudication panel, providing her professional critiquing about performances.



**MFAH KFEC Student Photography Installation-** Photography exhibition of student artwork from this summer's Summer Visual Arts Intensive (Camp). Students from around the district came together to produce artwork about their family and work life. The show is dynamic and will be on view until the end of November. Participating student artists are from the following campuses:

- Sharpstown HS
- Yates HS
- Westbury HS

What a great night!!! Community collaboration at its finest! TY @MFAH KFEC for hosting our students ART & FAMILIES for the RECEPTION! @HISDFineArt @HoustonISD @HISD\_Curric Exhibition & Pictured: @DebaKeyHSHP @iamsharpstown in Exhibition: @JackYatesHigh @WHS\_HUSKIES @FurrHS



**HISD Fine Arts and holds Gospel Heritage Month Celebration in collaboration with Representative Sheila Jackson Lee and the Gospel Music Heritage Month Foundation**

The Fine Arts Department began the 2019-2020 school year by partnering with the office of Congresswoman Shelia Jackson Lee to sponsor the HISD Gospel Heritage Celebration. The celebration was held September 26<sup>th</sup> at Kashmere High School and featured the choirs of Kashmere High School and Sharpstown High School. The students were also treated with a performance from national recording artist and young gospel rapper J-Xavier and local recording artist and radio host Angela Bennett.



## Title IV Allocations

- Portable Sound System: Marshall ES, Woodson ES, Gregory Lincoln Educational Center, Sharpstown HS, Washington HS, Worthing HS, Wisdom HS, Madison HS, Westbury HS.
- Elementary Dance Equipment – set:  
Marshall ES: received the set  
Codwell ES: received missing dance equipment from elementary dance package along with a dance lesson plans and activities book.
- Woodson ES: Music classroom instructional equipment and music instruments.
- Wesley ES: Music classroom instructional equipment and music instruments.
- Kashmere HS: Choral risers
- Safety Dancing Mats/Floors:  
Worthing HS and Madison HS – the school just opened dance program, however the space allocated as a dance classroom was not equipped with a proper flooring, causing concerns about possible injuries. The Fine Arts Department supplied the school with safety dancing mats.

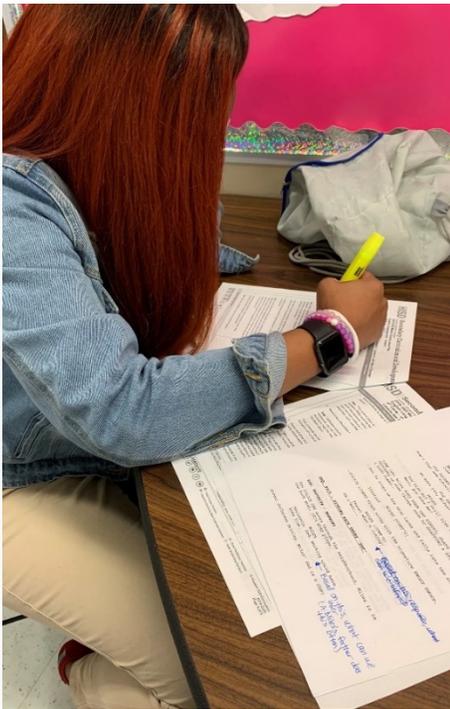
Thank you to [@HISDFineArt](#)  
[@SK\\_HISD\\_Dance](#) [@HoustonISD](#)  
[@WorthingColts1](#) for providing  
the WHS Fine Arts Department  
with a Marley Dance Floor 😊👯  
👯





Secondary Curriculum and  
Development

## Secondary Curriculum Relaunch



The Secondary Curriculum relaunch has created a standardized curriculum across all content areas. The **new master course lessons** include specificity to support teachers in implementing and differentiating instruction for all learners.

Central to this fall semester’s relaunch and embedded in every lesson are strategies to support English learners and strategies for special populations. Particular attention is paid to the alignment to the rigor of STAAR/EOC; regular use of literacy skills of speaking, reading, and writing in all content areas; and development of key 21st-century skills in all students.



### Examples of Master Course Materials – Middle School ELA

Lesson 5: Understanding Setting & Plot Through Book Clubs		Teacher Moves
<b>1</b>	<p><b>Supported Independent Reading (10 min.)</b></p> <p><b>Note:</b> As this unit focuses on book clubs, students may read their book club books during this time. Students will have opportunities to record their interactions within the Independent Practice portion of the lesson.</p> <ol style="list-style-type: none"> <li>Ask students to take out their book club books and literacy notebooks. Explain that they may use the independent reading time to read their book club books.</li> </ol> <p><b>Say:</b> “As we are working on our books club books during this unit, you may use this time to ensure your meet your reading goals.”</p>	<p>The “Teacher Moves” section provides teachers an opportunity to adjust and differentiate each lesson to meet the needs of all their students. This work is addressed regularly in Curriculum’s professional learning work with A180 schools.</p>
<b>2</b>	<p><b>Engage and Connect (10 min.)</b></p> <ol style="list-style-type: none"> <li>Play from 2:07 - 4:26 of this <a href="#">video</a> about Jason Reynolds, author of <i>A Long Way Down</i>. Ask students to consider why authors write and why we read.</li> </ol> <p><b>Say:</b> “Today’s Engage and Connect will involve you watching a clip from a video about Jason Reynolds. Jason is the author of various Young Adult novels, including <i>Ghost</i>, <i>All American Boys</i>, and <i>A Long Way Down</i>. Despite his success as a published author, Jason admits that he wasn’t a great reader. In fact, he didn’t finish his first book until he was 17 years old. As you watch this video, I want you to think about the following questions:</p> <ul style="list-style-type: none"> <li>Why do you think authors write?</li> </ul>	<p><b>STUDENT ENGAGEMENT WITH VISUALS AND AUTHENTIC TEXTS</b></p>

**Say:** “To begin, I am going to read the poem aloud. You don’t need to write anything or do anything except to listen. Please place your pen/pencils on your desk and listen.”

3. Read the poem in its entirety. Next, create a dialectical journal on a sheet of paper and have students create one in their literacy notebooks. The two-column chart may look like this:

Text	Text Symbol and Comments

You will then reread and stop to annotate using the text symbols.

**SCRIPTED THINK-ALoud /  
READ-ALoudS WITH  
STUDENT PRODUCTS**

### I Do

4. Read stanza 1 and make connections to the first 4 lines.

**Say:** “As I read this, I’m automatically connecting it to music, so I’m going to put a C on my dialectical journal. It reminds of the flow of a song or even a chant. I can see these repeating lines being put to a rhythm. I’m going to jot that down before I forget. I also love the image of a rabbit running and comparing it to the speaker’s love for his son. It makes me think that his love is natural and real. I’m going to note this on my dialectical journal using a heart symbol.”

3. Select 1-2 students to share out and note which lines/phrases to place a text symbol next to. Students should also share what they wrote in their dialectical journals and then ask for volunteers to annotate the last 2 lines and share their comments. Students can use stems such as:

- *I connected to line \_\_\_ because it reminds me of...*
- *Line \_\_\_ was surprising to me because...*
- *Line \_\_\_ is my favorite part because...*
- *I agree with \_\_\_ because...*

**EMBEDDED SCAFFOLDS  
FOR ALL LEARNERS**

3. **Say,** “Now that you’ve spent some time examining setting, let’s wrap up our understanding with a short-written response. I’m going to model this process using the text we worked on together. I need to ask myself, *What personal connections did you make to the text and why?* I’ll use a stem like:

*I connected to the part about \_\_\_ because it reminds me of...*

So, here’s my answer:

*I connected to the poem in lines 18-19 when the speaker talks about how the mother can have the some now and he’ll get him “by and by” because it reminded me of my son. My son is very close to me right now, but he’s only 4 years old. I know when he gets older, he will prefer to be with his father doing things boys typically enjoy doing.*

**EMBEDDED TEACHER  
EXEMPLARS**

<b>6</b>	<b>Close the Lesson and Assess Mastery (10 min.)</b>	<b>CHECKS FOR UNDERSTANDING</b>
	<p>1. Distribute index cards and ask students repeat the process. Provide students with a sentence stem or paragraph frame.</p> <p><i>I connected to this book when _____ because it reminded me of _____.</i> (Add details that show the connection between you and the text. This will be the explanation)</p> <p>2. Allow students 5 minutes to complete the task and then ask students to prepare to share their responses in their groups. Allow students 5 minutes to discuss and make any corrections before submitting the index card on the way out.</p> <p><b>Note:</b> Students' responses must have:</p> <ul style="list-style-type: none"> <li>• Complete sentences</li> <li>• A thesis</li> <li>• Textual evidence</li> <li>• An explanation of the connection</li> </ul>	

<b>4</b>	<b>Guided Practice (20 min.)</b>	<b>EMBEDDED STUDENT DISCOURSE</b>
	<p>1. In order to facilitate additional discussion about the text, conduct a <b>Pair – Square – Share</b>. Invite the students to get up and find a partner. This should be someone other than their shoulder partner.</p> <p><b>Say:</b> “I would like for you to get up and find a partner. This should be someone other than your shoulder partner. You will need your copy of the text and a pencil or pen.”</p> <p>2. Determine who is Partner A and who is Partner B.</p> <p><b>Say:</b> “Determine who is Partner A and who is Partner B. I need all the Partner A’s to raise to their hand. I need all the Partner B’s to raise their hand.”</p>	

<b>8</b>	<b>Close the Lesson and Assess Mastery (5 min.)</b>	
	<p>1. Close the lesson with a <b>QSSSA</b>.</p> <p><b>Question:</b> What could be included in an introduction?  <b>Stem:</b> One thing that I included in my introduction is...  <b>Signal:</b> Wave your hands in the air!  <b>Share</b>  <b>Assess:</b></p> <ul style="list-style-type: none"> <li>○ Student responses may include at least one of the following: <ul style="list-style-type: none"> <li>▪ Controlling idea</li> <li>▪ A big idea <u>statement</u></li> <li>▪ A definition</li> <li>▪ A comparison</li> <li>▪ Advice for the reader</li> <li>▪ An anecdote</li> <li>▪ An inner thought</li> </ul> </li> </ul>	

## Extended Day Professional Learning

Secondary Curriculum and Development developed and facilitated targeted professional development sessions throughout the fall semester for teachers at the Achieve 180 schools using a “Planning Instruction with Mastery in Mind” protocol and focused on the specific needs at each campus. Regular emphasis is placed on using the district curriculum documents including master courses, Lead4ward guides and resources, literacy routines, student assessment data, resources and strategies to support students with disabilities and English learners, and collaborative planning techniques.

Professional Learning Days
Wed., January 11
Wed., October 2
Wed., October 30
Wed., November 20
Wed., December 11

### PLANNING INSTRUCTION WITH MASTERY IN MIND



(PL-1, PL-2, PL-3, PR-5)



#### UNPACK STANDARDS AND BUILD CONTENT KNOWLEDGE

- Deconstruct the standards to determine the content to be taught, level of rigor (verb), specificity, vocabulary and variation. Pay close attention to the Knowledge and Skills as well as the Student Expectations (SE's) that students should master. Examine language skills needed to master the content, and consider the ELPS that will need to be addressed.
- Review district planning documents (Scope and Sequence, Planning Guides, Master Courses, and Lead4ward Field Guides).
- Review district-adopted resources to enhance your content knowledge. Ask yourself, "By the time the bell rings at the end of class, what will students know and be able to do?"



#### PLAN WITH THE END IN MIND

- Visit Lead4ward to access instructional resources such as the IQ Released Test. Match the standard to the questions, highlight vocabulary in the question, make notice of key concepts, and annotate the process students must use to be able to answer the question.
- Plan for ways to address common misconceptions.
- Utilize data to inform your planning. Visit OnTrack, the A4E dashboard, or other student data trackers to ensure that instruction is appropriate to the level of student needs.
- Utilize the Know Your Students, Know Your Standards protocol to determine gaps and plan for mastery of standards.
- Use Planning Guides or Master Courses to review and create teacher exemplars of student work that will serve as a model for mastery.



#### PREPARE TO TEACH

- Gather lesson resources that address the specific skill and content within the TEKS that students will master. Consider the level of rigor, specificity, and variation.
- Read and annotate the Planning Guides or Master Courses.
- Consider the amount of time it will take for students to execute the assigned task so you can plan accordingly.
- Plan questions for students in advance, using question stems for support in order to check for understanding.
- Gather lesson resources that address the language skills within the ELPS and review considerations for Specially Designed Instruction (SDI).



#### CONSIDER ALL LEARNERS

- Utilize scaffolds to support all students and to ensure entry points for engagement in the lesson.
- Include additional questions that will support comprehension of text or mastery of tasks. For example, "Do I need to add a read aloud/think aloud?" "Should a glossary or visuals accompany a reading?" "How might I provide an environment for structured conversations?" "What additional scaffolds are needed to support writing?" "Do I need to create/modify response stems?" "Have I created a teacher exemplar?"
- Determine which supplementary aids and services are appropriate for Students with Disabilities (SWD).
- Visit Literacy Routines and Linguistic Accommodations to include other strategies to support English Learners.



#### COLLABORATE

- Use your content/cross-functional team as a support system to learn strategies to embed into the lessons.
- Practice the execution of lessons using an AT-BATS protocol with your colleagues.
- Collaboratively analyze formative assessment data and student work samples in order to inform future lesson plans that will address the needs of all learners and provide proper interventions if needed.







## Training for Leaders

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Secondary Curriculum and Development team members participated regularly in the district principal meetings to provide support for Tier II leaders and all campus leaders. Fall sessions included:

Topic / Title of Session	Date	Audience
<i>Small Group Instruction</i>	10/2/19	Principals
<i>Small Group Instruction</i>	10/3/19	Tier II leaders
<i>Disciplinary Literacy</i>	11/6/19	Principals
<i>Disciplinary Literacy</i>	11/7/19	Tier II leaders
<i>Leading Secondary Science, Now What?</i>	12/4/19	Principals and Tier II Leaders
<i>What Are You Looking At? Look-Fors in the Secondary Mathematics Classroom</i>	12/4/19	Principals and Tier II Leaders

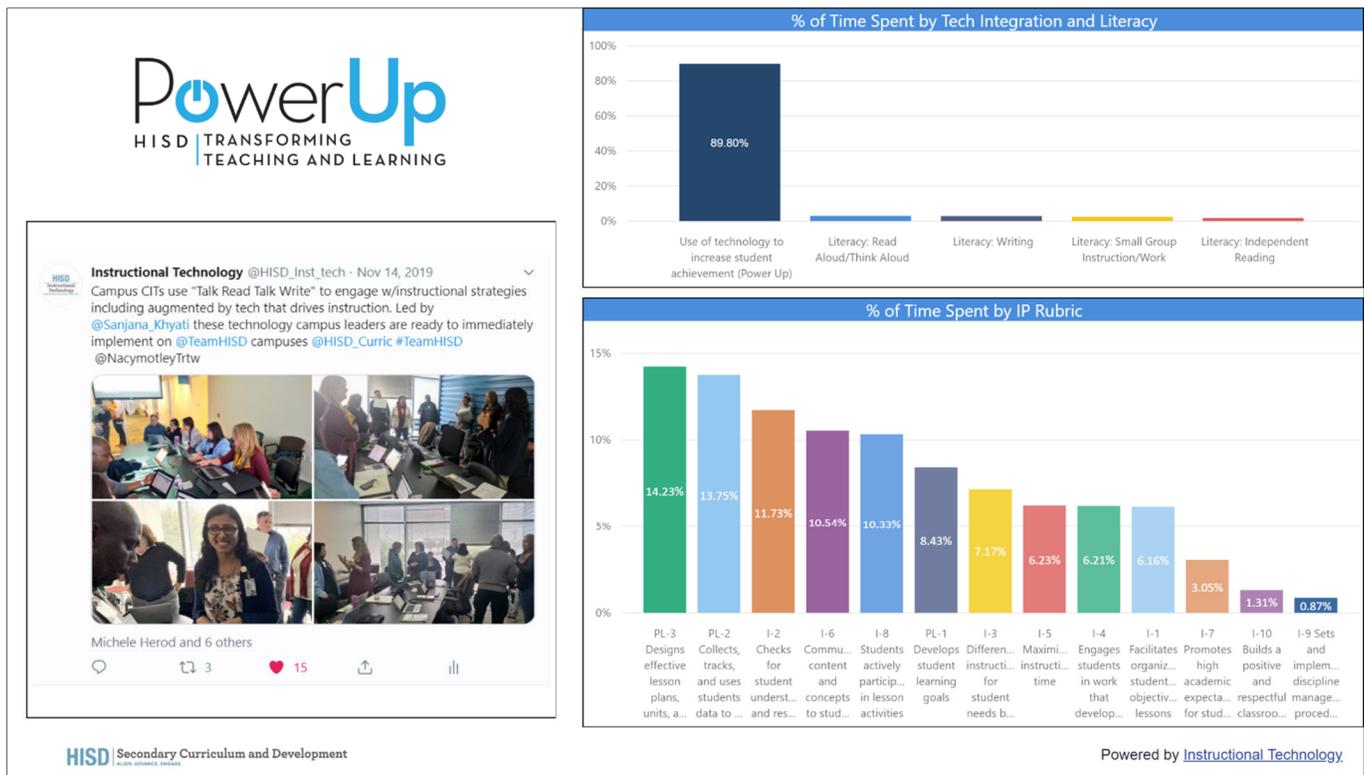
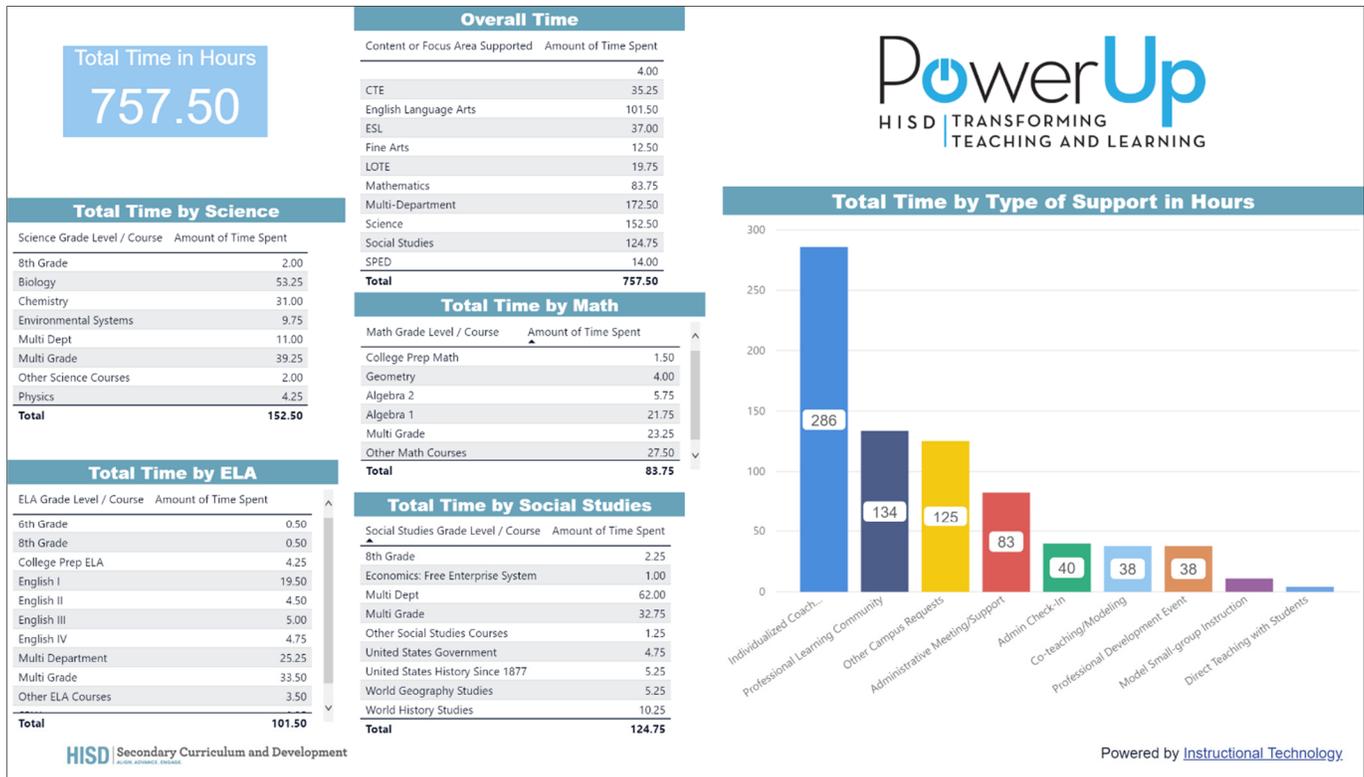
## Community of Practice Visits

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During fall semester 2019 Community of Practice visits, the Secondary Curriculum and Development Department partnered with the A180 office to provide feedback and support to improve teacher effectiveness, increase student achievement, and build capacity of Tier II leaders. To meet these outcomes, Secondary Curriculum provided targeted support from Teacher Development Specialists, curriculum specialists, and directors. The department also provided student and teacher resources and personalized trainings for the A180 campuses.

A180 Schools Supported During Fall 2019 COP Visits:		
Attucks Middle School	Forest Brook Middle School	Thomas Middle School
Clifton Middle School	Henry Middle School	Washington High School
Cullen Middle School	High School Ahead Academy	Wheatley High School
Deady Middle School	Kashmere High School	Williams Middle School
Edison Middle School	Key Middle School	Worthing High School
E-STEM Central	North Forest High School	Yates High School
Fleming Middle School	Sugar Grove Academy	

# Spotlight: PowerUp



Verizon has awarded a grant to HISD through the Verizon Innovative Learning Schools (VILS) program administered by Digital Promise. VILS schools receive devices for all their students, teachers, and administrators. Each device comes with a data plan that provides 24/7 access. A180 schools Henry MS and Holland MS were among the schools selected.

## Spotlight: Science

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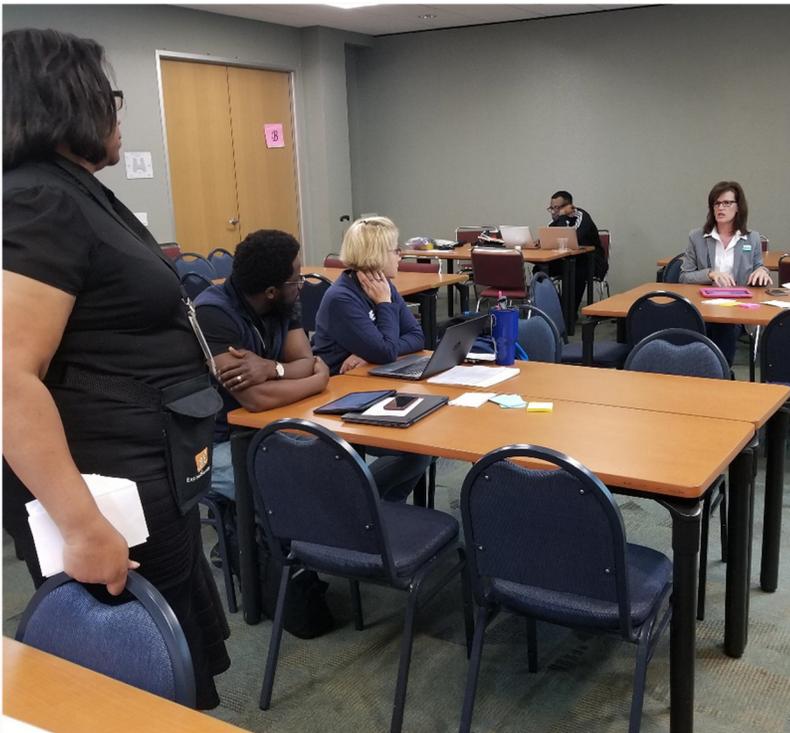
The Texas Leadership Initiative for Inquiry Science Teaching (TLIIST) program is funded by the National Science Foundation (NSF) via the Noyce Track for Master Teaching. The Rice University Office of STEM Engagement received this grant and will collaborate with HISD, Houston Community College (HCC), the University of Houston, and the Science Teachers Association of Texas (STAT) in its implementation.

TLIIST will provide five years of professional development in science pedagogical content knowledge, leadership training, and mentoring for twenty science teachers from high-need schools in the Houston area. The goal of TLIIST is to develop a cohort of twenty teachers as Master Teaching Fellows (MTFs) and as science teacher-leaders at their campuses, districts, and across Texas. Science teachers from the Achieve 180 campuses of Madison High School, Billy Reagan K-8 Educational Center, and Westbury High School are participating in the cohort.



The HISD Secondary science curriculum team is an active participant in this project by helping to identify and recruit science teachers to the project and provide space and resources to these teacher-leaders to host professional development workshops on school campuses and at district administrative offices and participate in selected district wide training. The K-12 grade level science teaching Fellows selected to participate in this project will receive an award of salary supplements/stipends of \$15,060 annually. Each participant is expected to stay in a

classroom teaching science and to teach in a high-need district for the duration of the five-year program or they will have to pay back a portion of the funds that they have received from the grant.



## Spotlight: Health/PE

The Health and Physical Education (HPE) curriculum team offers professional development across the district that includes hands-on, TEKS-based instructional practices and an exploration of the principles of SEL and how they apply to HPE. In addition, the team provides strategies for adapting activities and equipment for students and how to modify skills-based instruction that



better meet the needs of all the students at a campus. In health education, instructional based practices aligned to TEKS and National Health Standards inform interactive strategies that engage students in health education. Cross-curricular instructional practices and brain-based strategies aid student engagement and the promotion of a healthy lifestyle. Additionally, HPE team members offer opportunities for teachers to earn certifications in Archery, Camping, and Angler Education so they can provide the district's urban students with outdoor recreational activities.



The following A180 campuses participated in these professional learning opportunities: Belfort ECC, Codwell ES, Edison MS, Fondren ES, Gregory Lincoln, Hilliard ES, Kashmere HS, Looscan ES, Madison HS, R. Martinez ES, Montgomery ES, Reagan K-8, Sharpstown International, Sheran ES, Washington HS, Wheatly HS, Wisdom HS, Young ES, Blackshear ES, Bonham, Cook ES, Deady MS, Sharpstown HS, Thomas MS, Westbury HS, Cullen MS, Forest Brook MS, Henry MS, Holland MS, Key MS, Williams MS.

## Use of District-Wide Instructional Resources by A180 Secondary Students to Enhance Tier 1 Instruction and Support Individualized Learning



**Imagine Math** (IM) provides an adaptive, standards-aligned resource to support vertical alignment of standards mastery, including support for Algebra I STAAR EOC and SAT, and a set of TSI pathways. Available to all district students.

Campus	Students Enrolled	IM Users	Percent of Total	% of Users Engaged in IM during Fall for $\underline{x}$ Hrs			
				0-5 hrs	6-10 hrs	11-15 hrs	15+ hrs
Attucks MS	444	346	77.9%	84.1%	13.3%	2.6%	0.0%
Cullen MS	392	300	76.5%	90.7%	6.0%	2.7%	0.7%
Deady MS	718	658	91.6%	87.5%	11.6%	0.6%	0.3%
Forest Brook MS	829	401	48.4%	99.0%	1.0%	0.0%	0.0%
Gregory-Lincoln PK-8	718	579	80.6%	93.1%	5.7%	0.7%	0.5%
HS Ahead Acad MS	196	157	80.1%	54.8%	17.8%	10.8%	16.6%
Henry MS	818	391	47.8%	78.5%	20.7%	0.8%	0.0%
Holland MS	708	257	36.3%	99.6%	0.4%	0.0%	0.0%
Kashmere HS	835	570	68.3%	97.7%	1.9%	0.2%	0.2%
Lawson MS	1,362	1,166	85.6%	91.4%	5.4%	2.1%	1.1%
Madison HS	1,780	723	40.6%	98.3%	1.5%	0.1%	0.0%
North Forest HS	898	565	62.9%	88.3%	7.8%	2.8%	1.1%
Sugar Grove MS	775	705	91.0%	80.0%	5.2%	6.0%	8.8%
Thomas MS	592	484	81.8%	74.6%	11.8%	9.9%	3.7%
Washington HS	826	590	71.4%	89.0%	9.7%	1.2%	0.2%
Wheatley HS	736	494	67.1%	86.4%	12.1%	1.4%	0.0%
Williams MS	469	430	91.7%	81.9%	15.1%	2.8%	0.2%
Wisdom HS	2,043	1,597	78.2%	87.4%	10.4%	1.9%	0.3%
Worthing HS	800	104	13.0%	100.0%	0.0%	0.0%	0.0%
Yates HS	817	416	50.9%	91.6%	7.7%	0.7%	0.0%



**Imagine Language and Literacy (ILL)** provides an adaptive, standards-aligned resource to support vertical alignment of standards mastery. Students receive explicit, targeted instruction within an individualized learning path that continually adjusts to their needs, and addresses reading and listening comprehension, basic vocabulary, academic language, grammar, phonological awareness, phonics, and fluency. Available to all English learners and to students requiring urgent intervention in English language arts and reading.

Campus	# of EL Students	# of Tier3 Students	Users % of Total	# of Users Engaged in ILL during Fall for $\geq$ Hrs			
				0-5 hrs	6-10 hrs	11-15 hrs	15+ hrs
Attucks MS	65	168	7.4%	6.3%	0.7%	0.0%	0.5%
Cullen MS	28	173	29.8%	19.4%	6.9%	0.5%	3.1%
Deady MS	349	314	27.7%	17.4%	5.8%	3.2%	1.3%
Forest Brook MS	153	371	7.2%	5.4%	1.3%	0.4%	0.1%
Gregory-Lincoln PK-8	120	208	35.5%	30.8%	4.5%	0.3%	0.0%
HS Ahead Acad MS	42	112	40.3%	30.1%	8.2%	2.0%	0.0%
Henry MS	360	378	8.3%	7.7%	0.0%	0.4%	0.2%
Holland MS	308	365	46.9%	21.9%	12.9%	6.8%	5.4%
Kashmere HS	147	311	8.1%	3.4%	3.4%	1.4%	0.0%
Lawson MS	531	560	39.9%	20.6%	9.3%	5.3%	4.8%
Madison HS	423	514	15.6%	14.0%	1.5%	0.1%	0.0%
North Forest HS	127	370	7.6%	4.8%	1.3%	0.9%	0.6%
Sugar Grove MS	480	478	33.4%	29.4%	3.6%	0.4%	0.0%
Thomas MS	100	299	15.0%	13.3%	1.7%	0.0%	0.0%
Washington HS	165	406	6.8%	1.6%	1.3%	2.1%	1.8%
Wheatley HS	150	216	6.0%	5.2%	0.8%	0.0%	0.0%
Williams MS	137	226	23.5%	17.9%	4.7%	0.6%	0.2%
Wisdom HS	1,215	1,009	16.6%	11.8%	3.8%	0.6%	0.4%
Worthing HS	75	177	1.4%	0.5%	0.6%	0.3%	0.0%
Yates HS	41	205	3.2%	3.1%	0.1%	0.0%	0.0%

## Secondary Teacher Development Specialist Support for Teachers

Teacher Development Specialists support A180 campuses every week. This work includes:

- Co-teaching lessons with teachers
- Modeling lessons with teachers
- Modeling small-group instruction
- Conducting small-group instruction
- Conducting classroom observations to inform professional development plans
- Creating personalized professional development plans with teachers
- Facilitating PLC sessions with departments
- Creating intervention plans/lessons
- Meeting with campus administrators to inform instruction
- Conducting classroom observations with campus administrators to calibrate expectations
- Co-planning and co-leading Wednesday professional learning
- Leading Lead4ward professional development
- Support district-wide sheltered instruction professional learning in collaboration with the Multilingual Department
- Plan and lead or facilitate professional learning on early release days

Two additional support structures have been provided to Wheatley High School above the already extensive Achieve 180 support protocols:

- Weekly check-in meetings between core Secondary Curriculum Directors and Campus Administration for the corresponding content areas
- Attendance of curriculum authors during core content PLC meetings to provide additional content development, modeling, and other curricular support



@MadisonEla @teejayewebb @ButterisJackee @marisa\_hartling Madison HS ELA - PLC in Full Effect! Working on Grammar in Context with TDS Dr. T. Webb!

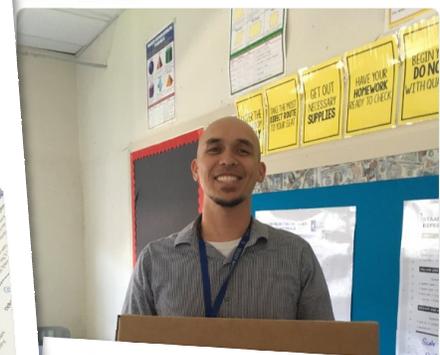
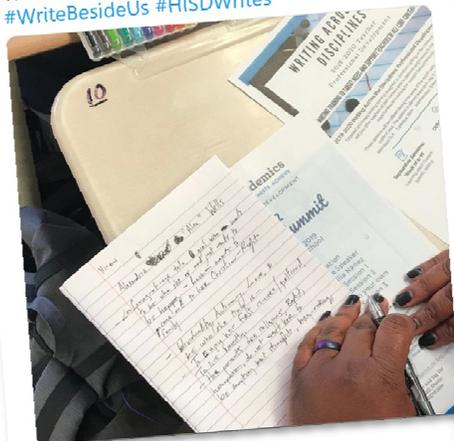


@alysshowell

Congratulations to one of our #MathMatters conference raffle winners!! Mr. Vromant @TeamHISD #Deady Middle School grade 7 #math teacher @HISD\_SecMath @HISD\_Curric



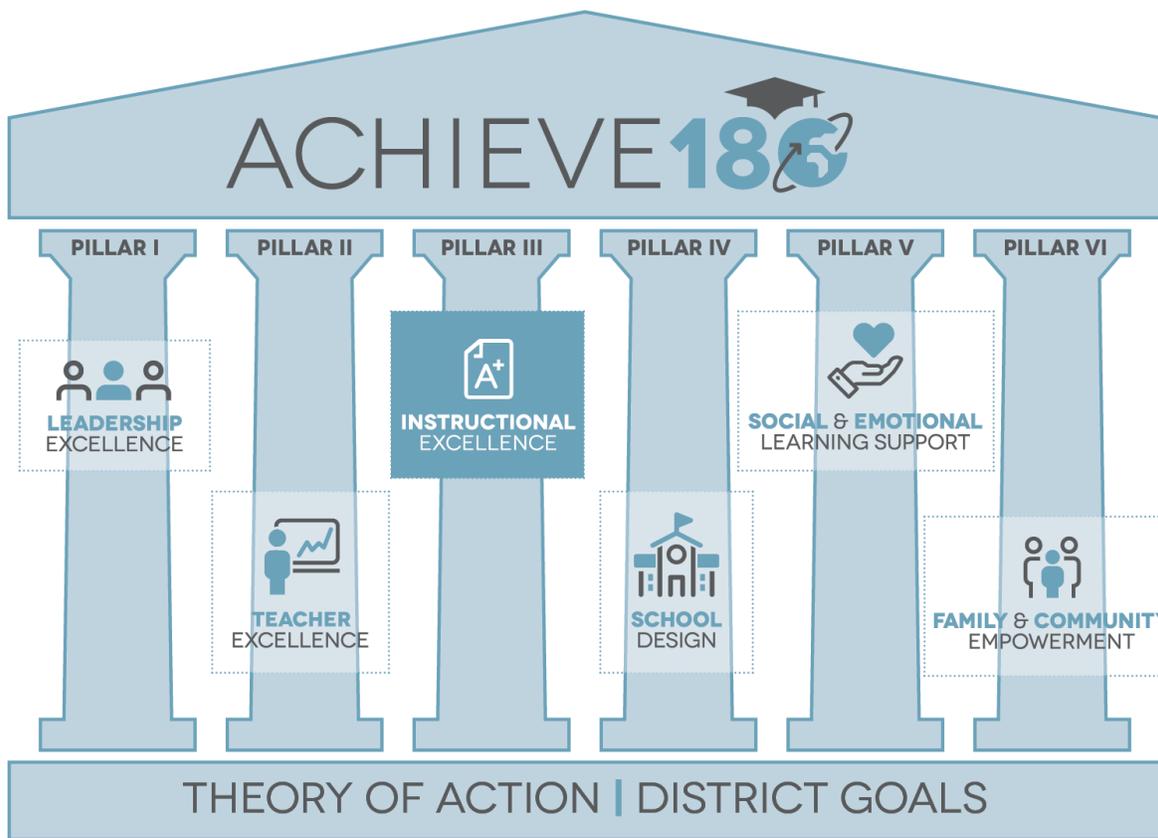
I love my @WeLoveWheatley folk showing up and showing out today. Three of our teachers are ready to type up a WHOLE NOVEL, y'all. These folks don't play, they slay! #WriteBesideUs #HISDWrites



Alyssa Howell  
@alysshowell

Batter up! @TeamHISD math teachers model lesson activities for each other ❤️❤️ #MathMatters when we #LearnTogether #PlanningMastery @HISD\_Curric @HISD\_SecMath Our teachers are AWESOME!!!





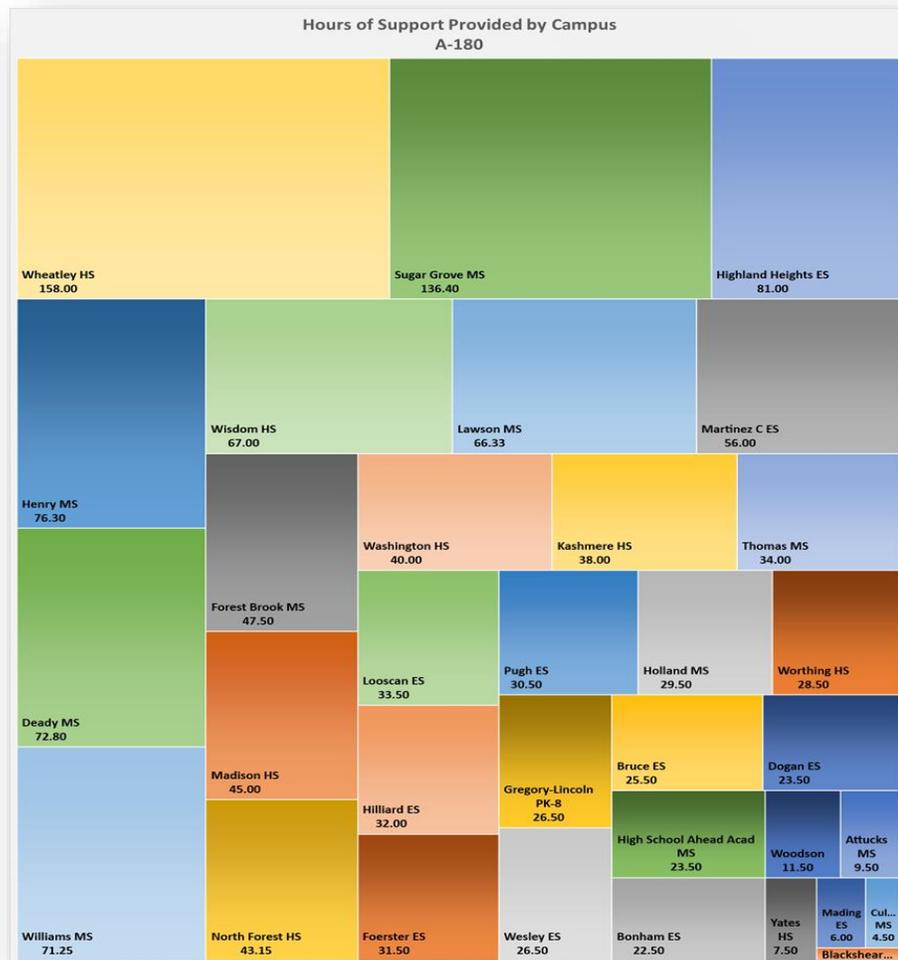
# Multilingual Programs Department

## Department Overview

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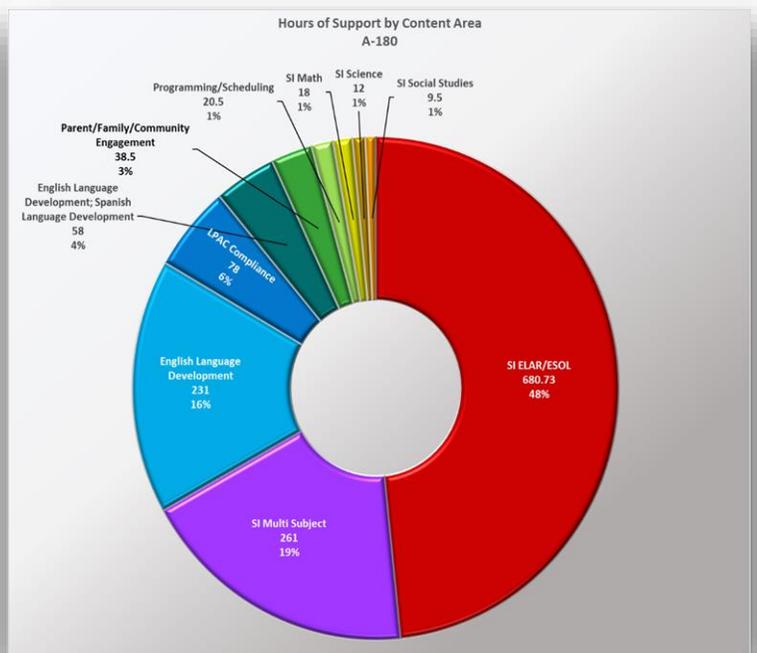
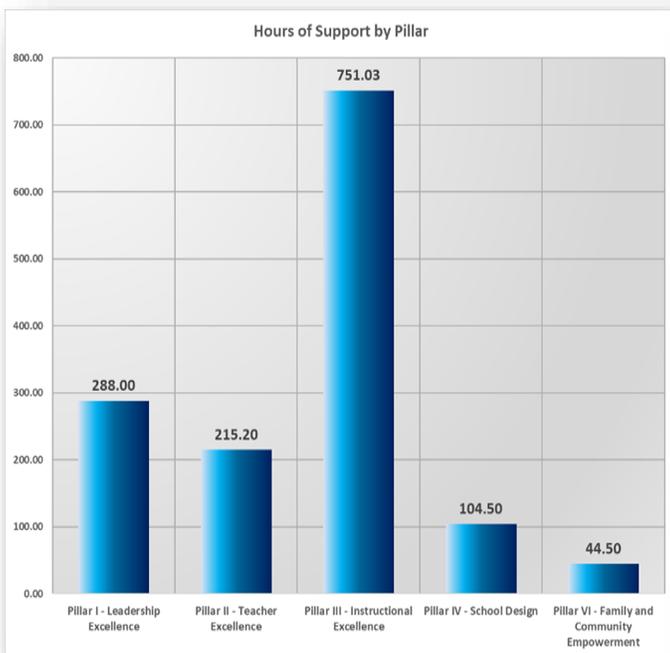
## Summary for Fall 2019

## Achieve 180 Campus Support by hours



Campus name	Hrs Spent
Wheatley HS	158.00
Sugar Grove MS	136.40
Highland Heights ES	81.00
Henry MS	76.30
Deady MS	72.80
Williams MS	71.25
Wisdom HS	67.00
Lawson MS	66.33
Martinez C ES	56.00
Forest Brook MS	47.50
Madison HS	45.00
North Forest HS	43.15
Washington HS	40.00
Kashmere HS	38.00
Thomas MS	34.00
Looscan ES	33.50
Hilliard ES	32.00
Foerster ES	31.50
Pugh ES	30.50
Holland MS	29.50
Worthing HS	28.50
Gregory-Lincoln PK-8 MS	26.50
Wesley ES	26.50
Bruce ES	25.50
Dogan ES	23.50
High School Ahead Acad MS	23.50
Bonham ES	22.50
Bonham ES	22.50
Woodson MS	11.50
Attucks MS	9.50
Yates HS	7.50
Mading ES	6.00
Cul... MS	4.50
Blackshear ES	2.00
<b>Total</b>	<b>1407.23</b>

## Multilingual A180 Team Support by Pillar and Content:



Content Area	Hours Spent
SI ELAR/ESOL	680.73
SI Multi Subject	261
English Language Development	231
LPAC Compliance	78
English Language Development; Spanish Language Development	58
Parent/Family/Community Engagement	38.5
Programming/Scheduling	20.5
SI Math	18
SI Science	12
SI Social Studies	9.5
<b>Total</b>	<b>1,407.23</b>

## Instructional Support for A180 campuses:

The Multilingual (ML) Assistant Superintendent and/or A180 Senior Manager participated in Community of Practice (COP) instructional walks to provide feedback as it relates to teaching and learning, and to identify specific supports the department will provide the campus based on number of English Learners and how well they are performing.

Community of Practice	Dates
<b>Sugar Grove Academy</b>	September 12, 2019
<b>Highland Heights ES</b>	September 13, 2019
<b>Wheatley HS</b>	September 17, 2019
<b>Deady MS</b>	September 18, 2019
<b>Hilliard ES</b>	September 19, 2019
<b>Bruce ES</b>	September 20, 2019
<b>C. Martinez ES</b>	September 24, 2019
<b>Williams MS</b>	September 25, 2019
<b>Thomas MS</b>	October 1, 2019
<b>High School Ahead Academy</b>	October 3, 2019
<b>Mading ES</b>	October 5, 2019
<b>Wesley ES</b>	October 8, 2019
<b>Henry MS</b>	October 10, 2019
<b>Yates HS</b>	October 17, 2019
<b>Washington HS</b>	October 23, 2019
<b>Cullen MS</b>	October 25, 2019
<b>Dogan ES</b>	October 30, 2019
<b>Kashmere HS</b>	October 31, 2019
<b>North Forest HS</b>	November 13, 2019
<b>Forest Brook MS</b>	November 5, 2019
<b>Worthing HS</b>	November 4, 2019
<b>Woodson ES</b>	November 12, 2019
<b>Attucks MS</b>	November 14, 2019
<b>Foerster ES</b>	December 5, 2019
<b>Blackshear ES</b>	December 17, 2019

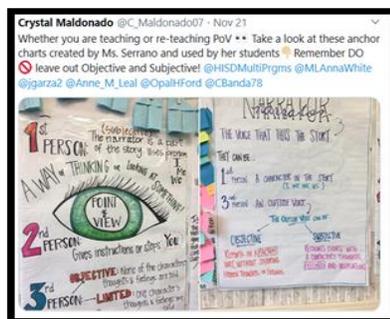
The ML A180 Senior Manager also participated in EL focused instructional classroom walks with campus administrators at Henry MS, Holland MS, Sugar Grove Academy, Wisdom HS and Wheatley HS.

The ML A180 Program Specialist supported campus administrators and teachers with analyzing ELD and snapshot data results to identify priority ELPs and TEKS for the purpose of implementing instructional strategies related to the Literacy Routines and Linguistic Accommodations to support English learners with content mastery. In addition, the ML A180 Program Specialist continued to provide support to teachers with lesson planning, side by side coaching and modeling sheltered instruction strategies to support content and language development.



The ML A180 team supported campuses during PLCs and A180 Extended Wednesdays with training on the use of literacy routines such as Be the Lead Reader, Let's Talk and Nancy Motley's Talk, Read, Talk, Write training as well as demonstrating how to use the Proficiency Level Descriptors (PLDs) to calibrate to holistically rate for TELPAS writing as well as to monitor progress for the linguistic domains of listening and speaking. The Achieve A180 school administrators and teachers received designated support training to ensure English Learners (ELs) received designated supports as deemed necessary by the Language Proficiency Assessment Committee (LPAC) prior to the EOCs and DLA assessments. The ML A180 team participated in the A180 Chili Cookoff and Tailgating

professional learning activities by providing examples of interactive anchor charts and small group activities to promote listening, speaking, reading and writing in all content areas.

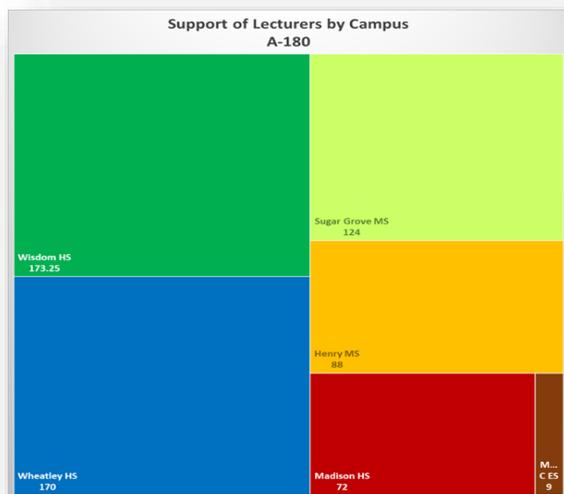




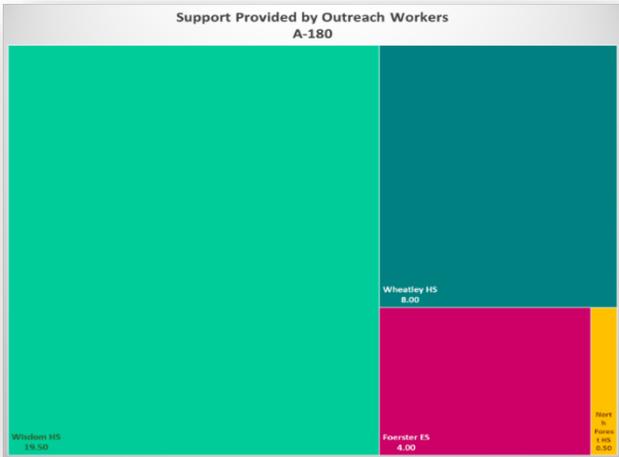
In addition, the ML A180 team also provided support to campuses during parent and community engagement events such as Parent University Nights at Thomas MS and Lawson MS as well as supported afterschool parent meetings such as EL Jueves Parent Meetings at Wheatley HS and EL Parent Night at Worthing HS as well as parent/community meetings at Forest Brook MS.



The Multilingual Academic Lectures provided support to English Learners at Wheatley HS, Wisdom HS, Sugar Grove Academy and Henry MS with a focus on students at the Beginning and Intermediate English Proficiency levels during ELAR/ESOL, Math and Science classroom instruction.



Campus	Hours
Wisdom HS	173.25
Wheatley HS	170
Sugar Grove MS	124
Henry MS	88
Madison HS	72
Martinez C ES	9
<b>Total</b>	<b>636.25</b>



The Multilingual Outreach Workers supported newcomer English Learner students and their families at Foerster ES, Wisdom HS, Wheatley HS and North Forest HS. The ML Outreach workers support students and families with the registration process, orientation of US school expectations, regulations, and customs, as well as provide support with resources as needed for family services.

Campus	Hours
Wisdom HS	19.50
Wheatley HS	8.00
Foerster ES	4.00
North Forest HS	0.50
<b>Total</b>	<b>32</b>

## Professional Development Support:

During the Principal's and Tier II Leaders meetings, Multilingual assistant superintendents and area managers provided differentiated *TELPAS 101: The Assessment for Administrators* training to school leaders based on campus data. Campus administrators gained a deeper understanding of how students will be assessed and in what practices administrators should engage to support English Learners (ELs) according to proficiency levels.



In addition, Seidlitz Education provided *ELLs in Texas: What Administrators Need to Know* training to new principals and Tier II leaders. Campus administrators gained a convenient and accessible resource that addresses the compliance and effectiveness of Bilingual/ESL programs; addresses the legal, programmatic, and instructional issues that administrators face.

Multilingual team leads facilitated and provided multiple district-wide professional development opportunities for teachers and teacher development specialist. Teachers from multiple campuses gained essential knowledge on the foundations of HISD’s Bilingual/ESL programming and progress monitoring of ELs during *Foundational Essentials* teacher trainings. Teachers also had the opportunity to explore and discover essential elements of ELPS integration in a content-area lesson through Sheltered Instruction Content teacher trainings. Teachers had the opportunity to win teacher supplies and registration to the Region IV Bilingual/ESL Conference.

In collaboration with Seidlitz Education, Madison HS, Patrick Henry MS, Sugar Grove Academy, Washington HS, and Wisdom HS were given tools to meet the needs of ELs in the *Sheltered Instruction in Texas: Second Language Acquisition Methods for Teachers of ELs* teacher training.



Madison HS ELA and Science teachers delved deep into the work using the ELlevation platform. Teachers gained a profound understanding of their students’ backgrounds and language proficiencies; and enhanced their toolkits with instructional resources empowering them to teach language through content.

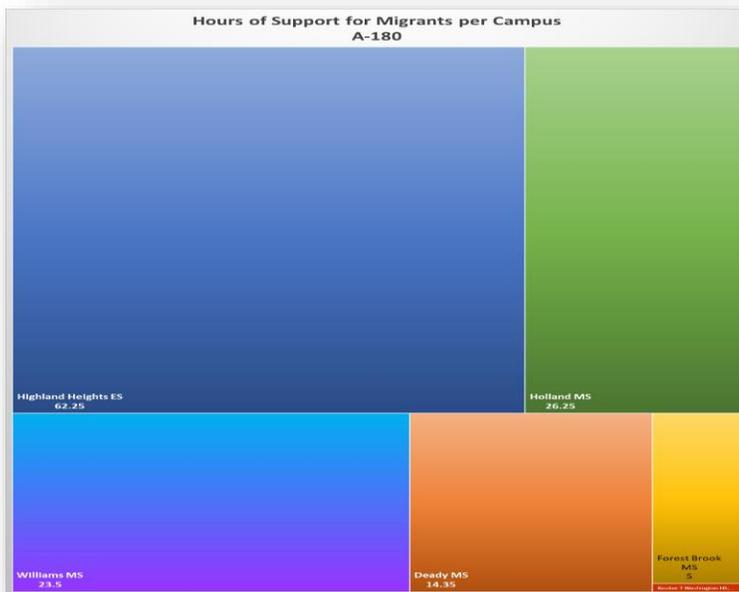


The Compliance team provided face-to-face support to 22 campuses that included EL folder audits, schedule recommendations, a review of out-of-date LPACs, suspected immigrants, and unidentified ELs reports, the identification of SIFE and unschooled asylee and/or refugee students, errors generated in the Certify report related to the new K coded that identifies placement of ELs in an ESL program, monitoring of the new YBA and YEA codes with respective E and J parent permission codes, LPAC minutes submission that includes the documentation of initial identification and placement decisions, and updating the LPAC Operation Report.

## 180 Dual Language Campus Support:

The ML Dual Language team supported A180 campuses during their extended Wednesdays PD at C. Martinez, Gregory Lincoln, Highland Heights and Pugh Elementary by supporting teachers as they analyzed their data from Snapshot 1 and developed a plan for reteach and prepare for DLA. The ML Dual Language team continued with weekly, biweekly and monthly coaching of teachers as identified in collaboration with campus administrators. The ML Dual Language team continued to provide support at C. Martinez, Pugh ES, and Mading ES. In addition, C. Martinez ES and Pugh ES teachers also participated in TELPAS 101 & Effective Instructional Practices for ELs training during faculty meetings/Extended Wednesday, diving into individual TELPAS data and gaining specific sheltered instruction practices that could be implemented the next day. The ML Dual Language Manager participated in the Community of Practice instructional walk at Mading ES to provide feedback on teaching and learning, and to identify specific supports the department will provide the campus based on number of English Learners and how well they are performing.

...recharge-energy... Thank to our Principals & Teacher Leaders  
 Extended Wednesday PD ✨! Prepping for their DLA 📝 & discussing  
 designated supports. Faculty's friendly paper-rock-pencil challenge, time to  
 surround & support one another! ❤️



Campus	Hours
Highland Heights ES	62.25
Holland MS	26.25
Williams MS	23.5
Deady MS	14.35
Forest Brook MS	5
Booker T Washington HS	0.25
<b>Total</b>	<b>131.6</b>

The Migrant team tutors provided academic support to migrant students at Holland MS, Highland Heights ES, Williams MS, Forest Brook MS, Deady MS and Williams HS. Migrant tutors collaborated with campus designees to arrange supplemental tutoring to identify areas of improvement and success, as well as, areas that need to be addressed. These meetings provided tutors the opportunity to analyze students' academic progress in all content areas.



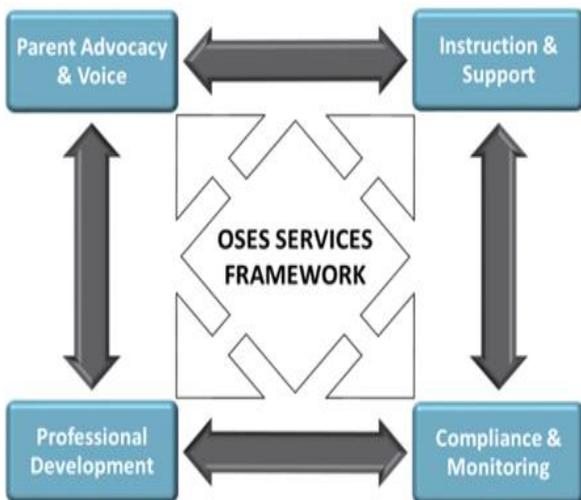
### University of Houston College Tour

A total of 21 students from **Wisdom HS**, Lamar HS, Westside HS, Law & Justice, Westbury HS, Chavez HS, Sam Houston HS, **North Forest HS**, Milby HS, Heights HS, Waltrip HS and DeBakey HS participated in an all-day college tour at the University of Houston. Students learned about the admissions process/financial aid, received a guided tour of the campus and visited a residence hall and ate lunch in the dining hall. Former HISD migrant students and now currently enrolled in their fourth year of college at the university helped organize the tour.



# Office of Special Education Services

## Department Overview



The Office of Special Education Services supports students with disabilities in gaining college and career readiness, and independent living skills through active engagement in grade-level curriculum. In so doing, the Office of Special Education Services (OSES) organizes the work of the department around the four pillars of the OSES Services Framework. These include the pillars of Parent Advocacy and Voice, Professional Development, Instruction and Support, and Compliance and Monitoring. The framework illustrates the collaboration among the pillars to ensure that every learner can have successful outcomes and contribute to the achievement of individual campus and district goals.

## PROFESSIONAL DEVELOPMENT

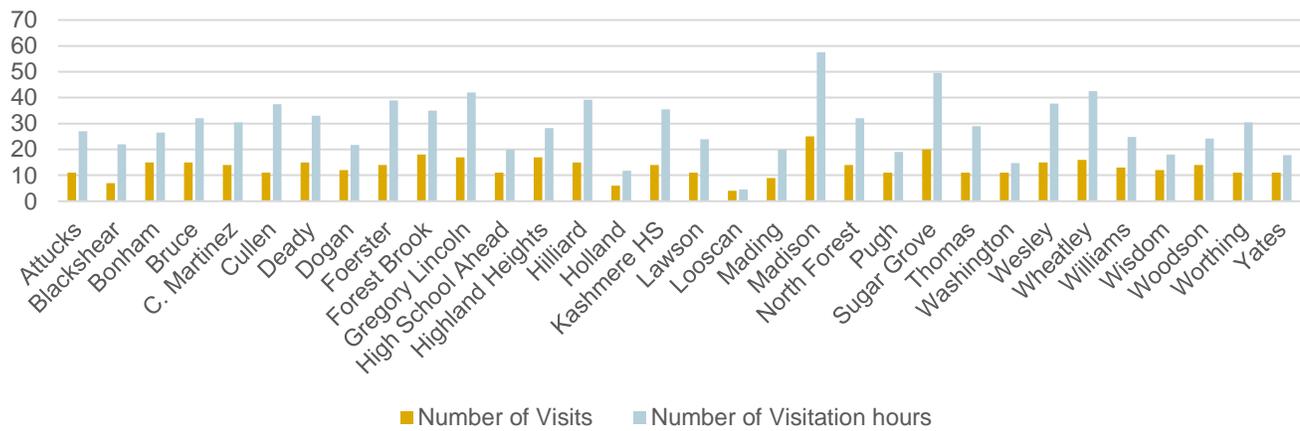
The OSES offers several opportunities for Achieve 180 campus personnel participate in professional development each month. In addition to the professional development that is offered by the OSES, the Achieve 180 Special Education Program Specialists and Senior Manager provide individual training, coaching and modeling for teachers that center around the areas of instruction, compliance and behavior based on the campus' tiered level of support. Throughout reporting period of August to Decemeber, the Achieve 180



## TEACHER DEVELOPMENT SPECIALISTS/OTHER SUPPORT

The Achieve 180 special education team continues to conduct weekly or bimonthly campus and classroom visits to provide targeted support in the areas of instruction, behavior, and compliance. Specific focus is placed on the set of campuses that are identified as meeting the Improvement Required status. These campuses include Bruce, C. Martinez, High School Ahead, Highland Heights, Sugar Grove, Thomas, and Wheatley. Much of the work was concentrated around ensuring that all students with disabilities are receiving their designated supports/accommodations and specially designed instruction while accessing the general education curriculum and addressing behavioral concerns due to lack of highly qualified teaching staff. The team also ensures that all instructional decisions are data-driven and meets with campuses after each major assessment to review the current and historical data. Emphasis is placed on individualized coaching and individualized teacher support, along with direct support for Special Education Department Chairpersons and campus leaders. For the reporting period of through August 2019 to December 2019, the Achieve 180 special education team provided **420** campus support visits, totaling **926.75** hours centered around the areas of instruction, compliance and behavior.

### Total Number of Achieve 180 Visits and Visitation Hours from August to December



Achieve 180 Campus	# Program Specialists Visits	# Hours Visitation Hours
Attucks	11	27
Blackshear	7	22
Bonham	15	26.5
Bruce	15	32
C. Martinez	14	30.5
Cullen	11	37.5
Deady	15	33
Dogan	12	21.75
Foerster	14	39
Forest Brook	18	35
Gregory Lincoln	17	42



## Gifted and Talented

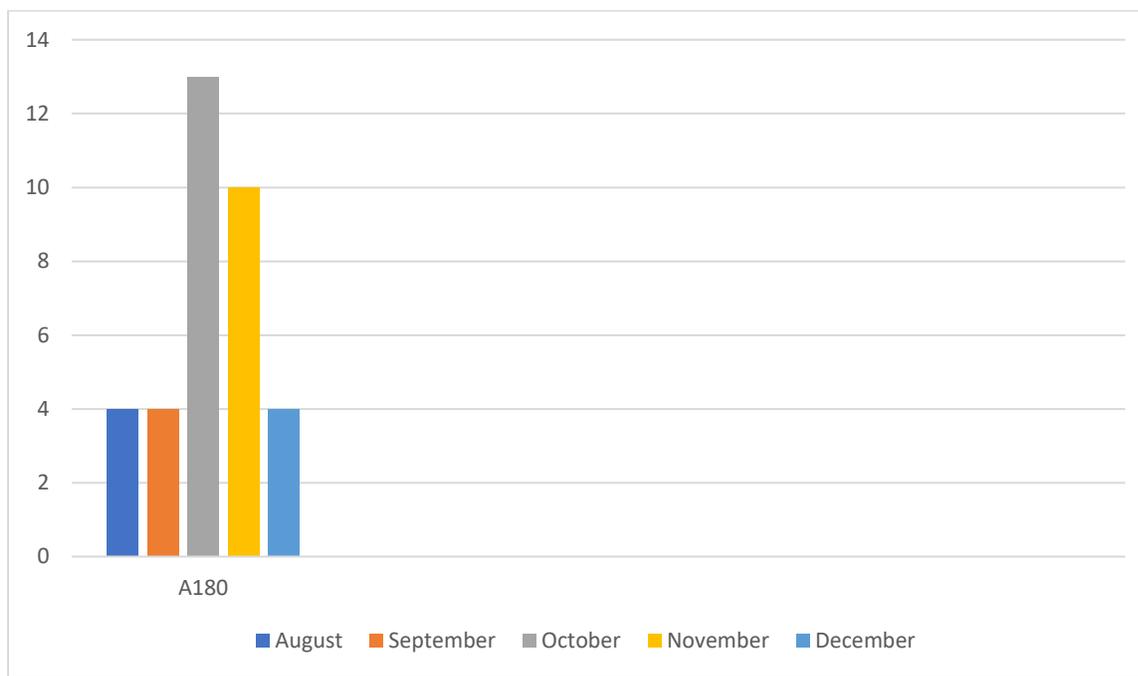
# HISD | Gifted and Talented

REVOLUTIONIZING THE WAY WE THINK

## Fidelity of Services

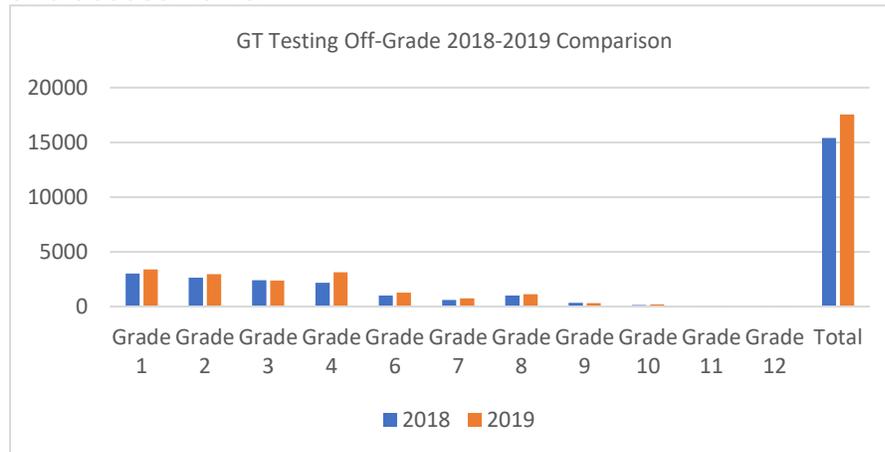
In an effort to ensure fidelity of services across the district, our specialists have focused on increased visibility and support on campuses to facilitate guidance for campus gifted and talented coordinators. Gifted and Talented (GT) Specialists supported campuses with targeted feedback to strengthen strategies for the identification of gifted learners and building capacity for campus leadership regarding instructional services. GT Specialists participated in a total of **33 campus support interactions during the Fall of 2019**. The primary focus of visits has been instructional, with a balance of assessment, compliance and professional learning.

Number of Campus Visits



## Student Assessment

The assessment window for gifted learner identification was October 21, 2019 – December 14, 2019. With a focus of **increasing the number of learners appropriately identified as GT**, the department **analyzed district-wide data for STAAR/EOC 2018-2019, 2019-2020 BOY and Progress Monitoring data** and supported campuses with specific data to **support the GT referral process relative to high-performing scholars not identified as GT**. Preliminary data reports reflect an increase in referrals and assessments.



Grade Level	Tested in 2018	Tested in 2019	Difference
Grade 1	3026	3384	+358
Grade 2	2633	2950	+317
Grade 3	2397	2371	-26
Grade 4	2161	3141	+980
Grade 6	1010	1273	+263
Grade 7	614	746	+132
Grade 8	998	1126	+128
Grade 9	344	313	-31
Grade 10	140	188	+48
Grade 11	41	39	-2
Grade 12	2	12	+10
Total	13366	15543	+2177

## Curriculum and Instruction

Based on an **analysis of teacher survey feedback, instructional calibration walks and performance data trends**, the Gifted and Talented Department identified support needs and will continue providing embedded supports and developing targeted professional development:

- Community of Practice Walks
- Tiering Assignments and Work Stations,
- Differentiation Strategies,
- Critical Thinking Strategies, and
- Depth and Complexity in instructional planning and delivery.

GT Specialists supported campuses with Communities of Practice, Instructional Rounds, and/or direct meetings with campus leadership/GT Coordinators as follows:

### A-180 Elementary

- Bruce
- Dogan
- Forester
- Highland Heights
- Stevens
- Wesley
- Woodson

### A-180 Secondary

- Attucks
- Forest Brook
- Henry
- HS Ahead
- North
- Forest
- Washington

- Williams
- Worthing
- Cullen
- North Forest
- HS Ahead

## **Professional Learning**

The professional learning is being audited to ensure we are appropriately serving the District's needs and meeting mandated expectations for training.

District **personnel** had the opportunity for state-mandated professional learning on:

- October 4, 2019
- October 8, 2019
- October 15, 2019
- October 17, 2019
- November 4, 2019
- November 5, 2019
- November 15, 2019
- November 22, 2019
- December 2, 2019
- December 3, 2019

**Principals** received professional development specific to TEA's GT State Plan and House Bill 3 on December 4, 2019.

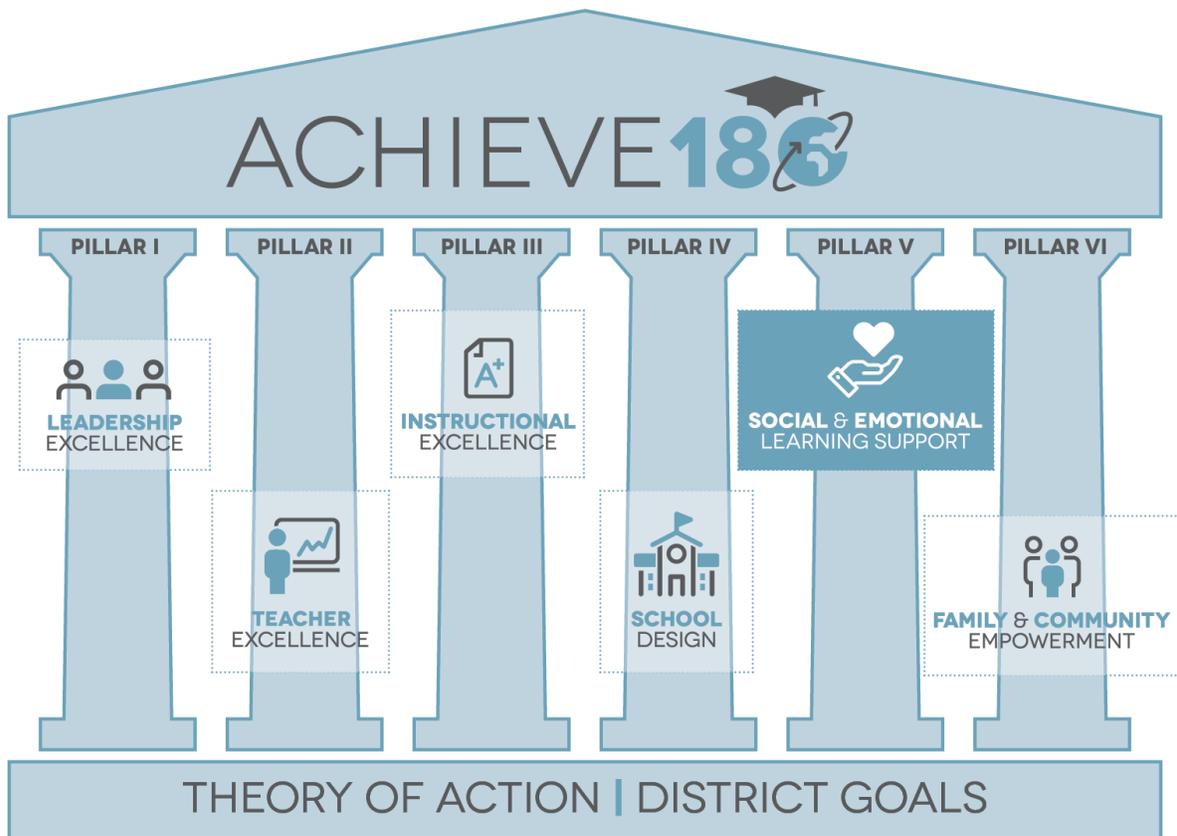
A-180 **teachers** were offered professional development on GT Instructional Strategies on December 11, 2019. **Teacher Development Specialists** participated in an interactive professional development session to ensure alignment of support for teachers implementing the provided GT Instructional Strategies.

## **Department Professional Development Attendance**

<b>Area</b>	<b>Campus Participants</b>
A180	18 Total
October	14
Nov./Dec.	4

The Gifted and Talented Department attended professional development with Dr. Donna Ford on ***Recruiting and Retaining Culturally Different Students in Gifted Education***. Additionally, the department was represented at the **Texas Association for Gifted and Talented**. Based on these professional learning experiences, professional development is being created to support district and campus needs.

High School Ahead	11	20
Highland Heights	17	28.25
Hilliard	15	39.25
Holland	6	11.75
Kashmere HS	14	35.5
Lawson	11	24
Looscan	4	4.5
Mading	9	20
Madison	25	57.5
North Forest	14	32
Pugh	11	19
Sugar Grove	20	49.5
Thomas	11	29
Washington	11	14.75
Wesley	15	37.75
Wheatley	16	42.5
Williams	13	24.75
Wisdom	12	18
Woodson	14	24.25
Worthing	11	30.5
Yates	11	17.75
<b>TOTALS</b>	<b>420</b>	<b>926.75</b>



# Academic and Career Counseling

## Department Overview

Our mission is to provide support services to our district Counselors to ensure that our scholars become lifelong learners, as well as advocate for their academic success and social-emotional well-being. We are committed to providing campuses with tools ensuring that they are empowered, innovative and knowledgeable in counseling services, policies and procedures.

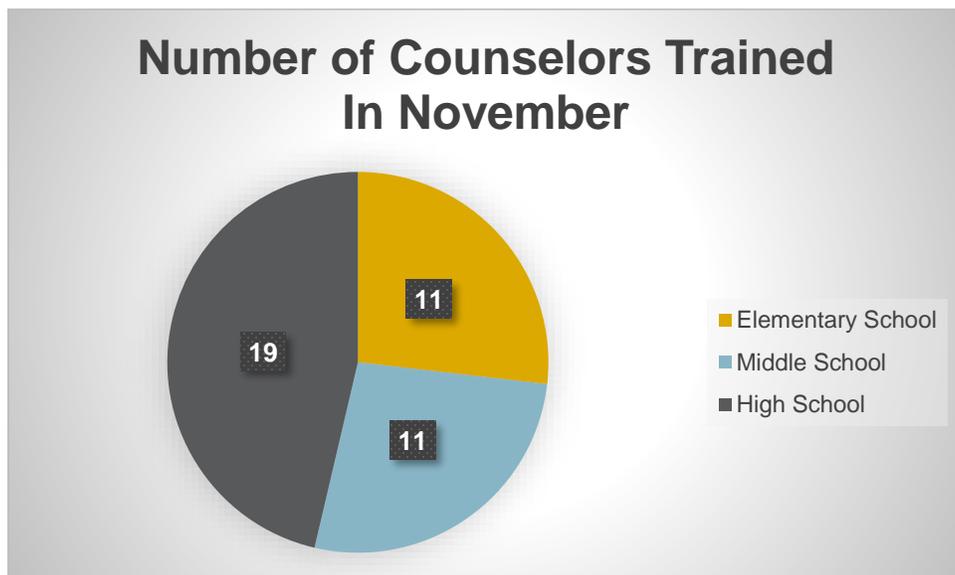
## DEPARTMENT INITIATIVES

### Mental Health First Aid Professional Development

Youth Mental Health First Aid is designed to teach school staff how to help an adolescent (age 12-18) who is experiencing a mental health or addictions challenge or is in crisis. The course introduces common mental health challenges for youth, reviews typical adolescent development, and teaches a 5-step action plan for how to help young people in both crisis and non-crisis situations. Topics covered include anxiety, depression, substance use, disorders in which psychosis may occur, disruptive behavior disorders (including AD/HD), and eating disorders.



It is our goal to have ever counselor attend this professional development and earn their Mental Health First Aid certificate.



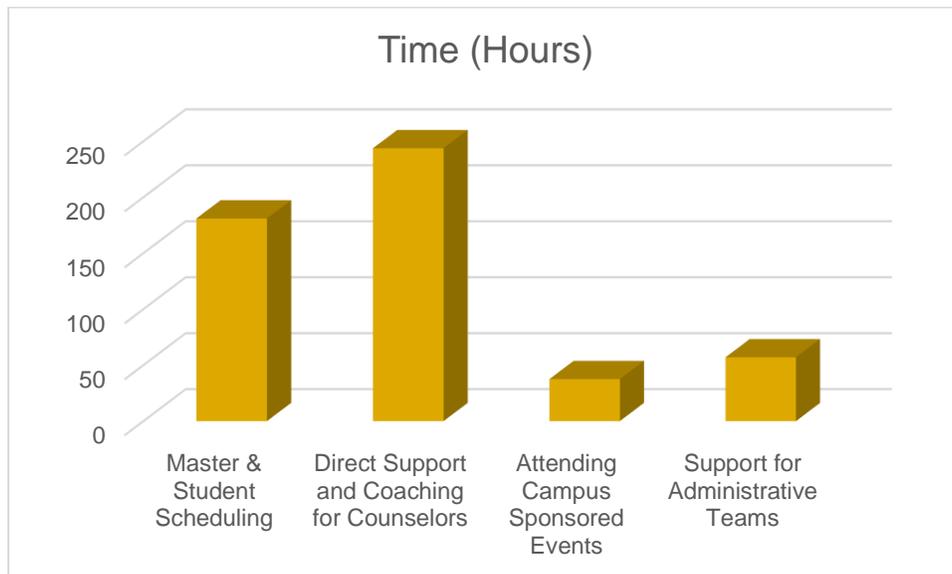
Mental Health First Aid professional development will be offered again February 18, 2020.

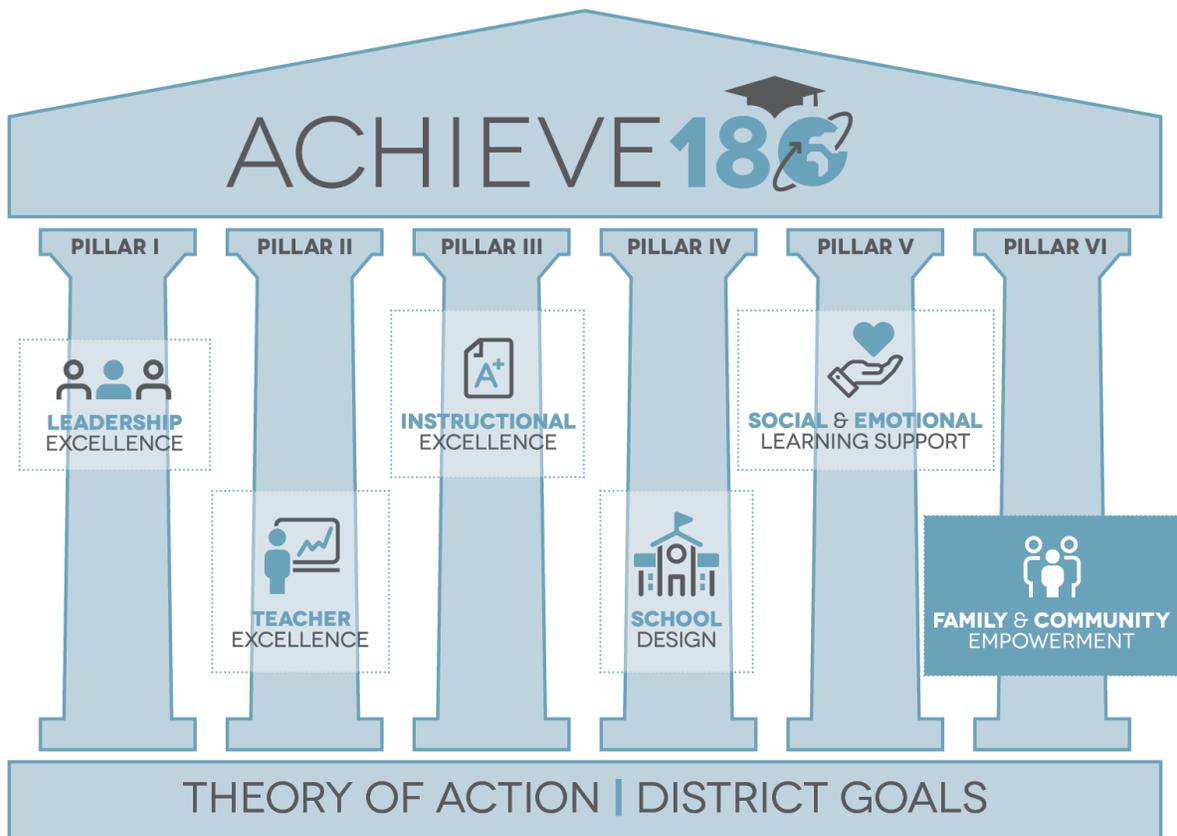
## Senior Transcript Reviews

The transcript for each senior enrolled at an Achieve 180 Tier 1, Tier 2, and Tier 3 campus was reviewed to determine if the student was on track to graduate in May 2020. A spreadsheet was provided to each campus that showed mandatory and suggested changes to make to students' schedules for the spring semester.

Campus	Number of Senior Transcripts Reviewed
Kashmere High School	162
Madison High School	346
North Forest High School	197
Washington High School	162
Wheatley High School	181
Wisdom High School	438
Worthing High School	173
Yates High School	148

## Fall 2019 Achieve 180 Campus Support





# Ascending to Men (ATM) Project

## OVERVIEW

*HISD's Ascending to Men Project (ATMP) will seek to develop mentoring relationship for males across HISD. The program will leverage community resources and partnerships to provide males with advocates who will support them academically, socially and who will help them aspire towards a successful future. Students participating in the program will participate in a mentorship curriculum to help them address these issues, as well as workshops led by adult males from various industries, entrepreneurship tours, college visits and a culminating ATMP summit at the end of the year.*

## GOALS

- Increase high quality programming within each designated campus
- Increase the leadership capacity of monitoring and providing instructional feedback that leverages improved teacher instructional delivery and student performance
- Improve school attendance rates of participating scholars
- Improve academic performance (GPA, STAAR, PSAT/SAT) for all students (with a focus on the African-American and Hispanic males)
- Decrease occurrences of disciplinary infraction for students within the program
- Increase leadership capacity and community engagement of participating students
- Increase graduation rates; the number of students successfully transitioning into postsecondary education; and the number of students successfully entering the workforce.
- Lifting the community of underserved schools

## OUR COMMITMENTS

- Mentors assigned to each ATM school
- Mentorship curriculum
- School district, community college, and university partners
- Affiliated community partners
- Workshops, entrepreneurship tours, sporting events, college visits and a culminating ATM summit at end of the year

## MENTORING CONTACT HOURS BY CAMPUS

Elementary	
School	YTD
Bonham	28
Cook	13
Dogan	11.5
Heights	17.5
Hilliard	10
Looscan	6
Mading	12
Woodson	9.5
<b>Total</b>	<b>107.5</b>

Middle	
School	YTD
Attucks	38
Cullen	16.5
Deady	14.5
Fondren	17.5
Forest Brook	11
Holland	24
Key	15
Lawson	18.5
MC Williams	17
Sugar Grove	22
Thomas	20
<b>Total</b>	<b>214</b>

High	
School	YTD
Kashmere	0
Madison	2
Milby	3
North Forest	1
Sharpstown	2
Sterling	0
Washington	3
Westbury	2
Wheatly	4
Wisdom	3
Worthing	0
Yates	7
<b>Total</b>	<b>42</b>

	YTD
<b>Total Mentoring Contact Hours</b>	<b>363.5</b>



# FAMILY AND COMMUNITY ENGAGEMENT

## Department Overview

Dedicated to building intentional partnerships to advance student achievement by promoting a welcoming environment, honoring families, and linking activities to learning and providing underserved students of color with mentoring and outreach opportunities.

## PROFESSIONAL DEVELOPMENT

FACE has supported professional development opportunities centered around strategies to engage families by building relationships and sharing information about the different supports



## DEPARTMENT INITIATIVE(S)

HISD Family and Community Engagement has been providing A180 campuses with hands-on support in empowering parents through a variety of workshops both academic and non-academic based. These outreach opportunities to parents are done through its Family Friendly Schools program, Parent University, and mentoring opportunities; bringing resources from the district and the community to them. HISD FACE has placed special focus on training parents on Two-Way Communication best practices as well as becoming advocates for education through parent organizations.



## FACE Support provided to A180

Support assisting schools with Family Friendly School activities

Achieve 180 Campuses	Number of Visits	Hours in Campus	Parent Workshops	Number of Families Impacted	Community Events
Thomas MS	9	10.75	1	53	7
Attucks MS	12	18	3	20	6
Bellfort ECC	7	6.25	6	187	1
Blackshear ES	5	4.75	3	35	5
Bonham ES	4	8	3	67	1
Bruce ES	5	3.25	2	47	3
C Martinez ES	6	7	2	59	6
Codwell ES	9	7	5	98	4
Cook ES	5	8	2	40	2
Cullen MS	7	5.5	4	48	9
Deady MS	7	10.25	3	174	5
Dogan ES	5	7	2	34	6
Edison MS	7	6.75	4	145	5
Foerster ES	8	19.5	5	100	7
Fondren ES	4	5	2	75	1
Forest Brook MS	5	3	4	54	4
Gallegos ES	5	4	3	91	4
Gregory-Lincoln	6	5	3	127	1
Henry MS	7	8.75	6	158	5
Highland Heights ES	5	6.25	2	94	3
Hilliard ES	4	4.5	2	24	4
Holland MS	8	5.75	4	57	3
HS Ahead MS	3	5.5	1	51	4
Kashmere Gardens	12	9.25	10	130	1
Kashmere HS	5	6.25	3	93	6
Key MS	5	3	3	41	6
Lawson MS	6	12.75	2	153	4
Lewis ES	6	5.75	3	151	1
Liberty HS	8	9	3	48	3

Looscan ES	8	12.75	5	107	2
Mading ES	7	5	3	62	5
Madison HS	7	11.25	2	78	1
Marshall ES	4	2.5	2	35	5
Milby HS	8	9.25	5	286	1
Montgomery ES	6	12.75	4	107	1
North Forest HS	6	7.5	4	527	15
Pugh ES	6	5.25	5	166	2
Reagan K-8	9	16.25	7	228	1
Sharpstown HS	3	4	0	1	3
Shearn ES	8	5.25	6	137	1
Sherman ES	4	5	3	109	1
Stevens ES	6	7	3	102	4
Sugar Grove MS	5	4.5	2	157	3
Texas Connections	1	0.5	0	0	0
Washington HS	7	7.5	2	125	5
Wesley ES	6	7.75	3	66	5
Westbury HS	10	22	5	61	4
Wheatley HS	9	15.5	4	82	3
Williams MS	3	4.75	1	15	4
Wisdom HS	5	5	3	31	2
Woodson ES	6	6.5	3	147	6
Worthing HS	11	13	2	185	5
Yates HS	13	13.75	4	215	7
Young ES	4	4.75	3	97	6
<b>Total</b>	<b>347</b>	<b>425</b>	<b>177</b>	<b>5,580</b>	<b>209</b>

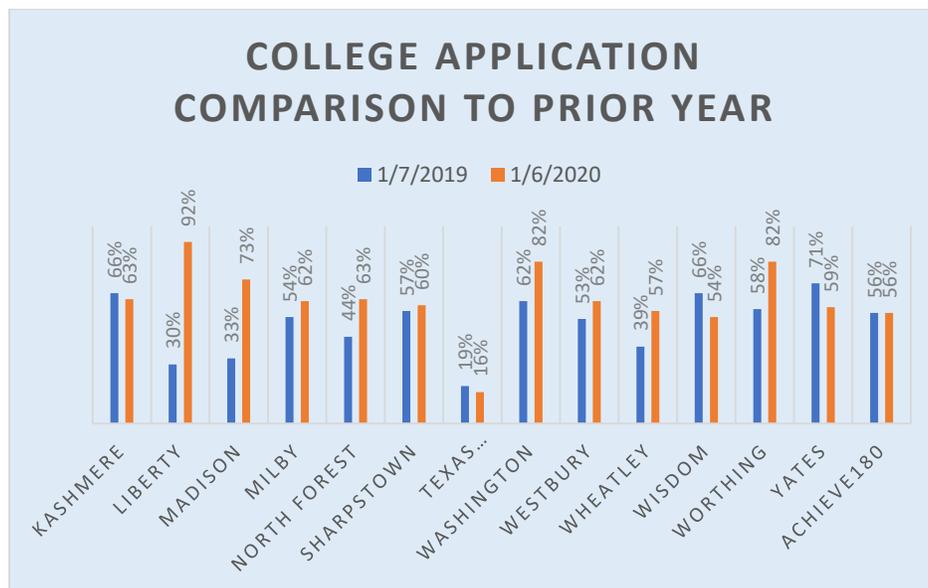
	<b>Achieve 180</b>
Campus Visits	347
Hours in Campus	425
Families Impacted	5,580

# College Readiness

## Overview

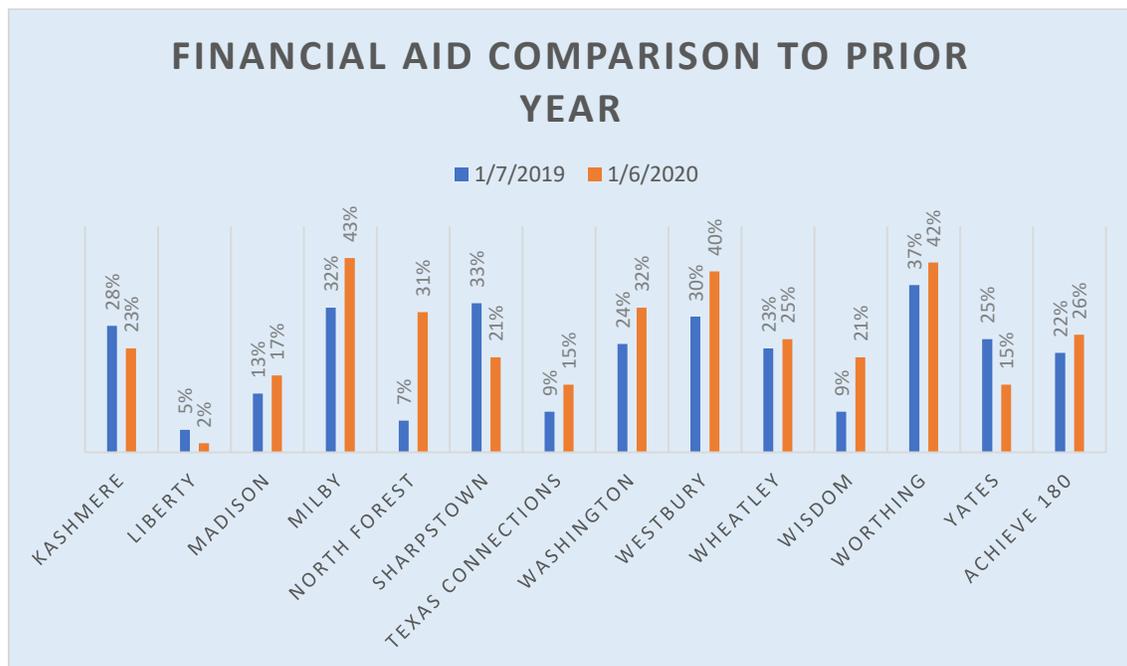
The College Readiness Department has been working extensively with the Achieve180 campuses to increase the college-going rates among the students. On all comprehensive campuses, advisors and other staff are working with students on post-secondary advising, college applications, and FAFSA/TASFA applications.

Overall, College Readiness is pleased with the progress at the Achieve180 campuses. A lot of the difficulties the department was facing on some campuses last year have been overcome, especially access to seniors to work with them in small groups or individually. This can be seen most clearly in the number of seniors advised.



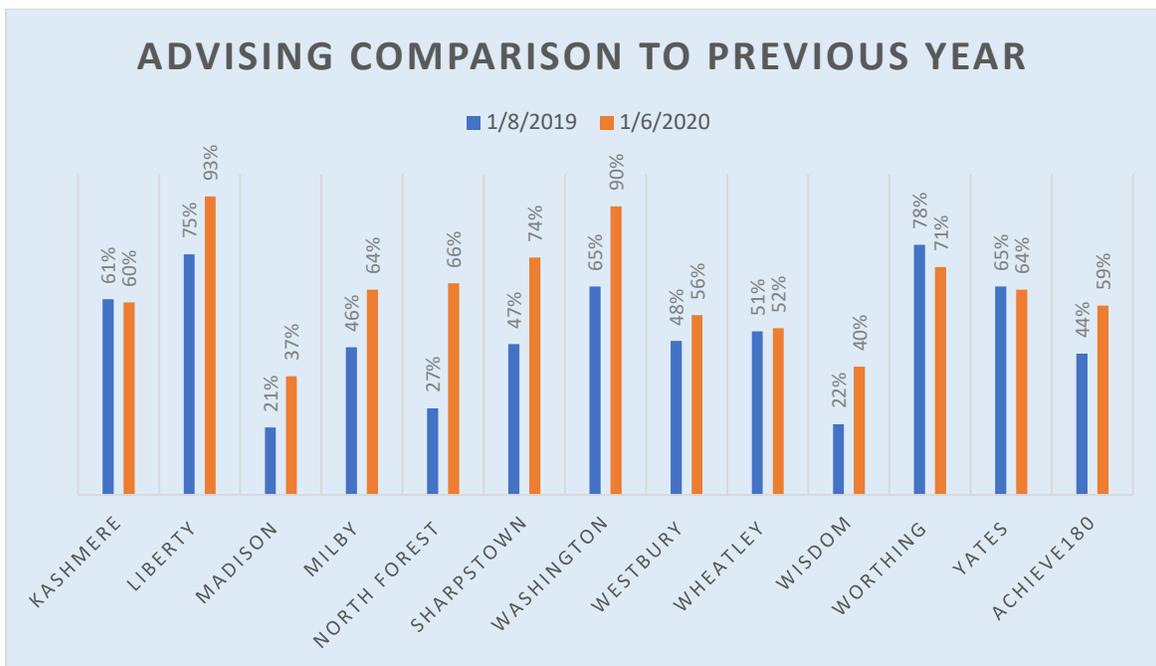
Seniors are ahead of pace in both 4-year and all college applications at all Achieve180 campuses except Texas Connections and Wisdom.

- We are now working directly with Texas Connections and are in the process of creating a “Virtual College Center” to better serve their students and parents. Slow progress is being made there.
- Wisdom is behind pace due to two primary issues. First, Wisdom lost its College Access Coordinator and she has not been replaced. Second, top quartile students are expressing greater reticence this year about going to college due to their perceptions of the political climate. To attempt to compensate for these two issues, College Readiness has hired a new advisor to help at Wisdom whose background is in working with higher achieving immigrant students.



With financial aid applications, the priority of the College Readiness department in the first semester was to have all competitive eligible students intending to attend a 4-year college having submitted a FAFSA or TASFA before the priority deadline of January 15th. In the Spring, the efforts will be focused on students who are less sure of their college plans or who are leaning more strongly toward Associate’s or certification programs. As mentioned in the introduction, a significant struggle this year has been too much of a push for financial aid at the

wrong time. It is important for students to have their college applications completed prior to submitting financial aid because their financial aid will be “lost” by the college if it cannot be attached to a college application. Resolving this issue historically requires 3 to 6 phone calls for each student. Over 600 students at A180 campuses completed their applications out of order, thus requiring preventable extra work for the advisors. The rushed financial aid processes also significantly increased the number of students being flagged for verification, therefore requiring extra paperwork in order to receive their financial aid when they get to college.



## Initiatives/Events

The following are some of the College Readiness district-wide efforts for which we specifically target Achieve 180 campuses.

- Targeted professional development—Since many of the advisors are early in their advising careers, a lot of professional development attention has been paid to enhancing non-technical skills. Sessions have been held on helping first generation students, working with immigrant populations, speaking with reluctant parents, and understanding other HISD resources available to both advisors and students.
- HCC-HISD initiatives—HISD and HCC are partnering on initiatives geared to assist students more seamlessly transition from high school into HCC programs. These efforts are targeted specifically to students who may not have fit into legacy programs and are

designed to improve the post-secondary outcomes for our students. HCC advisors are embedding on many A180 campuses at least one day per week to work directly with our seniors.

- Financial Aid Roadshows—College Readiness has learned that it is more efficient to empower students and parents to complete financial aid in groups, guided by professionals who are experts in the process. This is why we created “Financial Aid Roadshows” where we bring a travelling team of managers to support campus-based advisors in helping groups complete this sometimes-arduous task. In the future we would like to empower more campus-based staff to further our reach in assisting families with financial aid, especially with the upcoming HB3 requirements.
- College Fairs—College Readiness put on or supported dozens of college fairs throughout the district, with special focus this year on underclassmen at A180 campuses. These fairs allow students to become more aware of and interact with their various college opportunities.
- Parent engagement—This year College Readiness has placed extra resources in engaging parents at A180 campuses. In addition to the district-wide Parent Universities, each A180 campus has held targeted parent outreach events to provide extra support to assist these parents in empowering their students.



# Career and Technical Education

## Department Overview

Career and technical education programs offer a sequence of courses that provides students with coherent and rigorous content. CTE content is aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions. It is the mission of HISD's Career Readiness department to engaged members of the workforce, secondary education, and higher education to advise on the development of programs of study, including coherent sequences of courses, industry-based certifications, and work-based learning to ensure students are prepared for in-demand, high-skill, and high-wage careers in Texas.

### Major Projects and Program Purchases

- ***Booker T. Washington: Agriculture Program***
  - The campus was awarded a new agriculture vehicle to facilitate the transportation of animals, equipment, feed, and other perinate items needed for the Agriculture program.
- ***Yates High School: Maritime Logistics Program***
  - The CTE department is outfitting the campus with a state of the art maritime simulation lab. The simulator provides training in a digital world characterized by increased emphasis on learning methods that accommodate flexibility and collaboration. Wärtsilä Simulation and Training solutions are built from the ground up to train and prepare seafarers of the future.

- ***Madison High School: Cosmetology Program***
  - The CTE department has provided resources and additional equipment support and support for their Cosmetology lab where students will be afforded the opportunity to engage in curriculum in a cutting-edge facility.
- ***Kashmere High School: Campus technology needs***
  - The campus was awarded two new computer labs for the Arts AV courses. Students have access to the latest technology applications needed to be successful in attaining industry-based certifications.
- ***Liberty High School: Curriculum and Industry Based Certifications***
  - Jasperactive License, which is cutting edge learning system that teaches learners various fundamental skills in technology, from the basics of using computers and the internet to using the Microsoft Office suite of applications. The purpose of Jasperactive is to give learners a tool that is applicable for all learning styles, can be accessed anywhere, and provides freedom to learn at any pace.
  - MOS Site License, where students can test on as many Microsoft applications throughout the academic year to earn various industry-based certifications.
- ***Milby High School***
  - Cosmetology equipment: the CTE department purchased new Hydraulic Facial chairs for the campus to enhance the Esthetician program offered at the campus.
- ***North Forest High School: Planning Phase for New Trade Program***
  - The CTE department is in the planning stages of retrofitting and existing space to accommodate a new trade program.
- ***Wheatley High School: Various Programs awarded via Perkins***
  - The campus was awarded two new computer labs for the Arts AV courses. Students have access to the latest technology applications needed to be successful in attaining industry-based certifications
  - Automotive
    - The program was awarded new automotive tools to enhance learning in the lab.
  - Culinary Arts
    - The program was afforded major culinary equipment items to enhance skills training of students in the program.
- ***Worthing High School: Agriculture Program***
  - The campus was awarded agriculture truck to facilitate the transportation of animals, equipment, feed, and other perinate items needed for the Agriculture program.
- ***Westbury High School: Automotive Program***

- The program was afforded a new aligner to give students the equipment needed to improve industry skills. Alignment systems properly aligned wheels essential to improving vehicle performance as well as maintaining your tires and steering system.
- **Wisdom High School: Various Programs via Perkins**
  - Education and Training
    - Reality Works child simulators. Educators use this unique learning aid to teach early childhood and infant health lessons. This smart baby adds meaning and accountability by using wireless programming to track and report on caregiver behaviors.
  - Architecture and Construction
    - Laser Cutter: Laser cutting is a technology that uses a laser to slice materials for industrial manufacturing applications.

## New Programming

New programming for Achieve 180 campuses include two new Health Science programs with a focus on Healthcare Therapeutics at Madison and Kashmere High Schools. These programs will provide industry-based certifications such as CCMA (Certified Clinical Medical Assisting) and EKG (electrocardiogram) certifications.

A new trades program will be provided to the North Forest Community. Planning and retrofitting of current lab spaces are in the planning stages. Program finalization will occur in the Spring of 2020.

## Preliminary Certification Attainment

Industry based certification testing usually occurs second semester, however some programs have already begun this process and have reportable results.

- North Forest High School
  - Microsoft Office Specialist-Word : 45
  - ASE-Brake : 9
  - ASE-Refrigerant & Recovery : 8
  - OSHA 30 : 1
  - **Total of 63**
- Westbury High School
  - ASE: 88
  - **Total of 88**

- Wheatley High School
  - Adobe (ACA) 12
  - Microsoft MOS Word 122
  - ASE 10
    - **Total 144**
  
- Wisdom High School
  - Microsoft MOS Word 12
  - Entrepreneurship and Small Business 1
  - NCCER Core 10
  - NCCER Welding 17
    - **Total 40**

## Career and Technical Education Professional Development Offerings

Training Name	Department/ Campus	Hours Earned	Description	Cluster:	DATE
Jasper Active	North Forest, Worthing	6	Participants focused on Microsoft Office Windows curriculum and certification training for business and IT students using the Jasperactive platform.	Information Technology	9/24/2019

Jasper Active	Kashmere, North Forest, Worthing	6	Participants focused on Microsoft Office Windows curriculum and certification training for business and IT students using the Jasperactive platform.	Information Technology	9/25/2019
Building a Positive Learning Environment	North Forest, Wheatly, Worthing, Yates	2.5	Participants learned the foundations for establishing rapport with students and shared activities for building a positive learning environment.	All	9/27/2019
.Bulb	Madison, North Forest, Sharpstown, Wheatley	2.5	Participants learned how to integrate online portfolios. Students are able to document their work experience	All	9/27/2019

			and projects which is beneficial when entering the workforce.		
Gulf States Toyota	Madison, North Forest, Wheatley	2.5	Automotive teachers learned about the various partners and trends in the automotive industry.	Automotive	9/27/2019
Houston Hype	Yates	2	The City of Houston hosted HISD Arts and AV teachers, where they learned about studio production.	Arts AV	9/27/2019
How We Solid Works	Worthing	2.5	Waltrip High School engineering teachers led this training where they showcased best practices and ideas for certification.	Engineering	9/27/2019

Rodeo Competition	Madison	2.5	Teachers were introduced to a competition in collaboration with the Houston Livestock Show and Rodeo.	Welding, Plumbing, Ag Mechanics	10/18/2019
Confucius Institute Culinary Institute	Wheatley	6.5	Northside High School hosted culinary arts teachers where they learned traditional Chinese cooking. This was a partnership with HISD and Pepper Twins restaurant.	Culinary Arts	11/7/2019
Virtual Job Shadow (Online)	Washington	2.5	Teachers learned about the Virtual Job Shadow website and how to integrate it	All	11/8/2019

			within a lesson plan.		
Differentiation in the CTE Classroom	Yates	2.5	Participants learn strategies on how to better meet the needs of diverse CTE students through interests, tiered lessons and flexible grouping.	All	11/8/2019
Bulb (Web Ex)	Sharpstown, Wheatley	2.5	Participants learned how to integrate online portfolios. Students are able to document their work experience and projects which is beneficial when entering the workforce.	All	11/8/2019
Money Camp Financial	Wheatley, Worthing	2.5	Teachers have the opportunity to	All	11/8/2019

Literacy Part 1			deliver lessons on financial literacy. Kits were provided.		
Classroom Management using PowerUp	Washington, Worthing	2.5	Participants learned how to implement effective class management strategies, engage students through technology and hands-on activities; start to finish meaningful activities to minimize off task behavior.	All	11/8/2019
Lesson Planning	North Forest	6.5	Participants determine the components of an effective lesson plan and create relevant lessons that allow student choice	All	11/19/2019

			through content.		
CTE Administrator Update	Kashmere, Liberty, Madison, North Forest, Wheatley, Yates	3	Administrators received updates on Perkins, professional development, certifications, and accountability	All	11/21/2019

## Elementary and Middle School Outreach

### *Elementary School Outreach*

The Career Ready Wagon is a mobile career exploration exhibit that visits Houston ISD elementary schools and provides entertaining, interactive, and informative career experiences for students in pre-kindergarten through 6<sup>th</sup> grade. The Career Ready Wagon offers activity stations and hands-on exhibits to explore different interests and skills related to all 16 CTE programs of study.

- Activity stations and hands-on exhibits are set up in and around the bus for students to personally explore how different interests and skills can link to a future career.
- Career exploration activities, encouraging continued exploration of lessons and activities presented on the bus, are available for students to take with them.
- Career focused interactive performances and presentations featuring music, costumes, and theater are available.
- Customizable career curriculum, based on the needs of the school, is available. The Career Cowboy offers a basic, standard career curriculum, however collaboration with the school regarding both content and format is encouraged.
- Pre and post-visit online resources are available to encourage continued exploration of lessons and activities presented on the bus.

## **Achieve 180 campuses and feeder school campuses visited by the Career Ready Wagon are:**

### **Career Ready Wagon:**

- Dogan Elementary -280 students
- Fondren Elementary - 134 students
- Looscan Elementary- 179 students

### **Summer Bridge for Elementary:**

- Blackshear- 100 students
- Young- 100 Student



**Middle school:** HLSR Black Heritage committee is hosting three sessions with different middle school campuses about AG Scholarships, engineering and farming opportunities and they will take a field to the Rodeo this spring. They are presenting to 30-45 students at each campus.

- Cullen Middle School
- Forest Brook Middle School
- MC Williams Middle School
- Lawson Middle School

## **Career and Technical Education Advisors**

The CTE Advisors work collaboratively with campuses to ensure that the PGP compliance and data for the district is accurate and completed. The Personal Graduation Plan is a tool designed to help a student track their progress during their academic tenure at a campus. The Career Advisors work directly with students to encourage exploration of all post-secondary opportunities. They help students with career planning and coordinate resources to assist students with their own developing interest.

Below represents the current PGP data for each of the campuses served.

Preliminary Data								
Campus Name	Total STD	Total PGP	Completion	Total STD	Total PGP	Completion	Net Change	PGP Training Attendees
	Count 9/23/2019	Count 9/23/2019	% 9/23/2019	Count 1/14/2020	Count 1/14/2020	% 1/14/2020		
Booker T. Washington High School	828	434	52%	806	498	62%	10%	7
Kashmere High School	828	331	40%	824	364	44%	4%	12
Madison High School	1,794	785	44%	1756	807	46%	2%	8
Margaret Long Wisdom High School	2,009	650	32%	2018	1195	59%	27%	12
North Forest H S	978	351	36%	977	319	33%	-3%	3
Wheatley High School	787	480	61%	765	520	68%	7%	5
Worthing High School	823	517	63%	788	464	59%	-4%	9
Yates High School	801	27	3%	818	335	41%	38%	3
Totals	8,848	3,575	40%	8752	4502	51%	11%	59

In addition to the providing students with academic and career counseling, the CTE Advisors sponsors trips for HISD students throughout the year who are interested in specific industry fields that are high growth high demand. These trips provide opportunities for students who might be undecided to see what other options they have in pursuing their career goals.

During the fall 20 Information Technology seniors from Wheatley visited with our very own HISD Technology department. They received a full tour and presentation about the different IT occupations our district has to offer. The students were able to ask questions about what the IT professionals do daily and how they can get started the industry



North Forest also had 10 Audio Video Production graduating seniors that were taken to the TECHLink lab at the Scenic Woods Regional Library. There students were able to see how to use television production equipment just as if they were in a film studio. They also learned about different audio equipment used in radio and recording studios. After the tour students were given resources to work on developing online portfolios for all of their projects for employers to review.



## The Marvy Finger Scholarship

The Marvy Finger Foundation scholarships are available for a career and technical degree or certificate program in architecture and construction, health science, hospitality and tourism, human services, law and public safety, information technology, and transportation distribution and logistics. Scholarship awards are based on a student's interest in a career and technical program, grades (minimum 2.0 GPA), activities in which they participated in school, and financial need. Students will enroll in a two-year approved degree/certificate program at a not-for-profit college in the Houston area and the scholarship will provide any educational expenses including books, supplies, tools and equipment required by the college program (excluding transportation, food, and housing).

Below are the preliminary number of applications received by each of the Achieve 180 campuses:

<b>High School</b>	<b>Number of Current Applications</b>
<b>Kashmere</b>	<b>3</b>
<b>Liberty</b>	<b>6</b>
<b>Madison</b>	<b>13</b>
<b>North Forest</b>	<b>9</b>
<b>Sharpstown</b>	<b>17</b>
<b>Washington</b>	<b>3</b>
<b>Wheatley</b>	<b>11</b>
<b>Worthing</b>	<b>11</b>
<b>Yates</b>	<b>1</b>
<b>Total</b>	<b>74</b>

**Advisory Committee’s Work with Achieve 180 Campuses**

The CTE District Advisory Council meets throughout the school year in support of CTE programming at Houston ISD High Schools. The Council is representative of industry and higher education across the Houston metroplex. Advisory Council members are focused on providing industry relative knowledge to CTE classrooms through onsite classroom visits as guest speakers, participating in campus career events, offering onsite workplace tours, exhibiting at When I Grow Up Expo and providing externship experience for teachers.

The Career Readiness department partnered with The Black Rodeo Committee to connect them with five HISD middle schools to conduct 45-minute presentations to students and teachers. The middle schools that are participating are (Key, Cullen, Forest Brook, MC Williams and Lawson). The rodeo committee members showcased AG Scholarships, engineering and farming opportunities. The committee scheduled (3) separate visits with campuses to build a report with

students and to inform them on that final presentation, they would be taking those students to the rodeo on March 13<sup>th</sup>, 2020 to celebrate Black Heritage Day. This is a great opportunity for our students to learn more about the AG cluster as well as learn about resources that could benefit them in the future.



# Teacher Development Specialist Support Data

## Date of Support

8/26/2019

12/20/2019



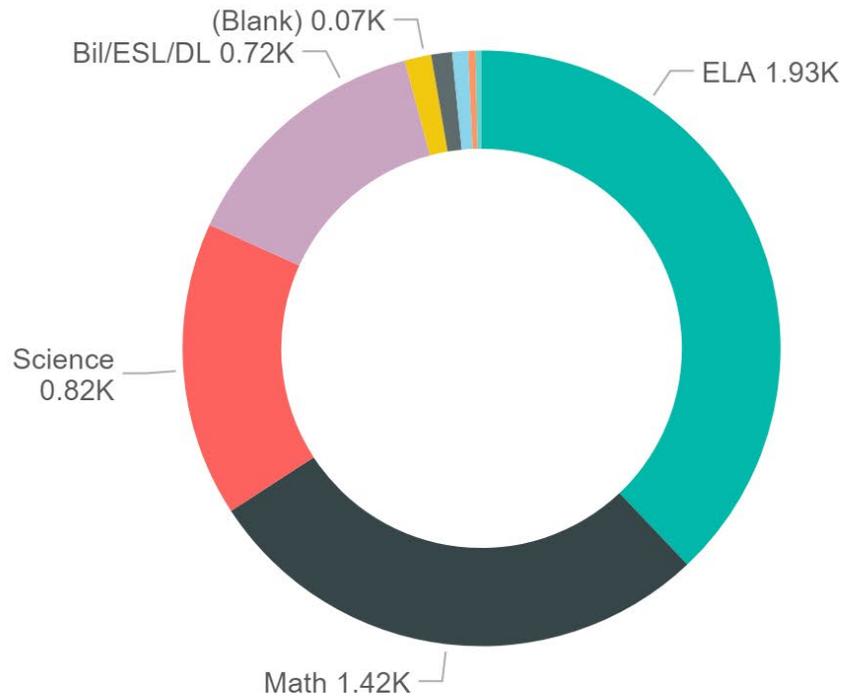
## Campus

All



# Elementary A180 TDS Support

## Total Time by Department



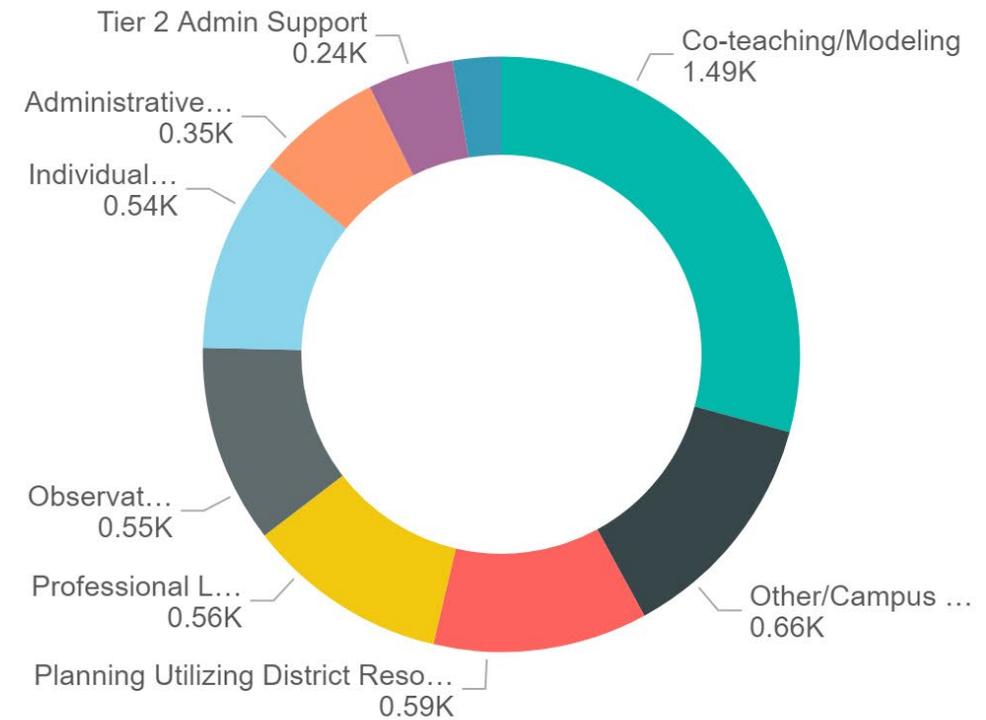
5.10K  
Hours

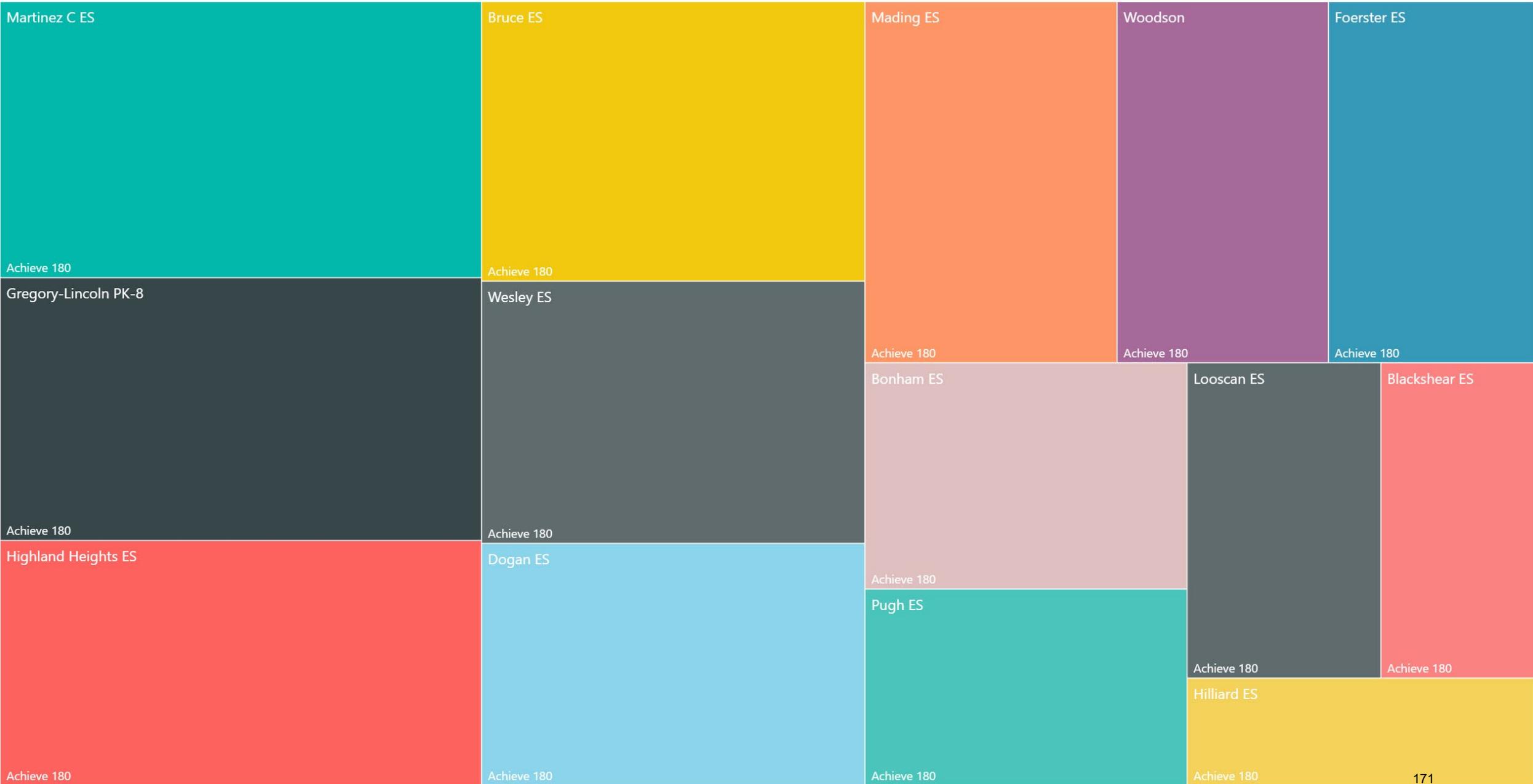
**HISD**

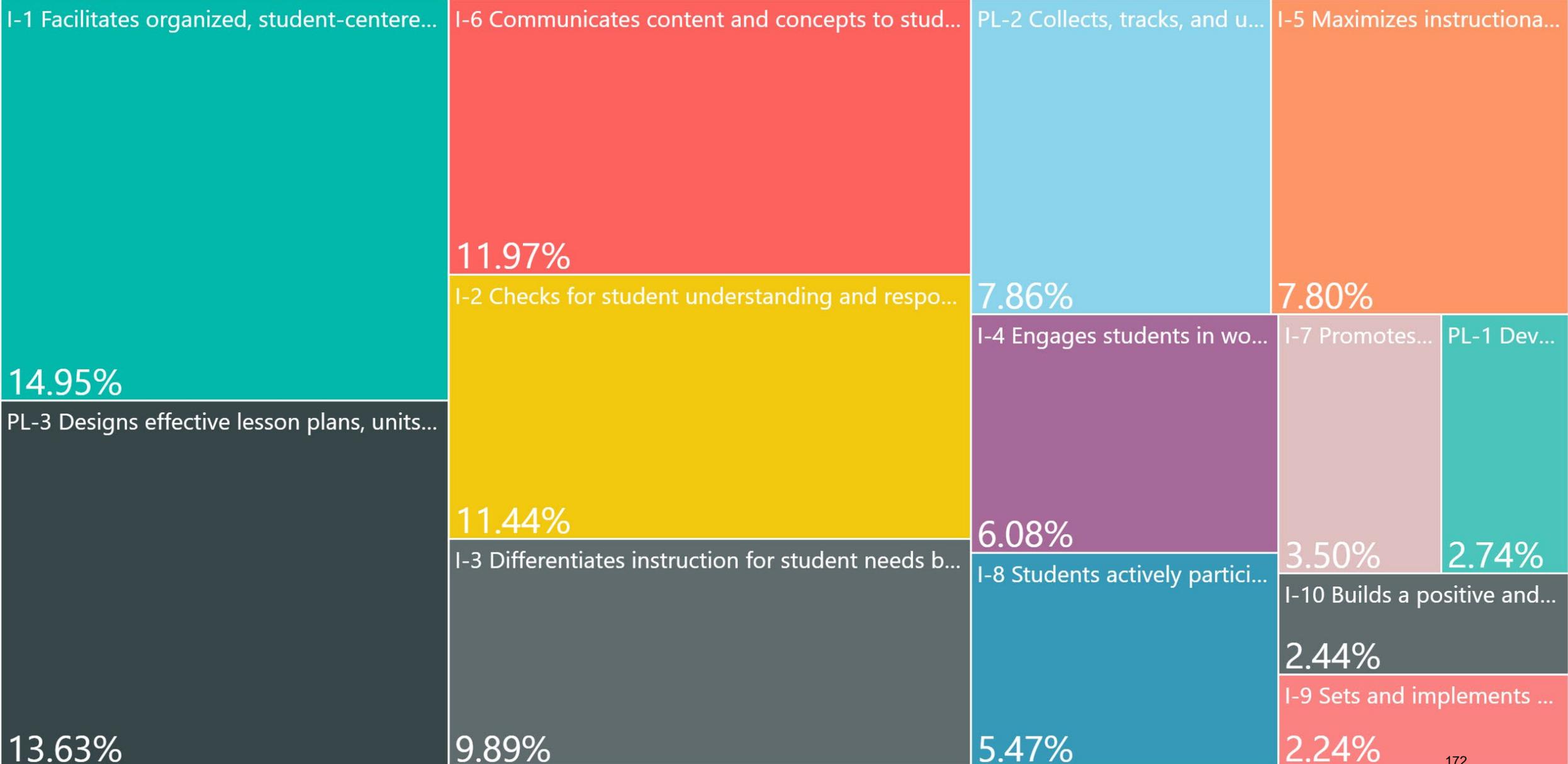
**Elementary Curriculum  
and Development**

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

## Total Time by Type of Support







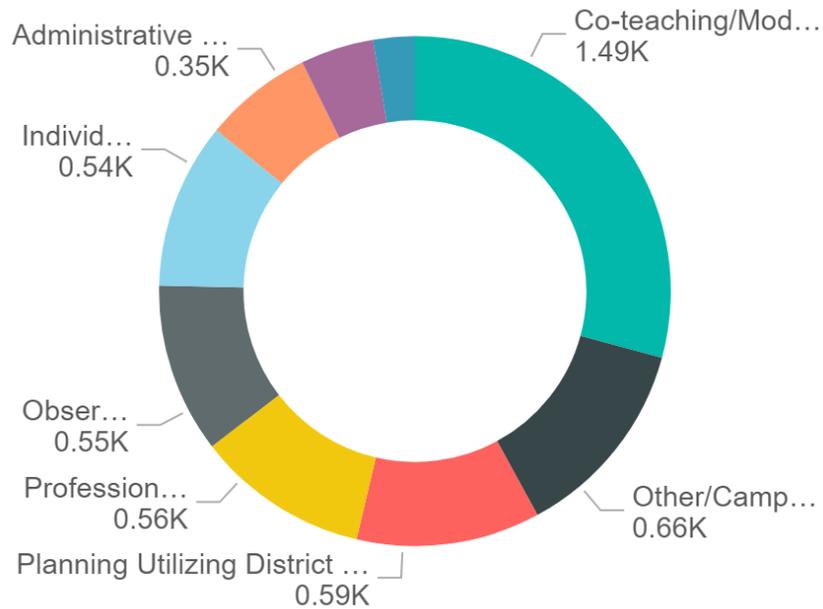
# Department

All

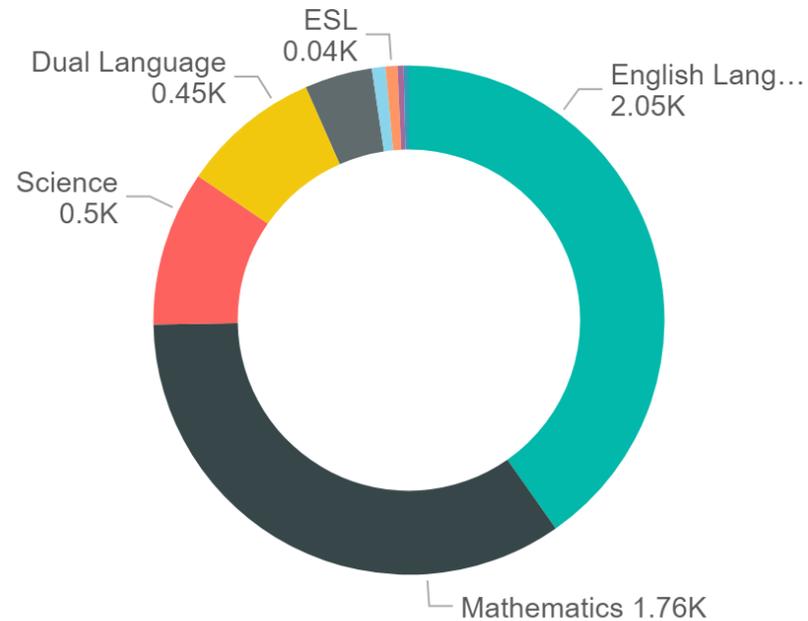


5.10K  
Hours

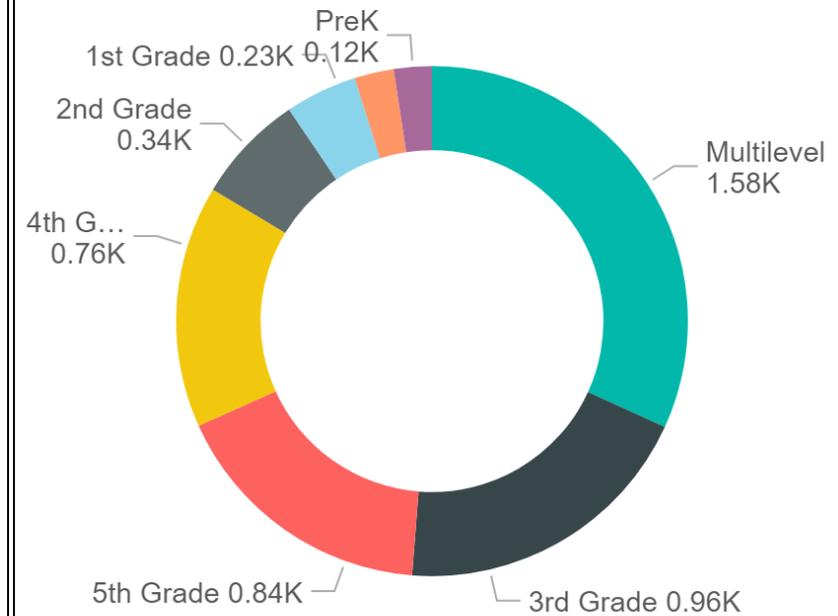
## Total Time by Type of Support



## Total Time by Content Supported



## Total Time by Content Grade Level



## Date of Support

8/26/2019

12/20/2019

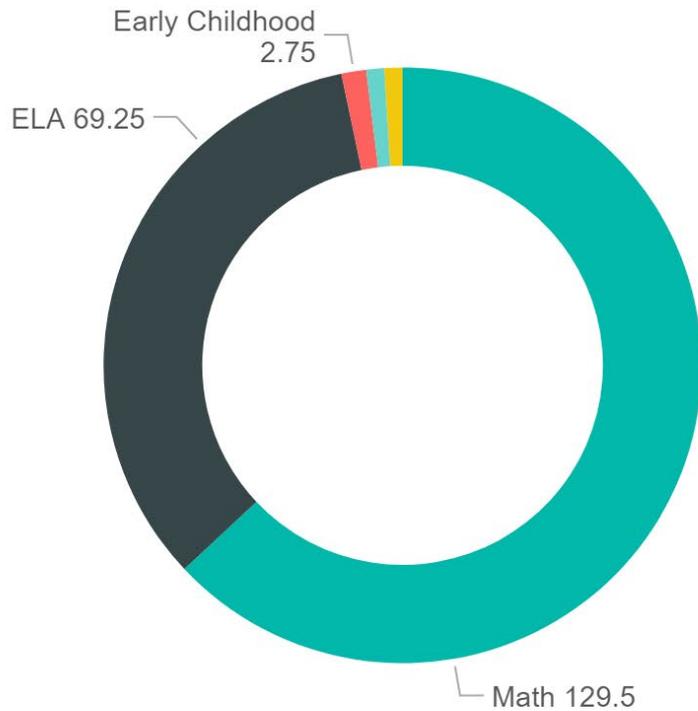


## Campus

Blackshear ES



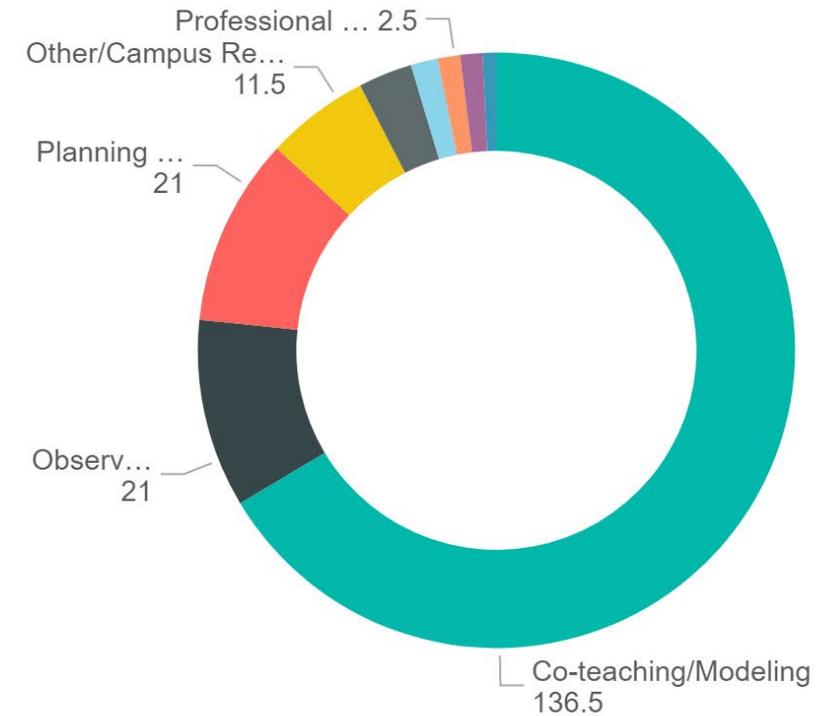
## Total Time by Department



205.50  
Hours

**HISD**  
Elementary Curriculum  
and Development  
INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

## Total Time by Type of Support



## Date of Support

8/26/2019

12/20/2019

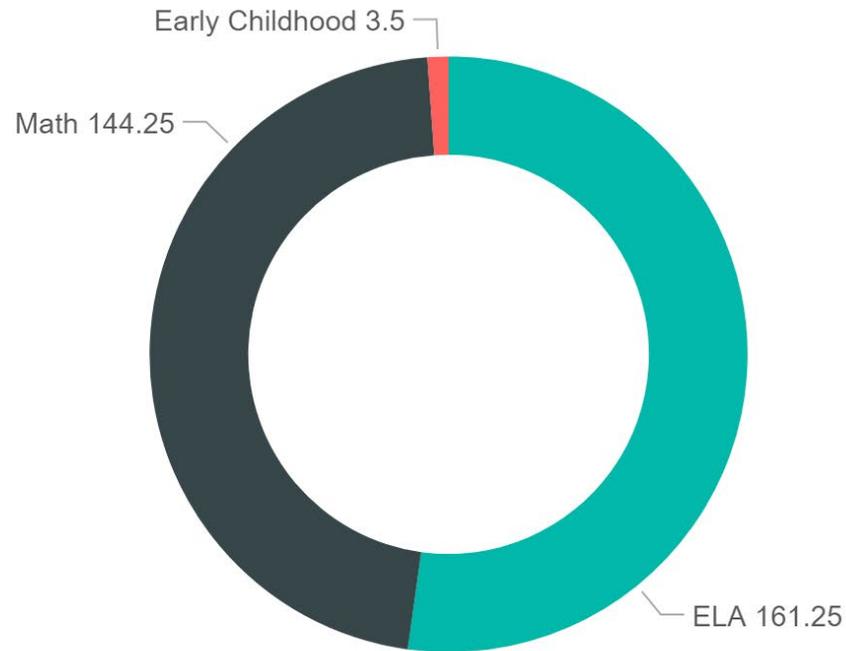


## Campus

Bonham ES



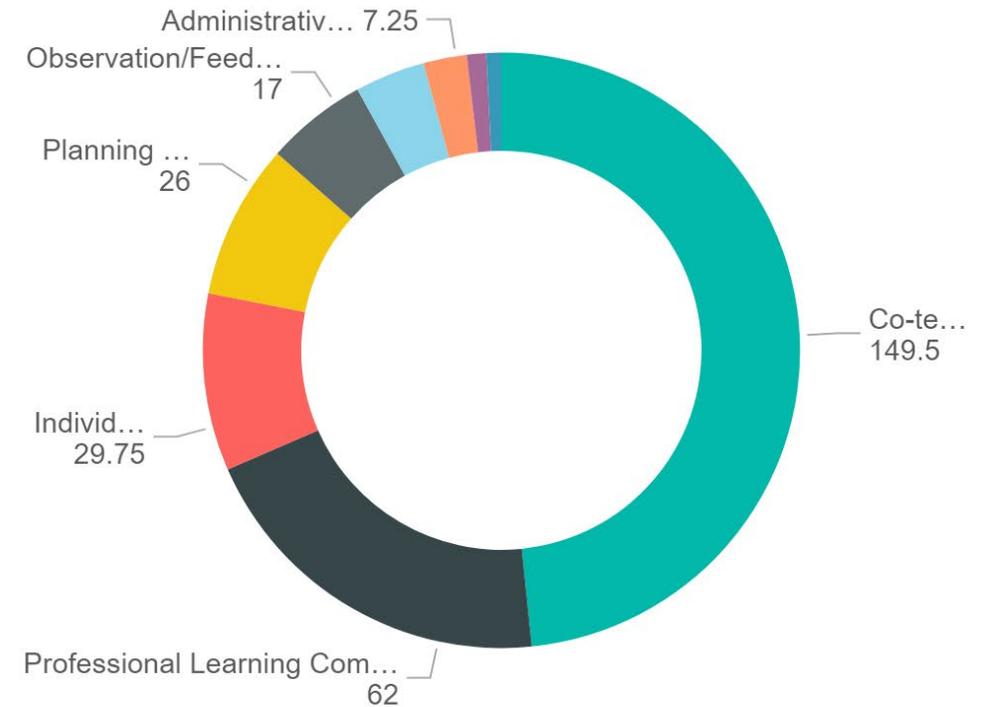
## Total Time by Department



309.00  
Hours

**HISD**  
**Elementary Curriculum  
and Development**  
INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

## Total Time by Type of Support



### Date of Support

8/26/2019 12/20/2019

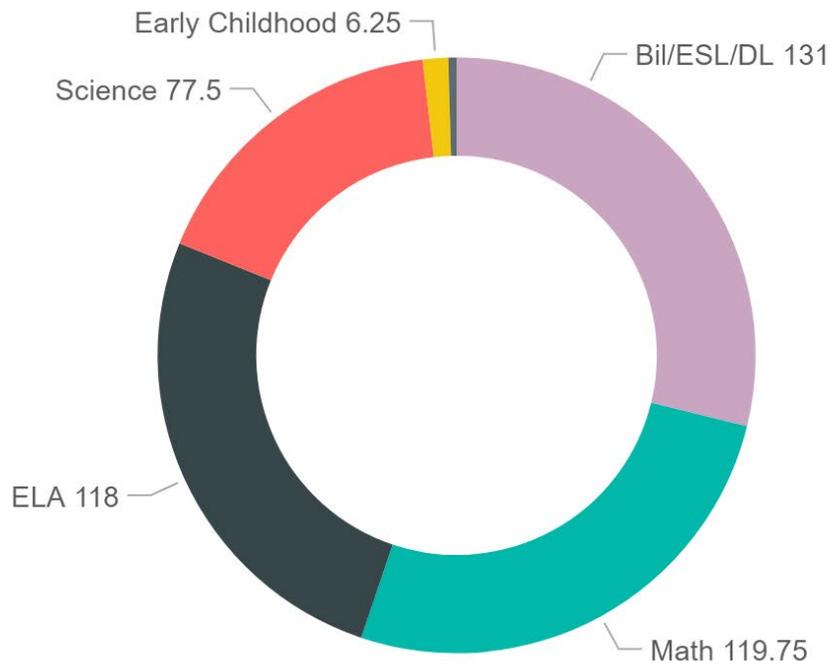


### Campus

Bruce ES



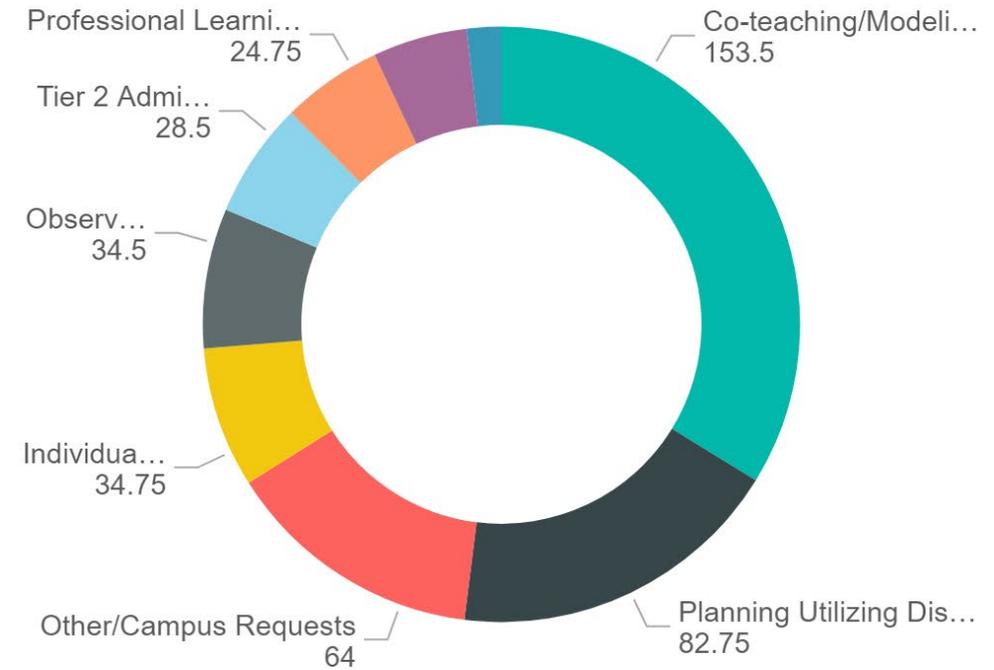
### Total Time by Department



454.50  
Hours

**HISD**  
**Elementary Curriculum  
and Development**  
INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

### Total Time by Type of Support



### Date of Support

8/26/2019 12/20/2019

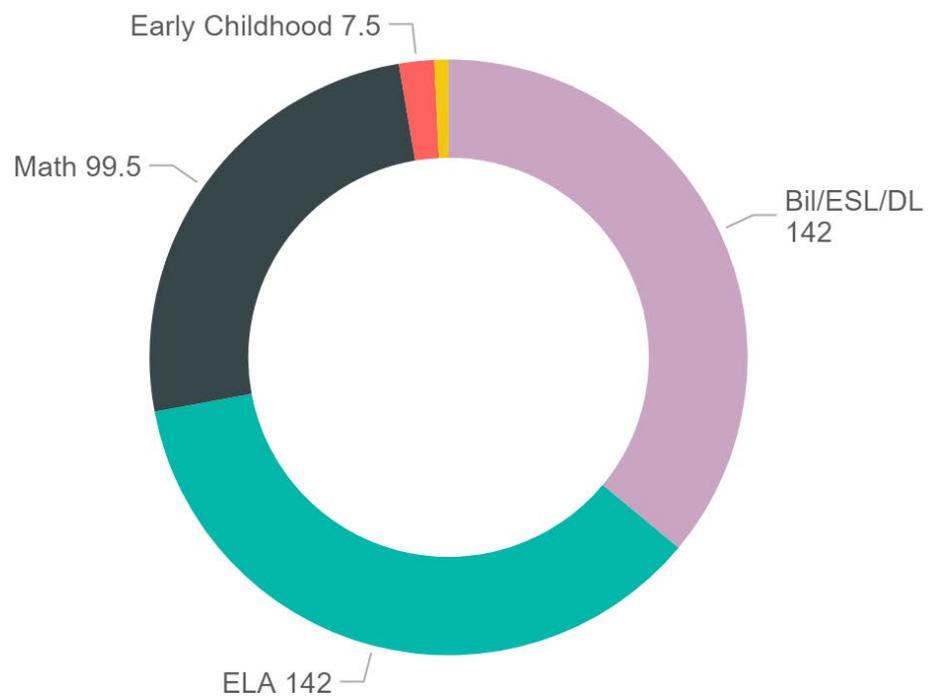


### Campus

Dogan ES



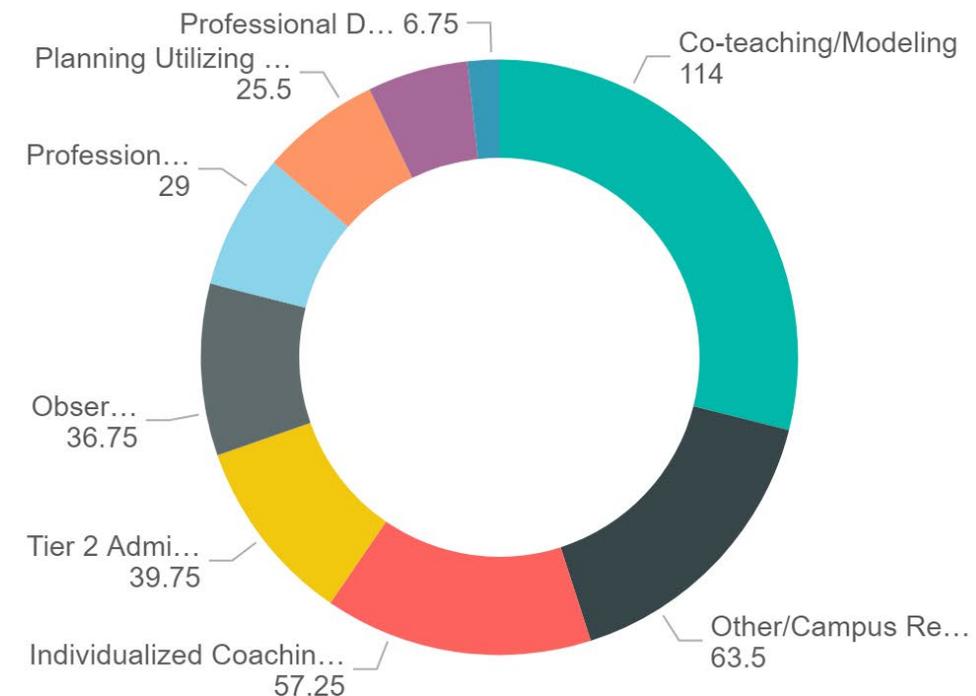
### Total Time by Department



394.00  
Hours

**HISD**  
**Elementary Curriculum  
and Development**  
INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

### Total Time by Type of Support



## Date of Support

8/26/2019

12/20/2019

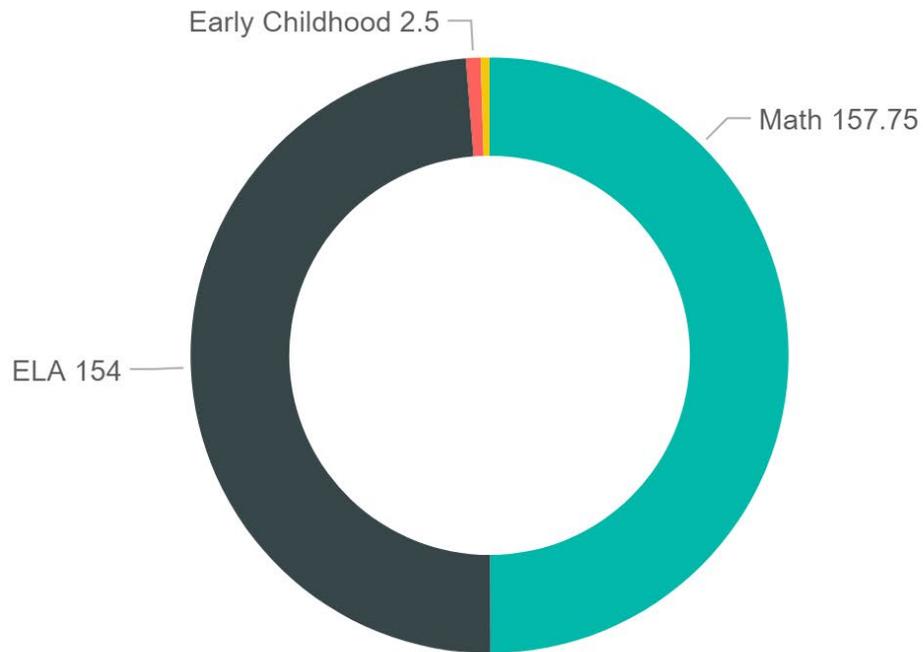


## Campus

Foerster ES



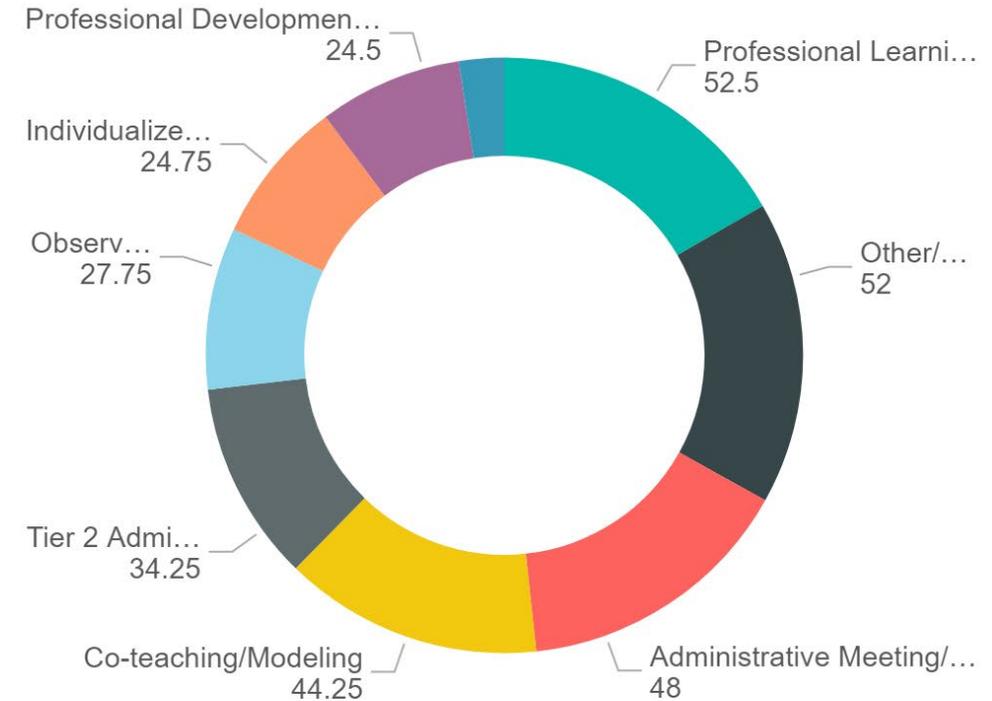
## Total Time by Department



315.75  
Hours

**HISD**  
**Elementary Curriculum  
and Development**  
INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

## Total Time by Type of Support



## Date of Support

8/26/2019

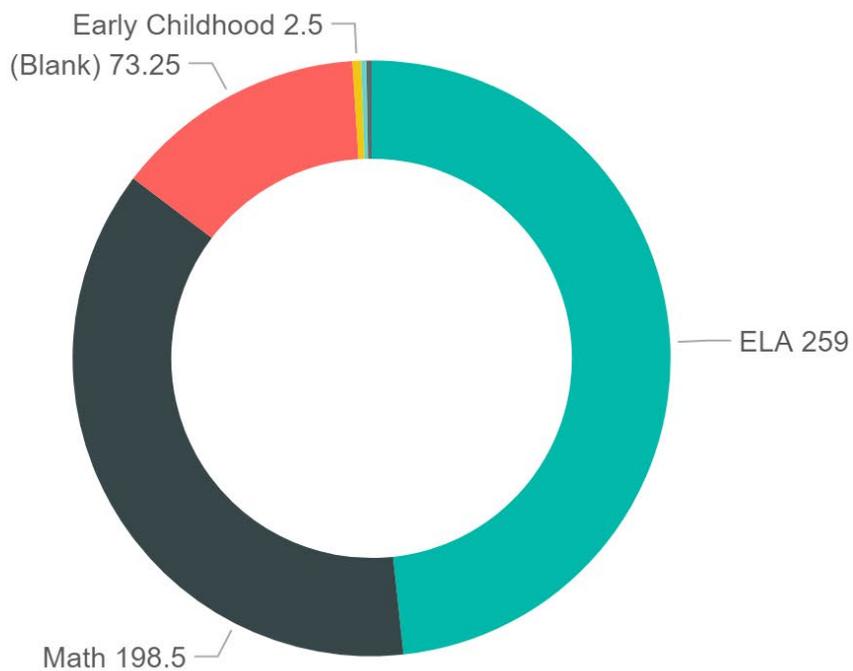
12/20/2019



## Campus

Gregory-Lincoln...

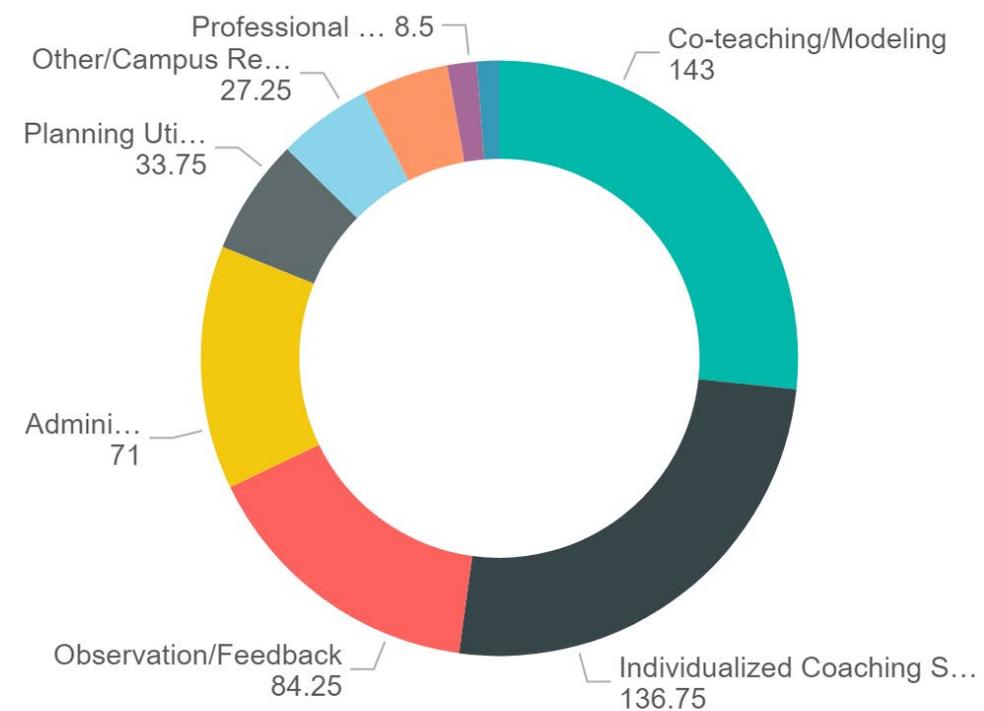
## Total Time by Department



536.25  
Hours

**HISD**  
Elementary Curriculum  
and Development  
INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

## Total Time by Type of Support



### Date of Support

8/26/2019 12/20/2019

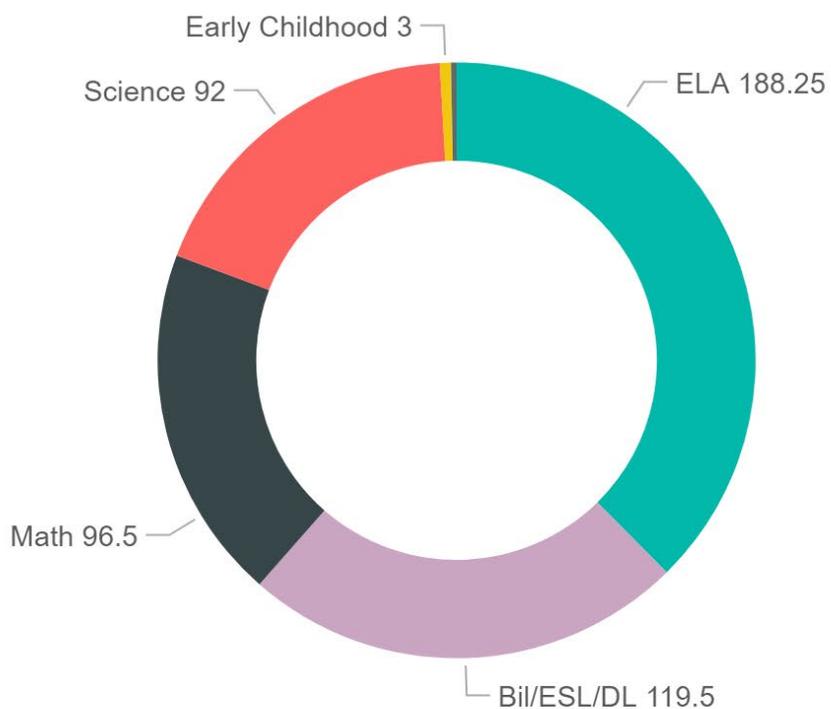


### Campus

Highland Heights ES



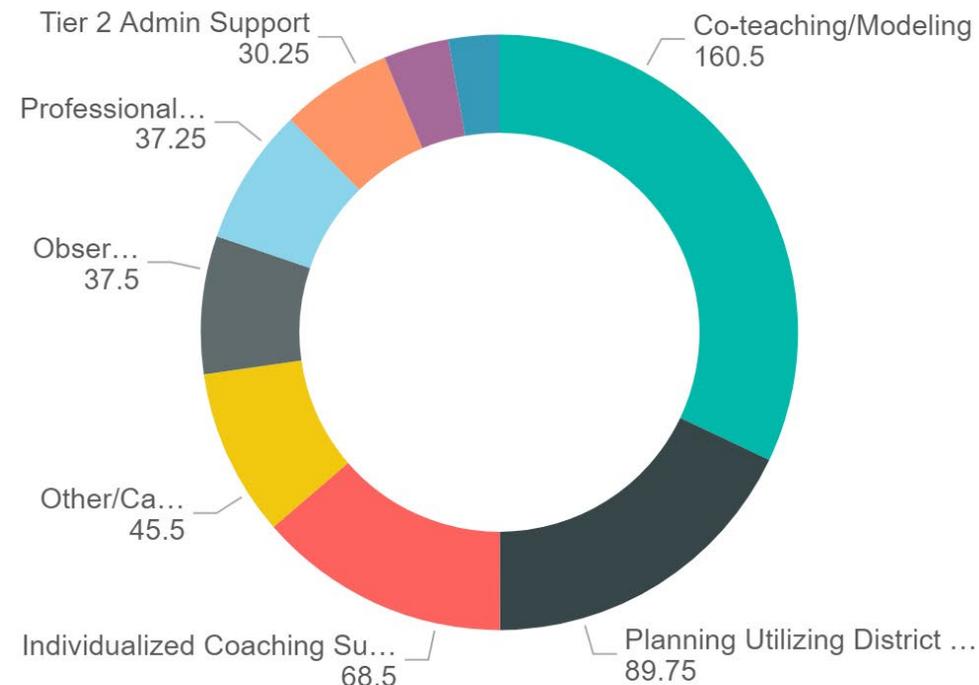
### Total Time by Department



500.75  
Hours

**HISD**  
Elementary Curriculum  
and Development  
INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

### Total Time by Type of Support



## Date of Support

8/26/2019

12/20/2019

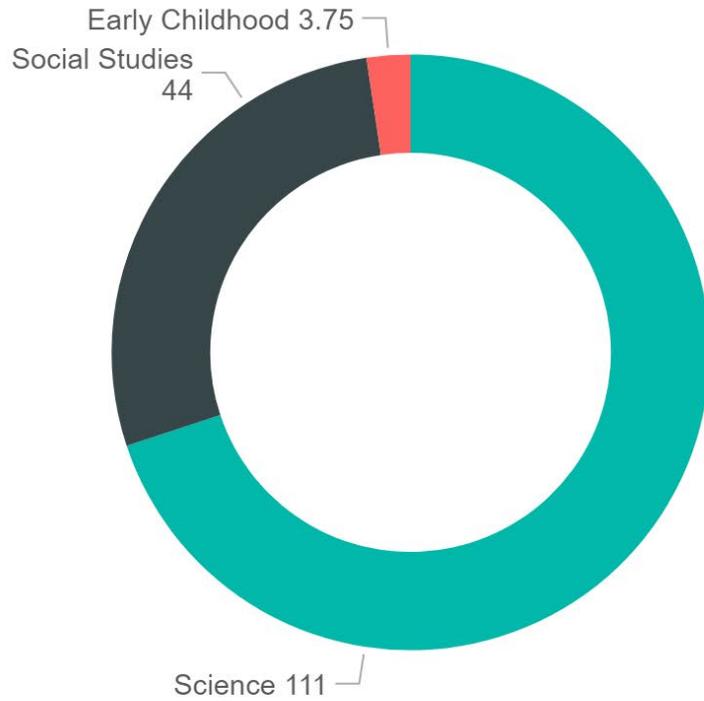


## Campus

Hilliard ES



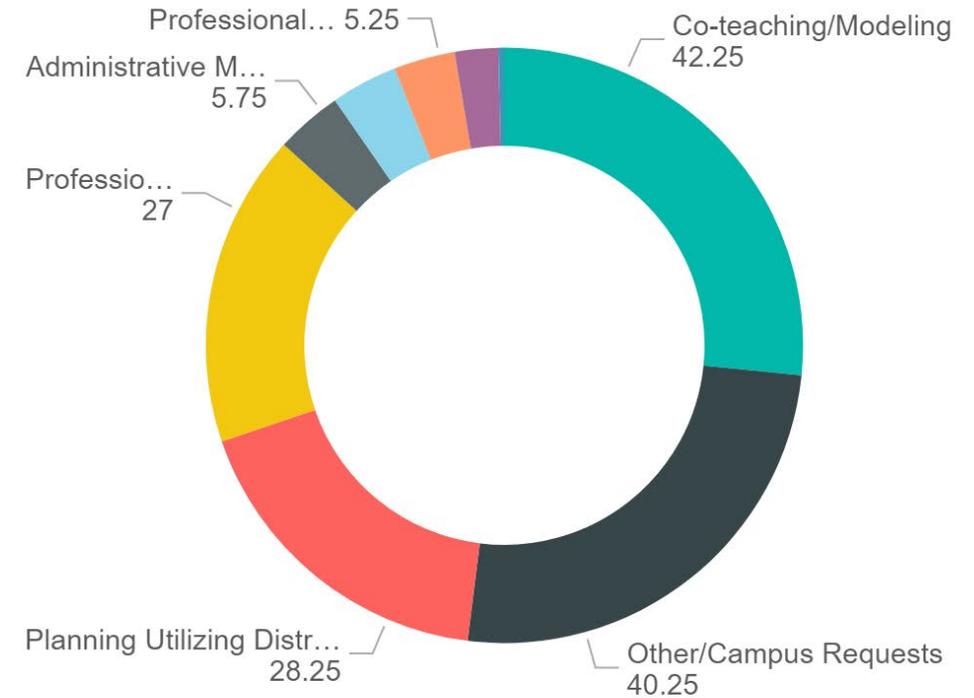
## Total Time by Department



158.75  
Hours

**HISD**  
**Elementary Curriculum  
and Development**  
INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

## Total Time by Type of Support



## Date of Support

8/26/2019

12/20/2019

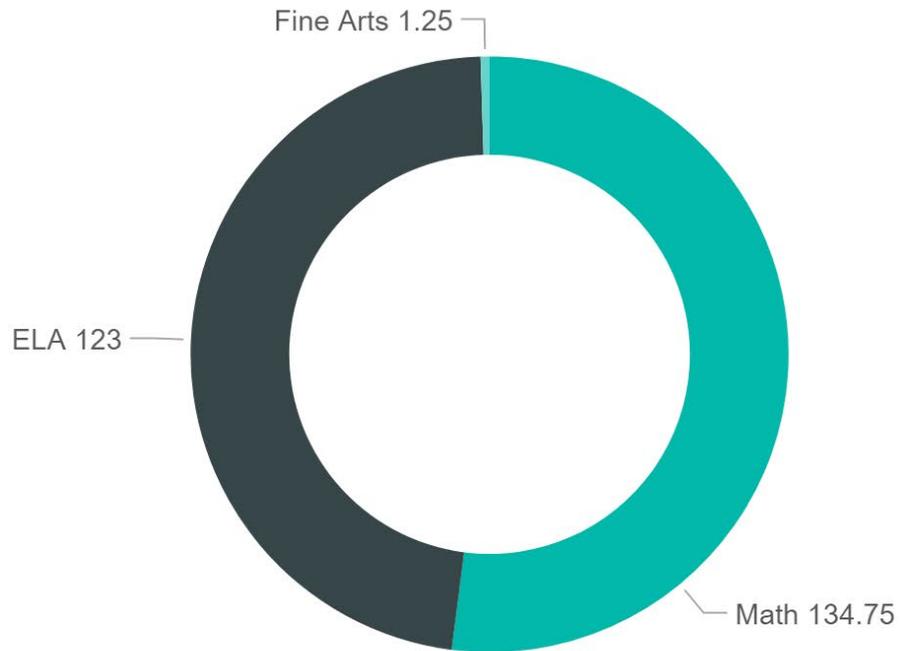


## Campus

Looscan ES



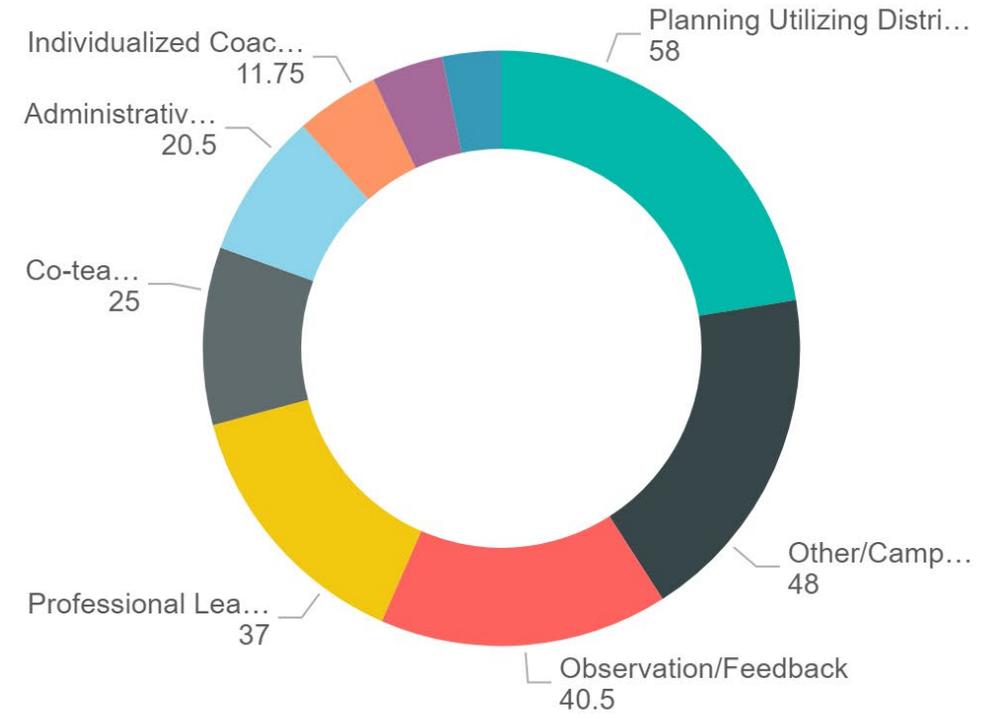
## Total Time by Department



259.00  
Hours

**HISD**  
**Elementary Curriculum  
and Development**  
INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

## Total Time by Type of Support



### Date of Support

8/26/2019 12/20/2019

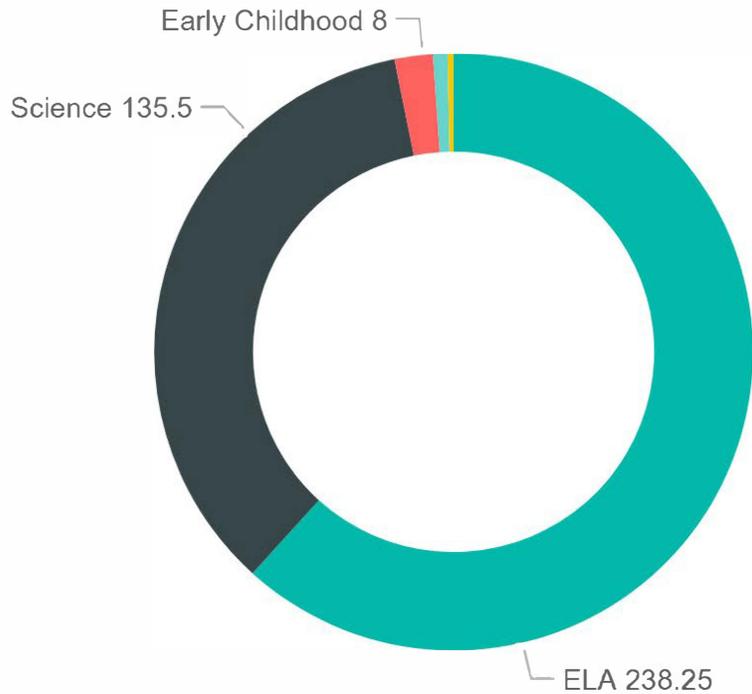


### Campus

Mading ES



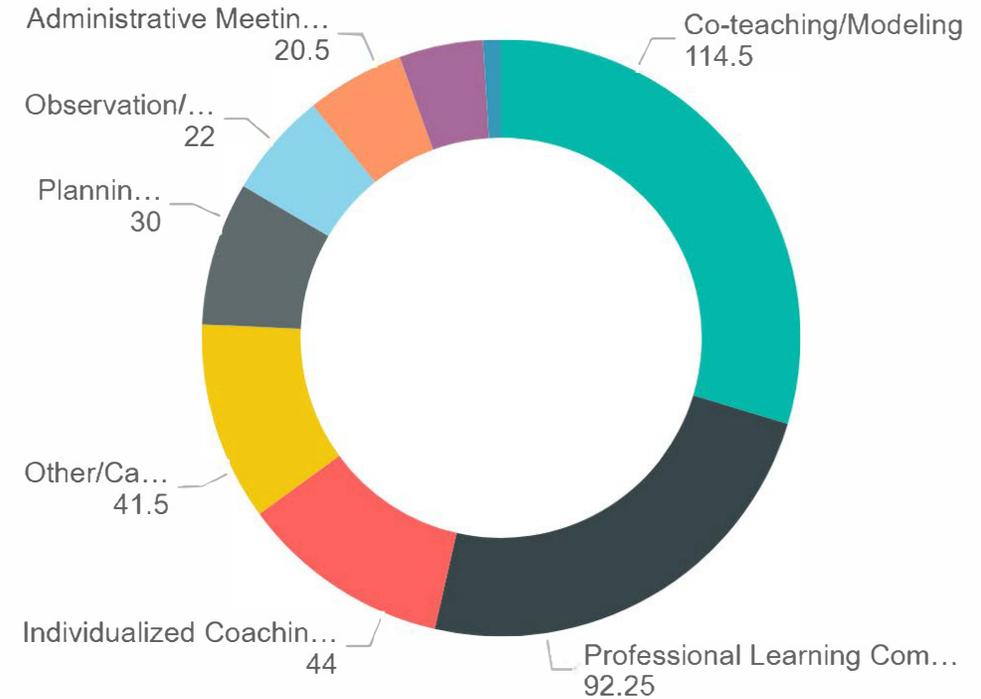
### Total Time by Department



386.00  
Hours

**HISD**  
**Elementary Curriculum  
and Development**  
INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

### Total Time by Type of Support



### Date of Support

8/26/2019 12/20/2019

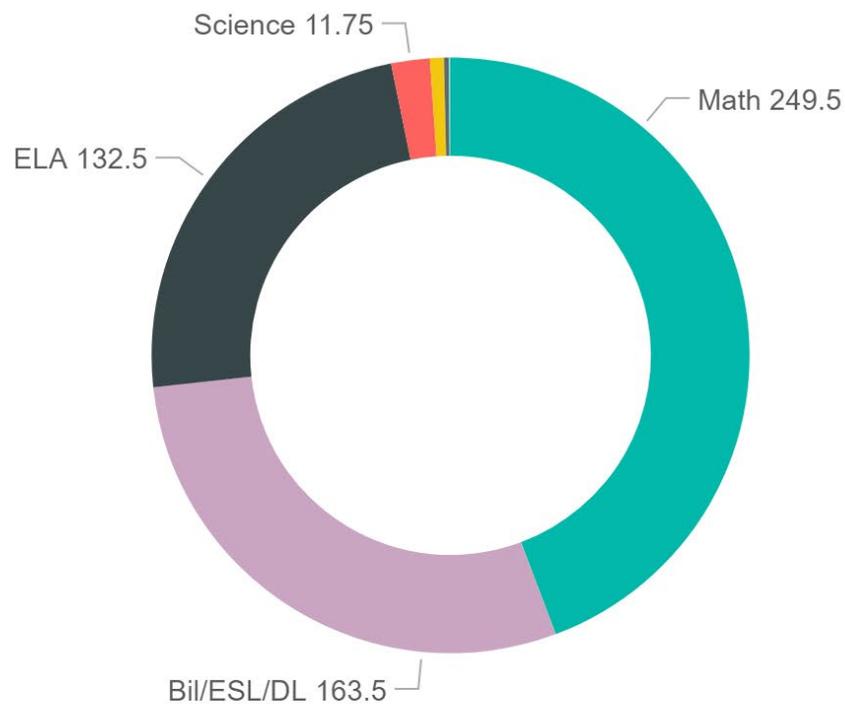


### Campus

Martinez C ES



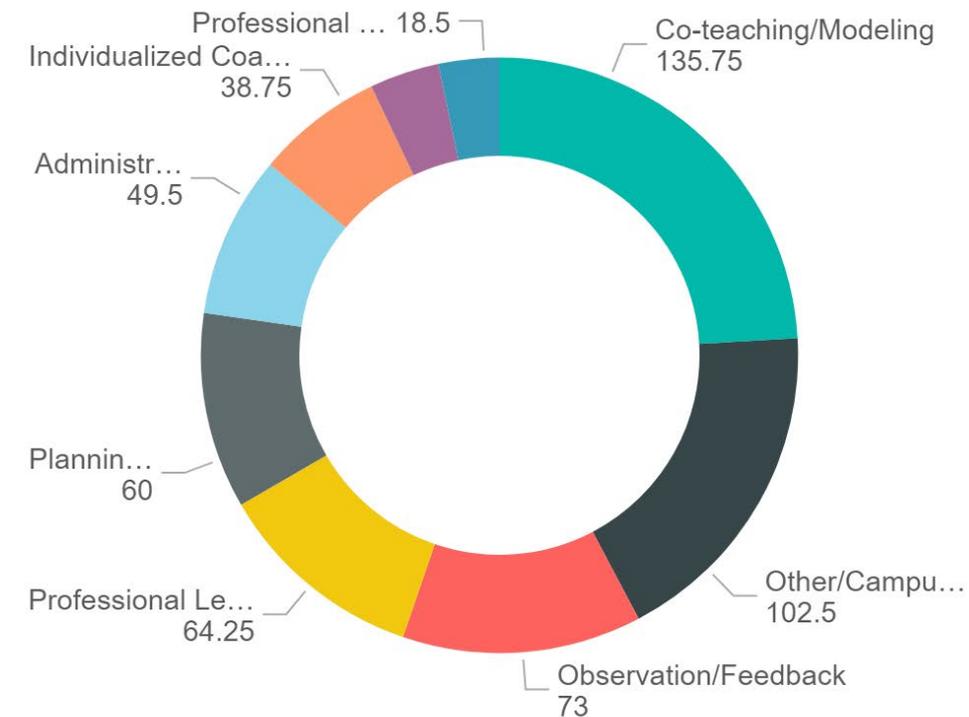
### Total Time by Department



563.50  
Hours

**HISD**  
**Elementary Curriculum  
and Development**  
INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

### Total Time by Type of Support



## Date of Support

8/26/2019

12/20/2019

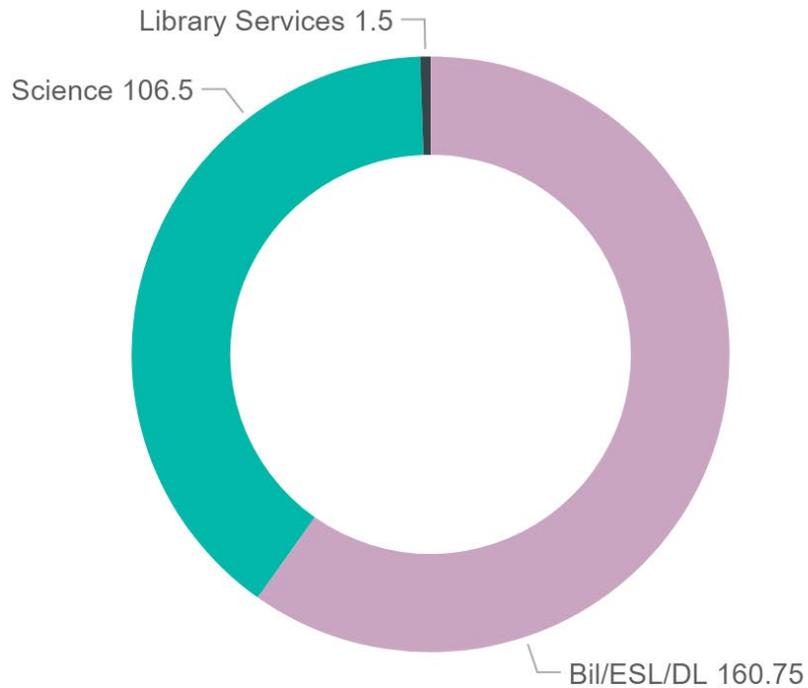


## Campus

Pugh ES



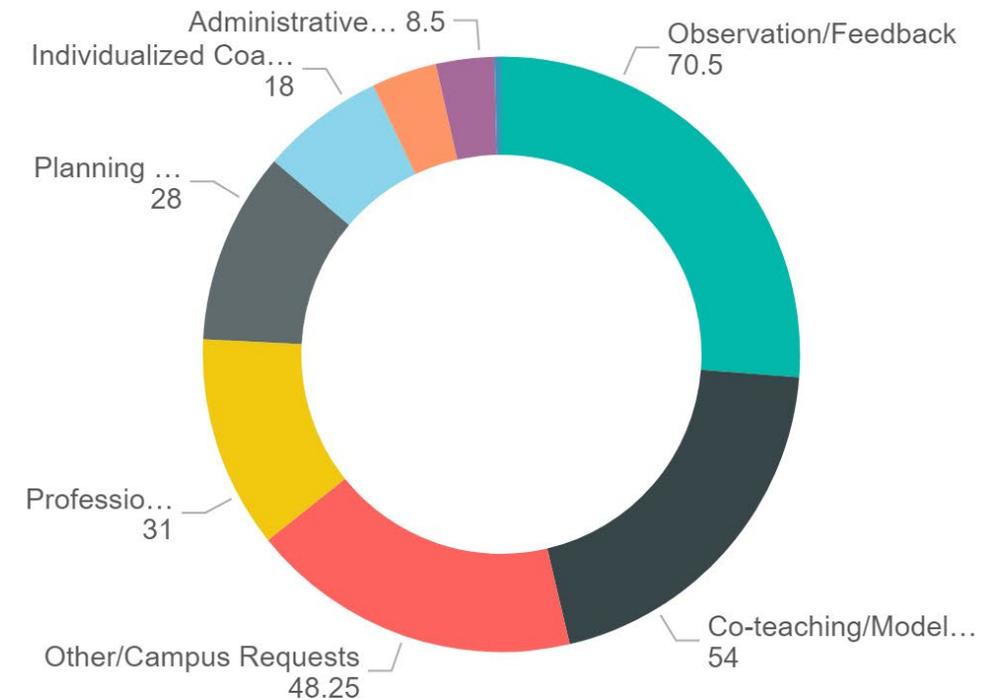
## Total Time by Department



268.75  
Hours

**HISD**  
**Elementary Curriculum  
and Development**  
INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

## Total Time by Type of Support



### Date of Support

8/26/2019 12/20/2019

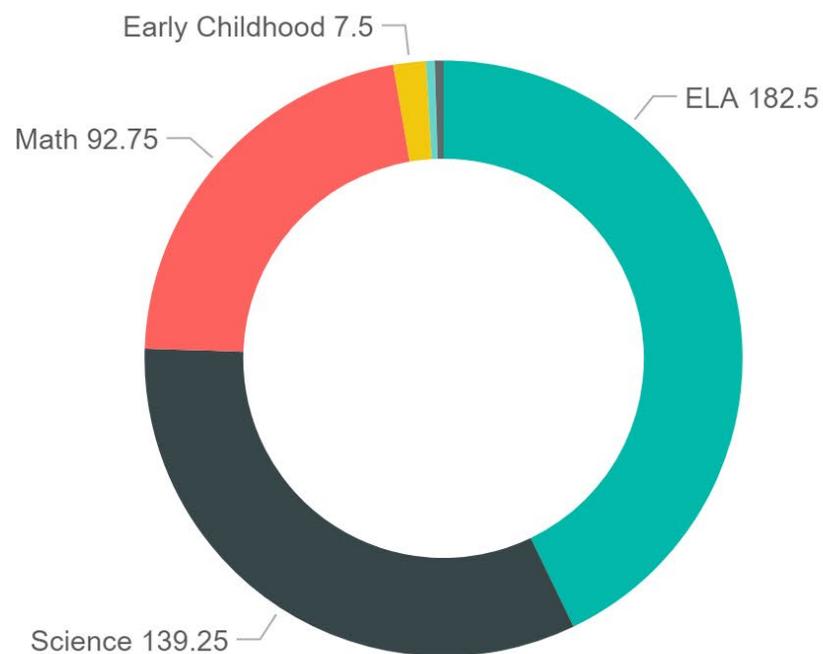


### Campus

Wesley ES



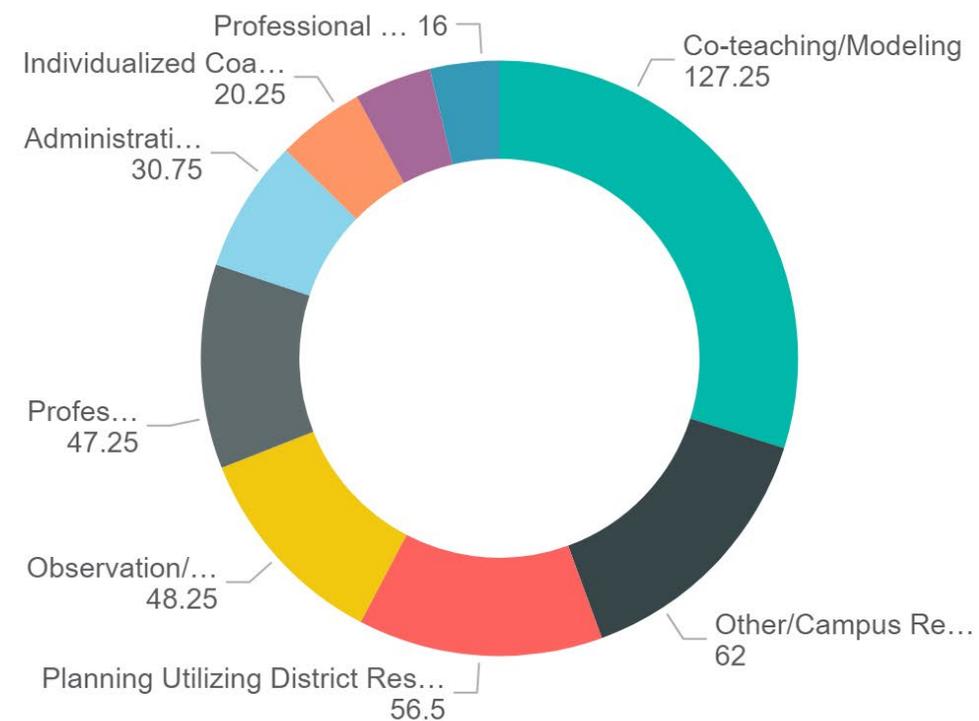
### Total Time by Department



426.00  
Hours

**HISD**  
**Elementary Curriculum  
and Development**  
INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

### Total Time by Type of Support



## Date of Support

8/26/2019

12/20/2019

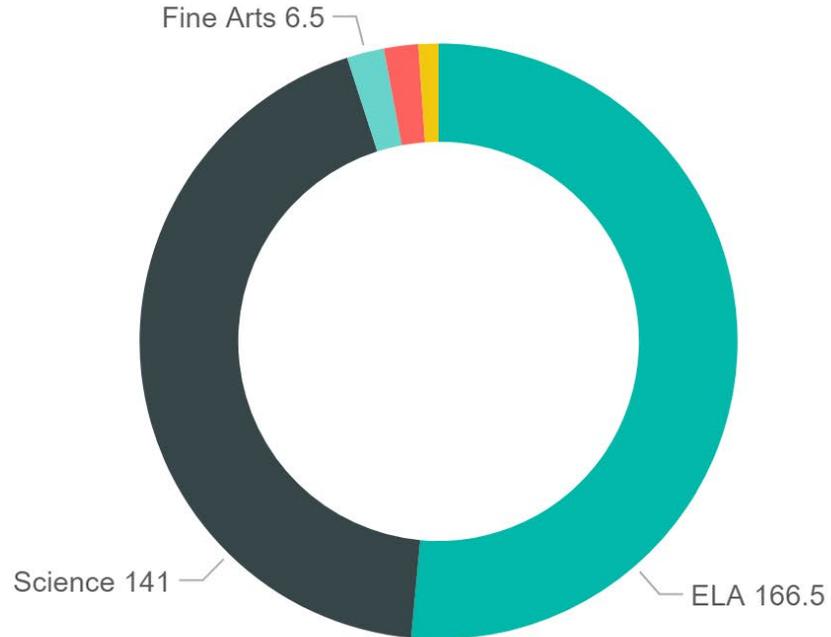


## Campus

Woodson



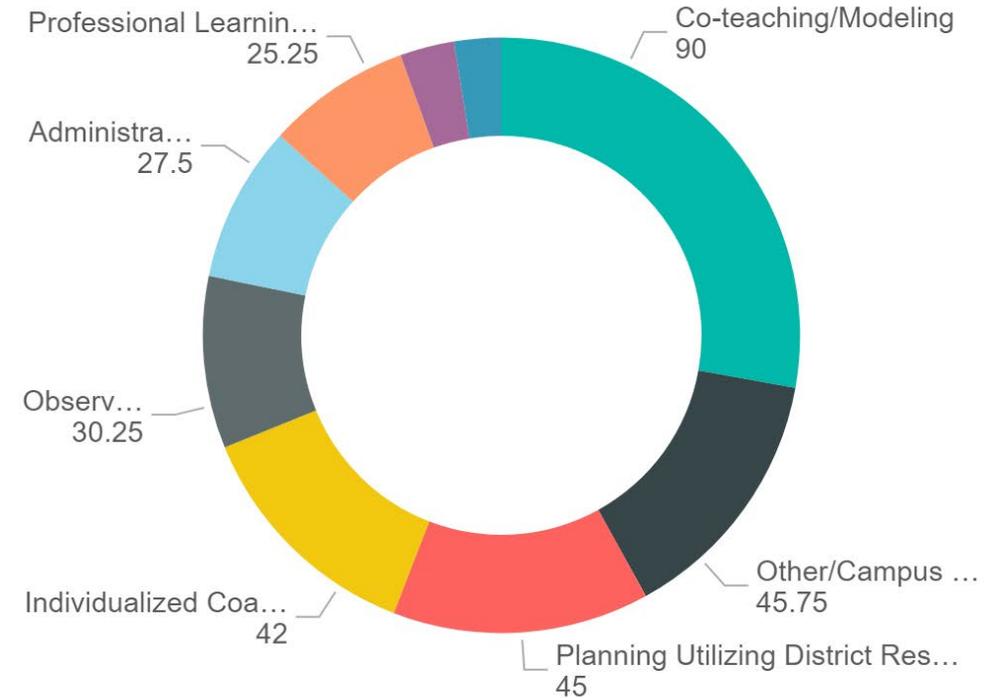
## Total Time by Department



323.50  
Hours

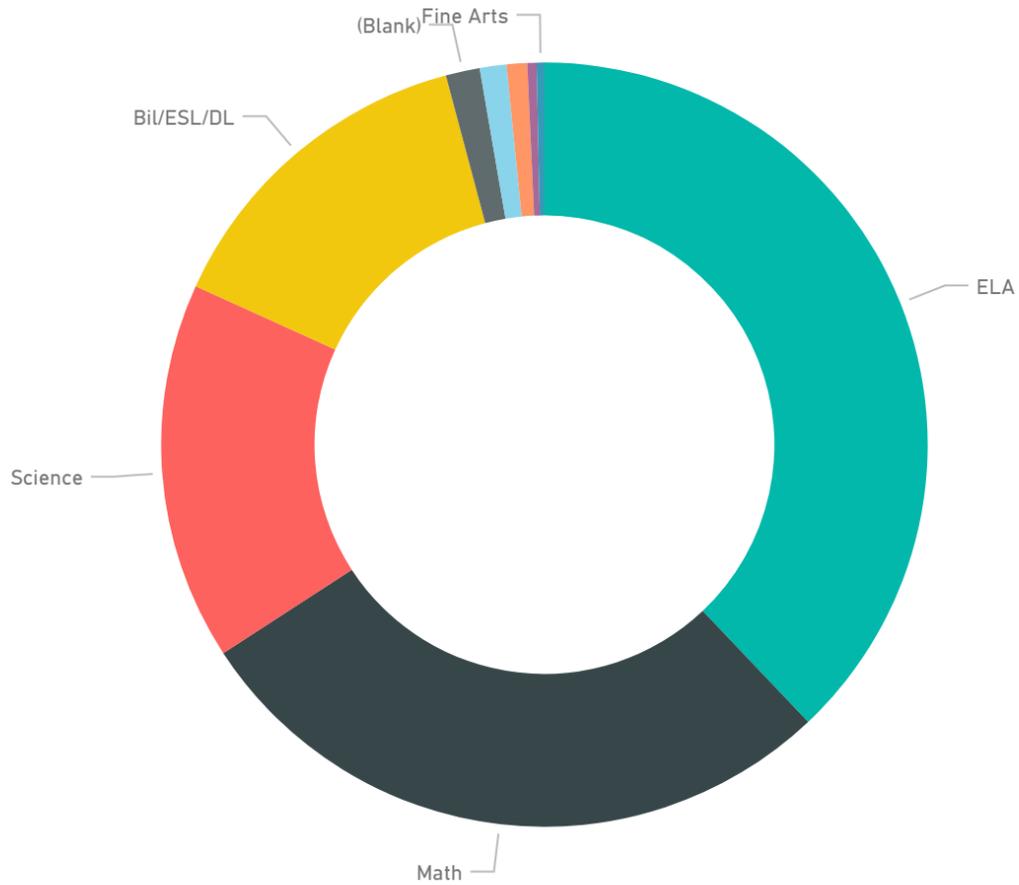
**HISD**  
**Elementary Curriculum  
and Development**  
INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

## Total Time by Type of Support



Area

Achieve 180



5.10K

Amount of Time Spent

Campus Name

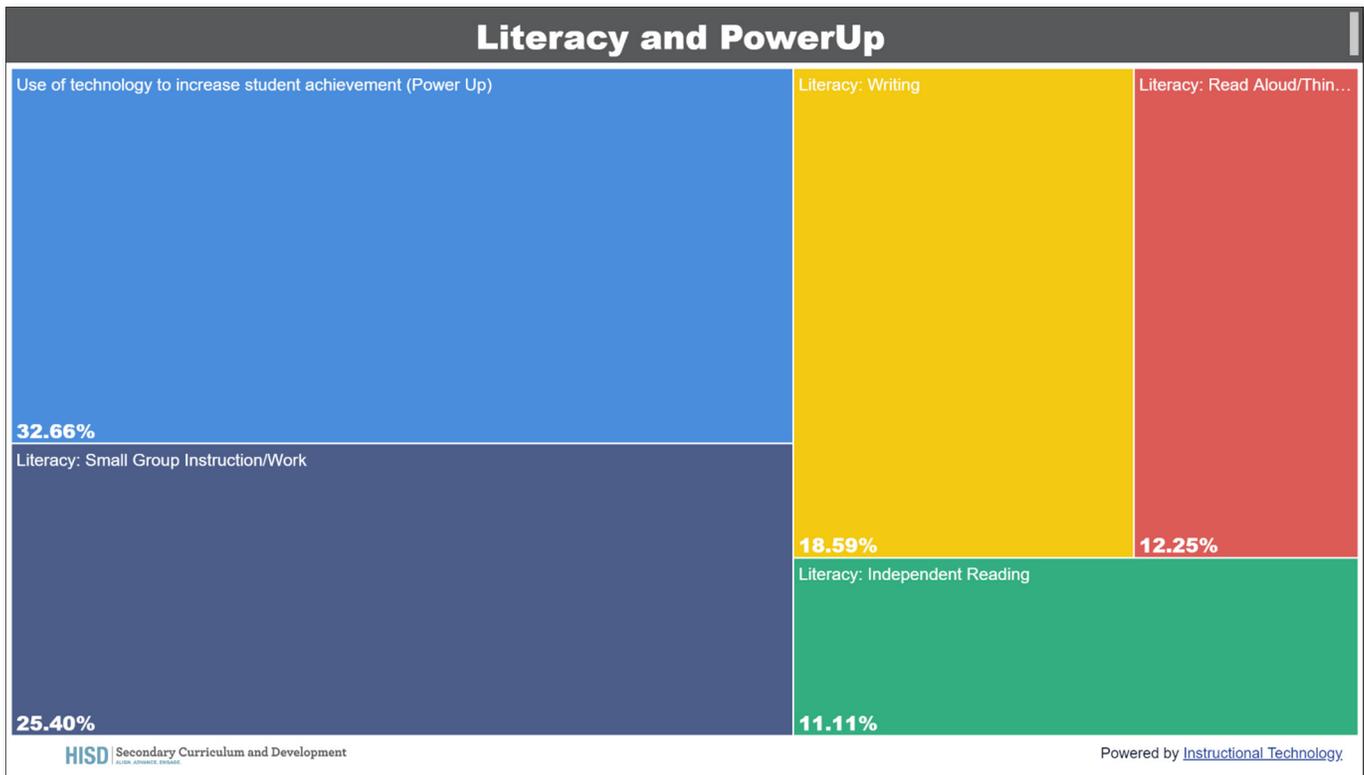
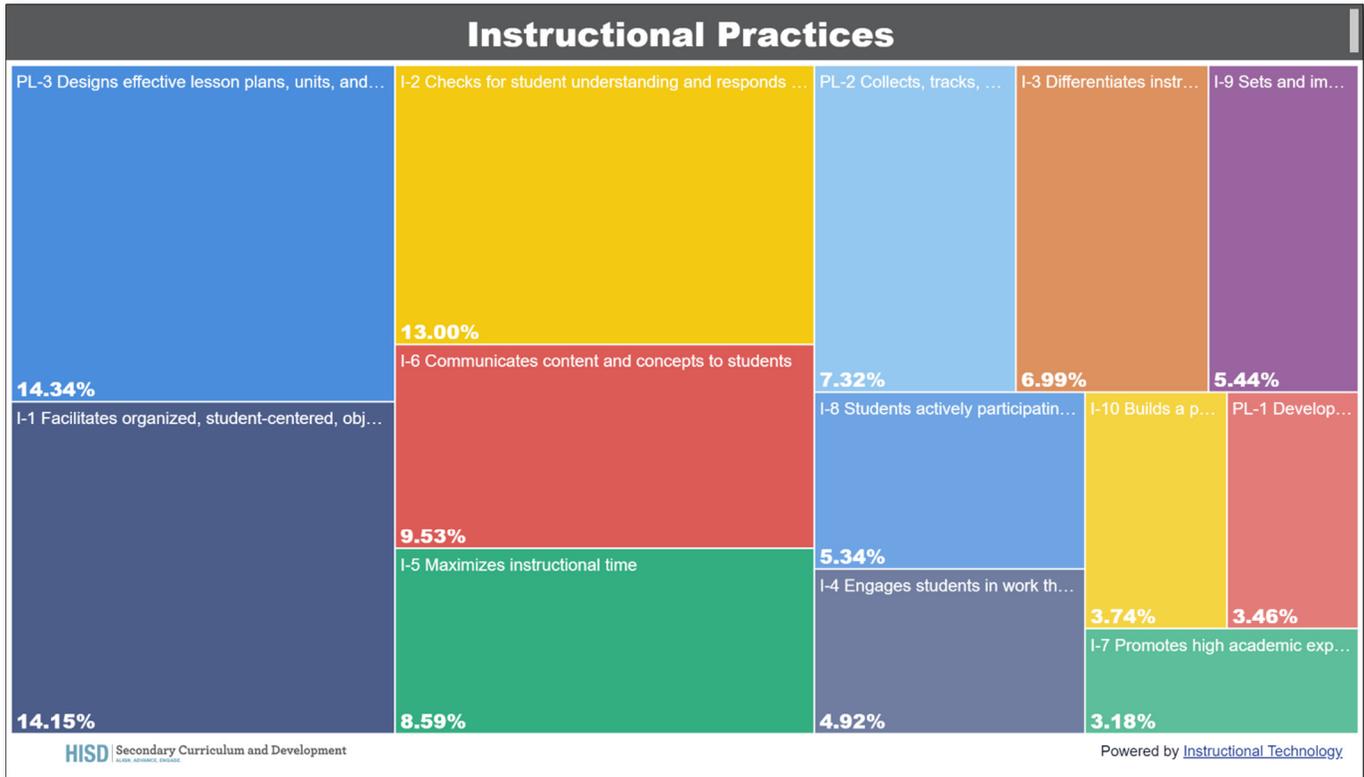
- Blackshear ES
- Bonham ES
- Bruce ES
- Dogan ES
- Foerster ES
- Gregory-Lincoln PK-8
- Highland Heights ES
- Hilliard ES
- Looscan ES
- Mading ES
- Martinez C ES

Department

- (Blank)
- Bi/ESL/DL
- Early Childhood
- ELA
- Fine Arts
- Library Services
- Math
- Science
- Social Studies

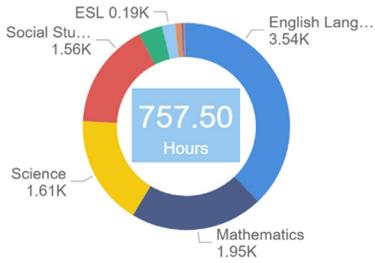
Name	Email
Ali Makhlof	AMAKHLO1@houstonisd.org
Crystal Cox	CCOX1@houstonisd.org
Cynthia Teagle	CTEAGLE@houstonisd.org
Doris Richardson	DRICHAR2@houstonisd.org
Fernando Martinez	FMARTI14@houstonisd.org
Guadalupe Alvarez	GALVARE2@houstonisd.org
Gricelda Montemayor	GMONTEM3@houstonisd.org
Jared Berry	JBERRY4@houstonisd.org
Jesse Gonzalez	JGONZAL5@houstonisd.org
Kesia Lang	KLANG1@houstonisd.org
Laura Diaz-Rodriguez	LDIAZROD@houstonisd.org

## Secondary TDS Campus Visitation Log Summary for Fall Semester 2019-2020

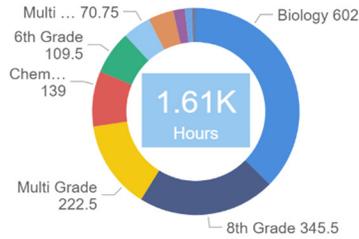


# Content Support

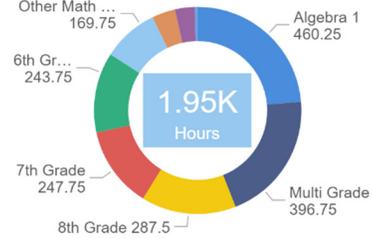
**Total Time by Instructional Tech**



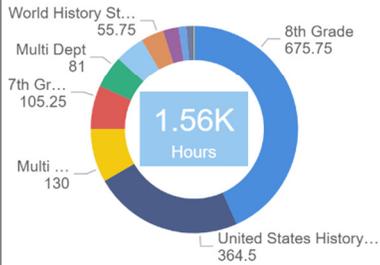
**Total Time by Science**



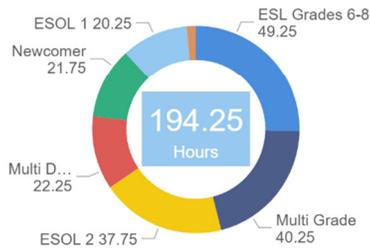
**Total Time by Math**



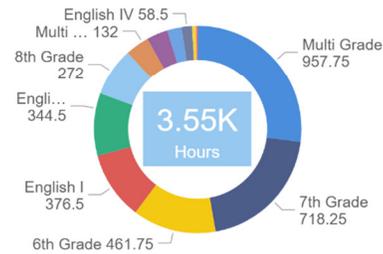
**Total Time by Social Studies**



**Total Time by ESL Support**



**Total Time by ELA**



HISD Secondary Curriculum and Development

Powered by [Instructional Technology](#)

**Date of Support**

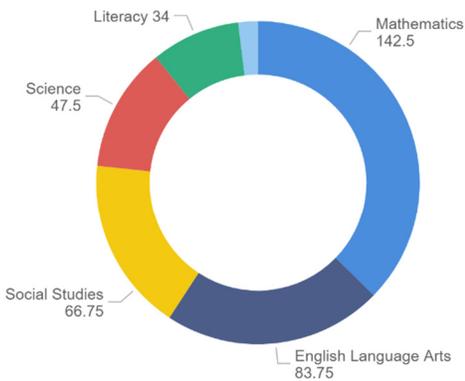


**Campus**

Attucks MS

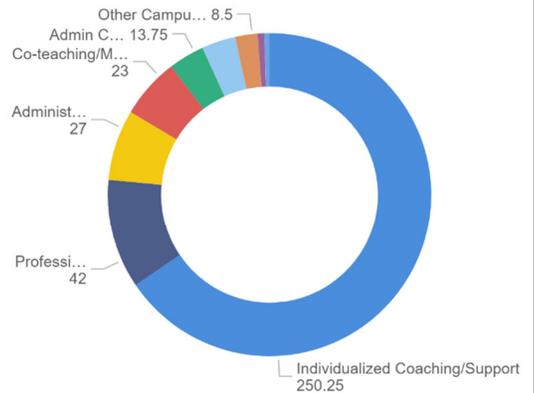
# Attucks MS

**Total Time by Department**

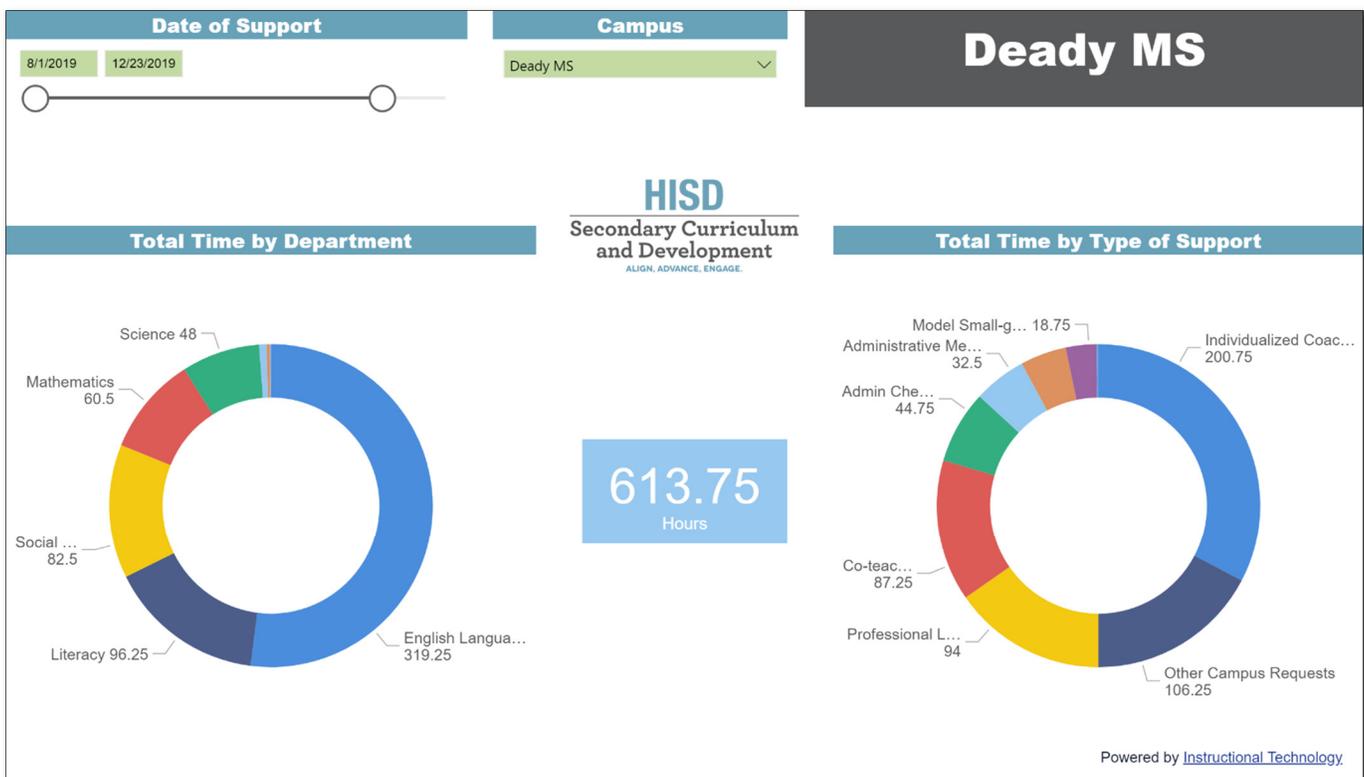
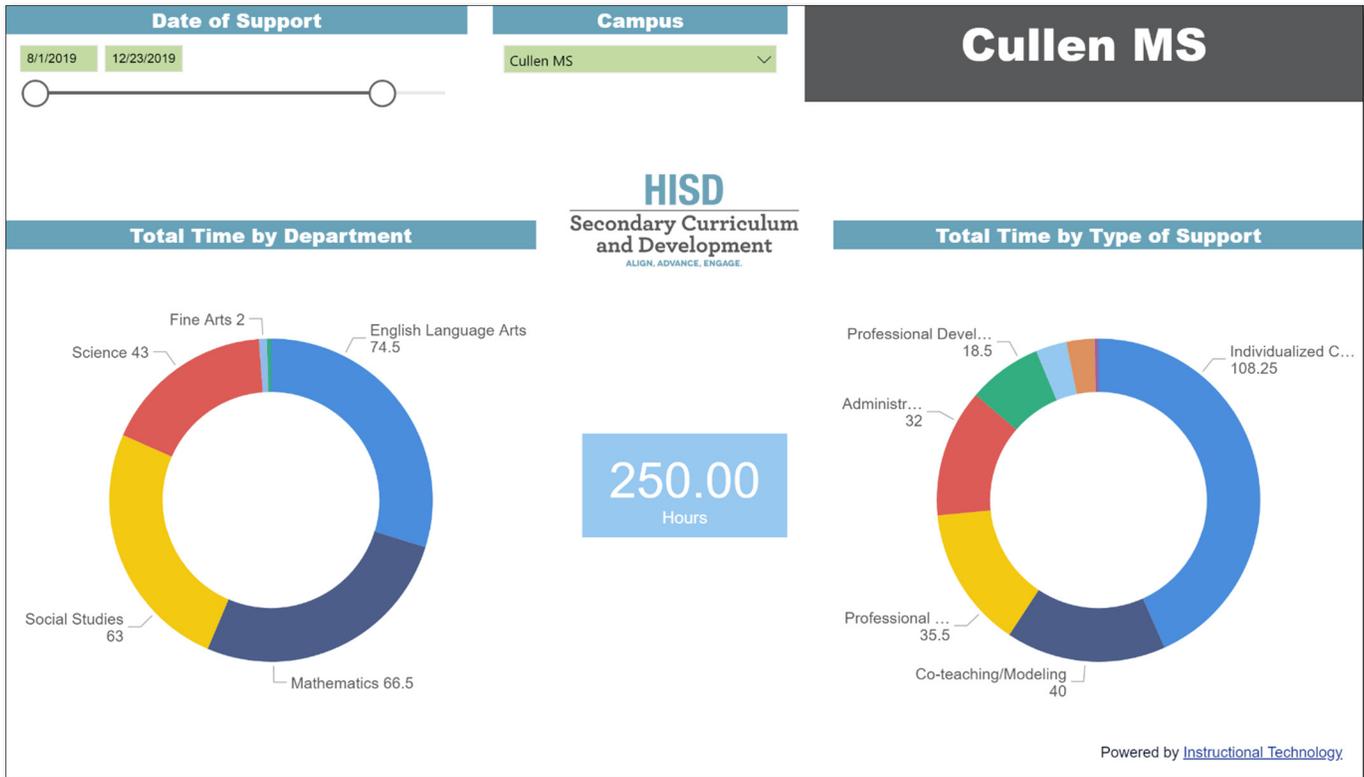


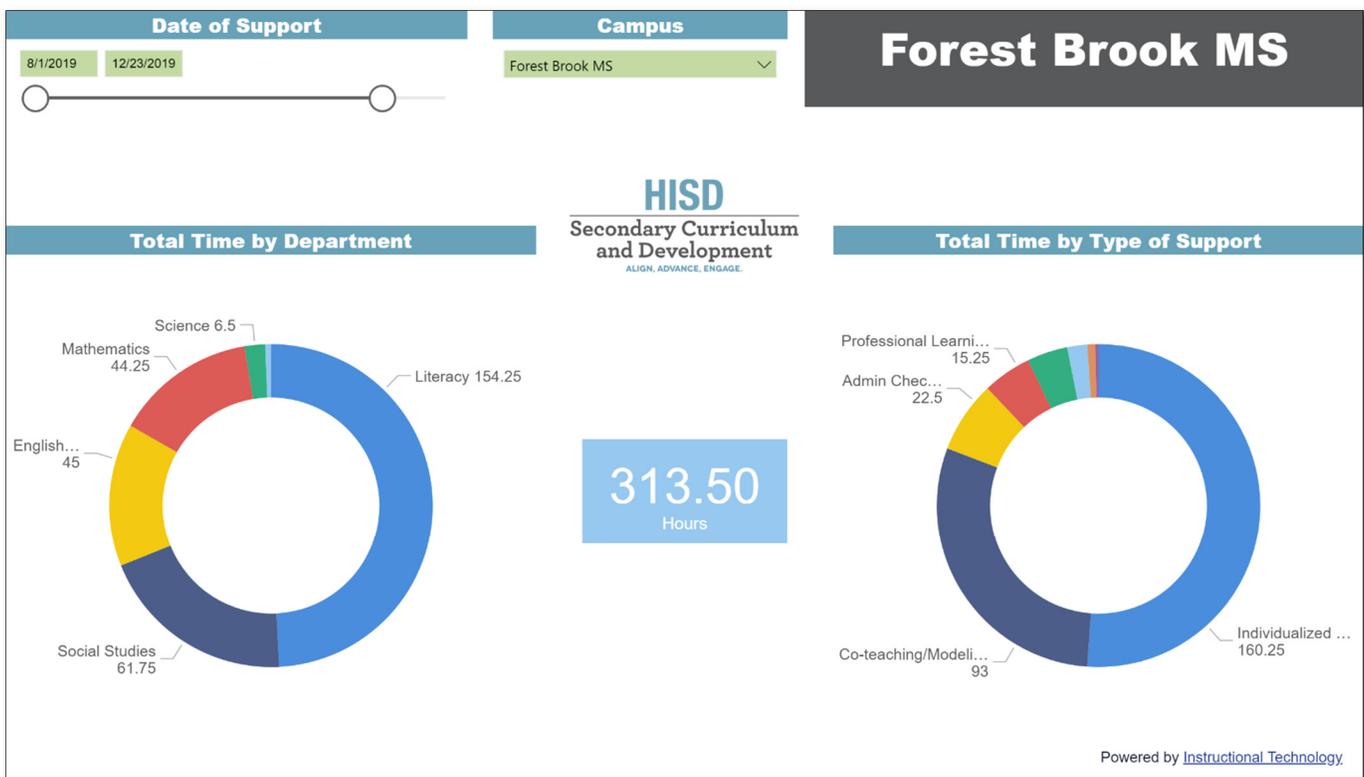
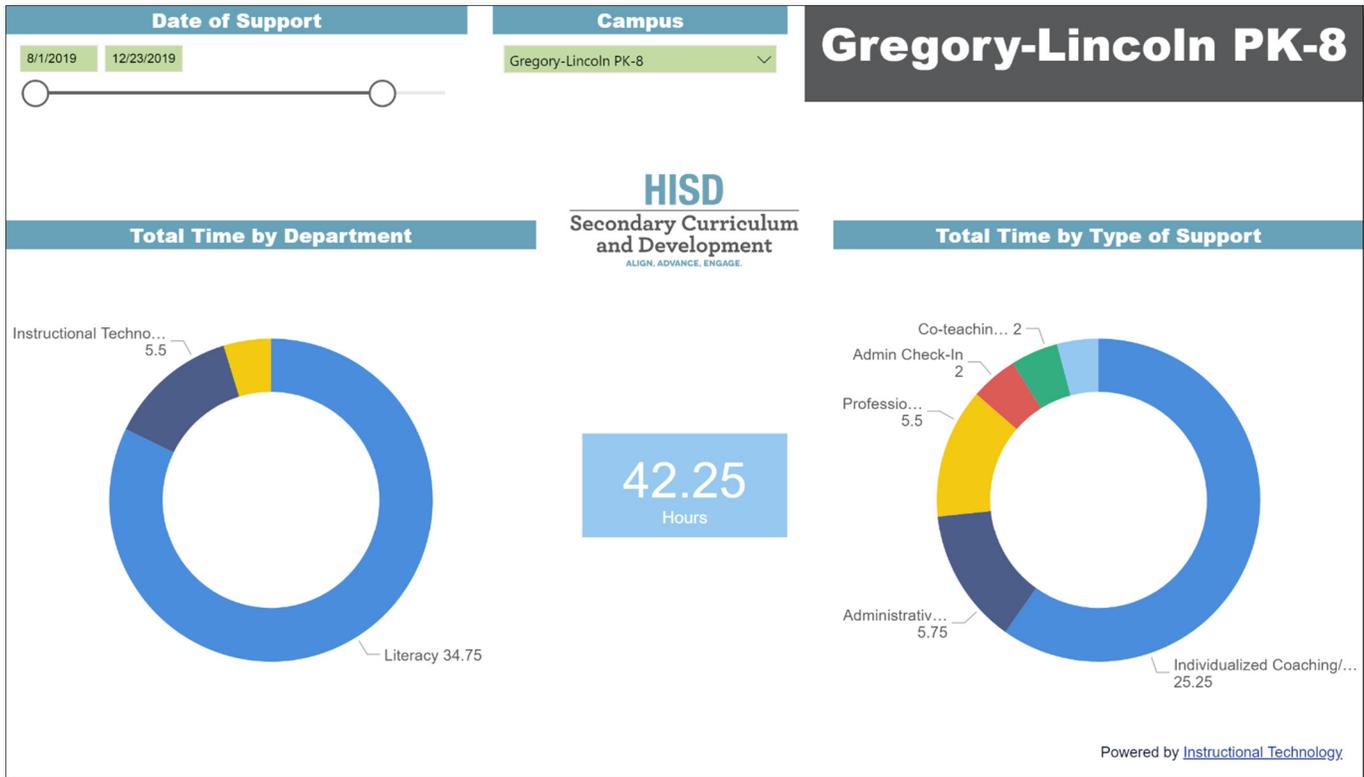
HISD  
Secondary Curriculum and Development  
ALIGN, ADVANCE, ENGAGE.

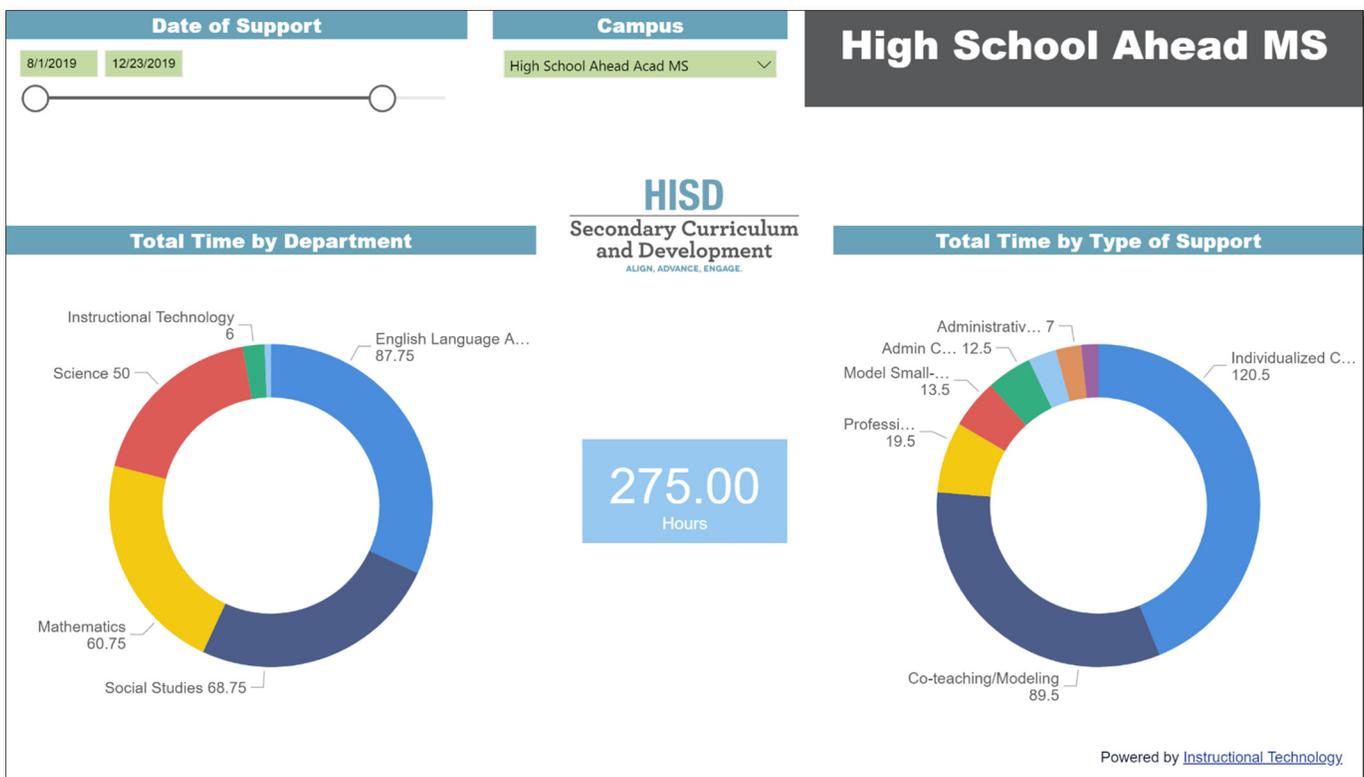
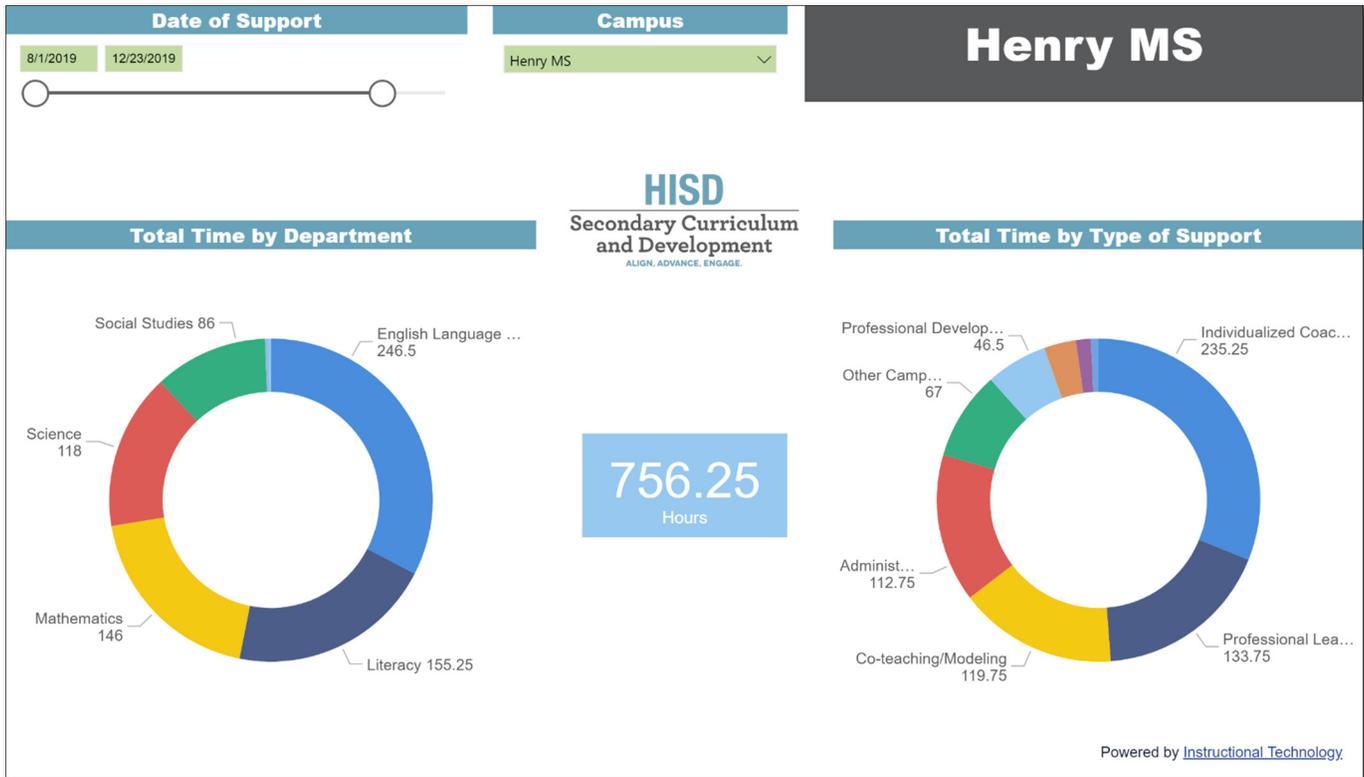
**Total Time by Type of Support**

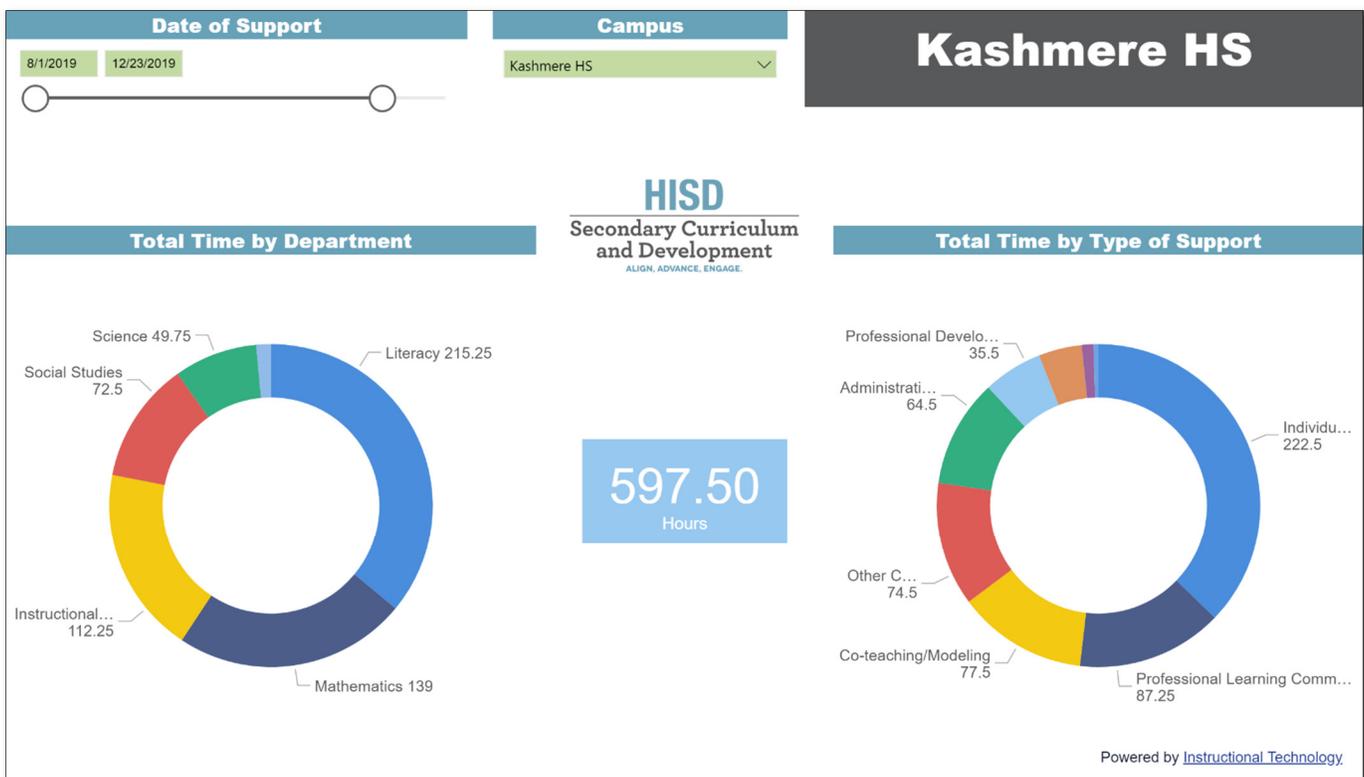
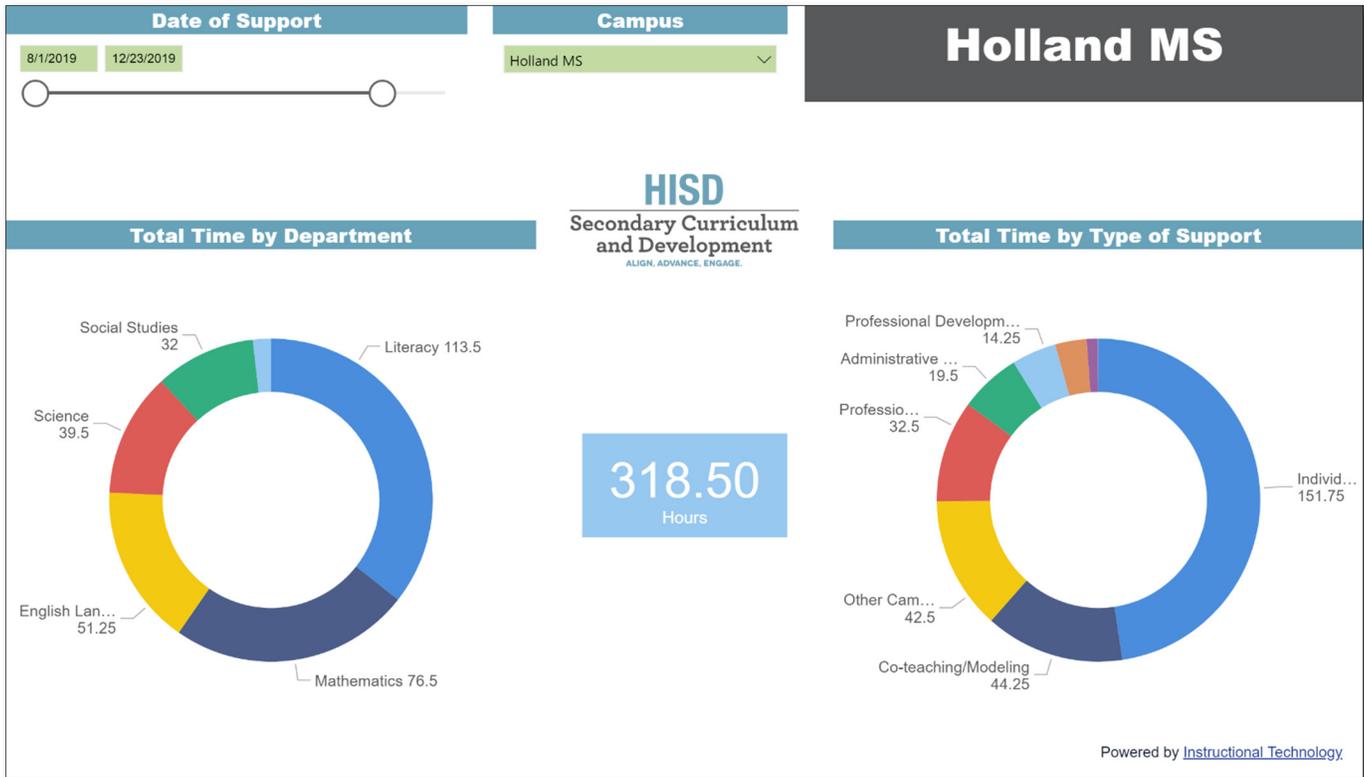


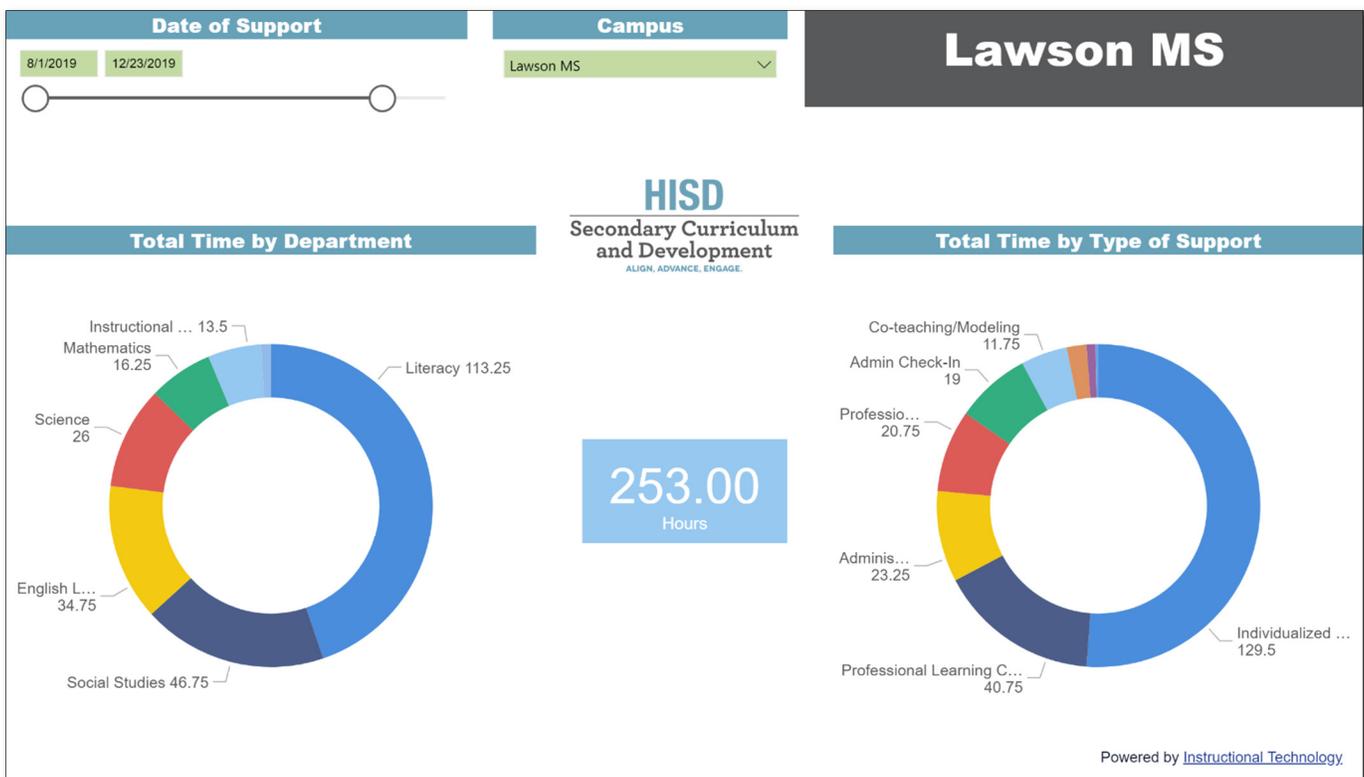
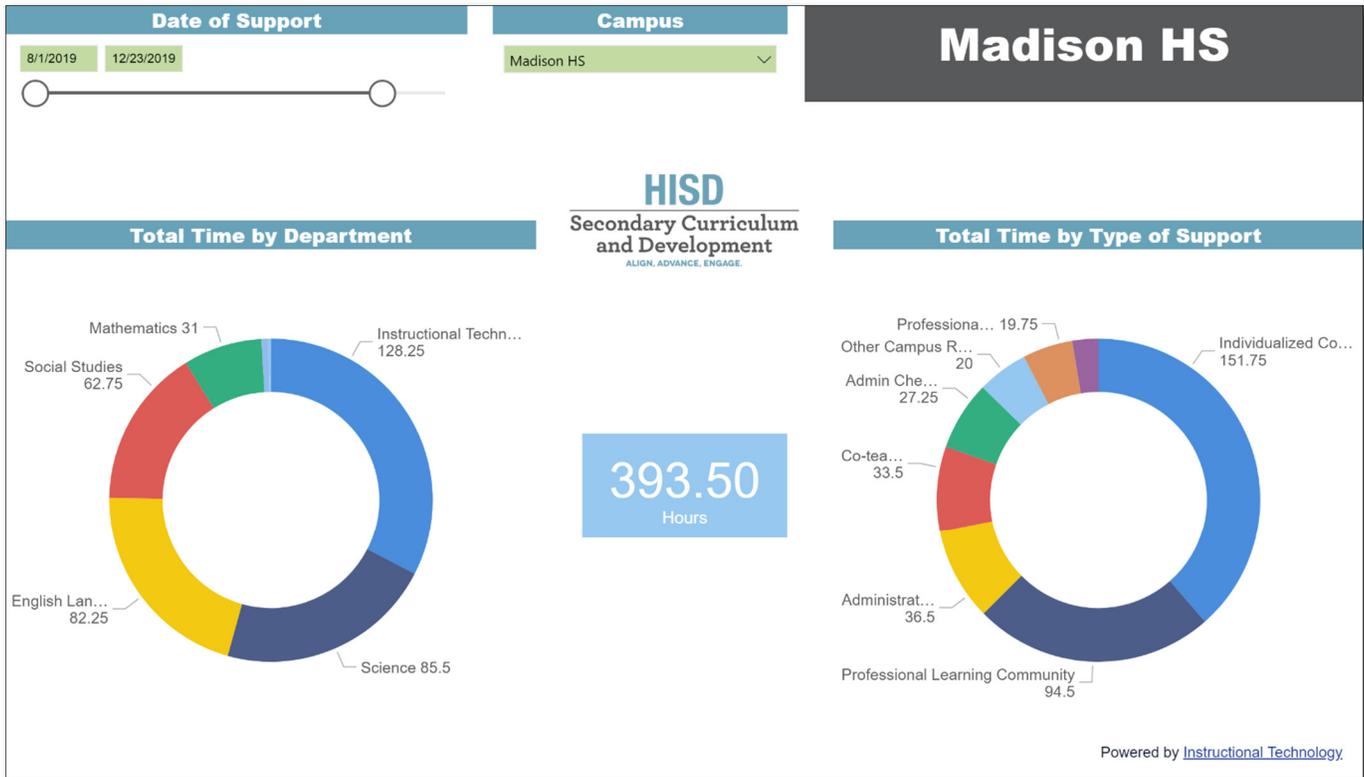
Powered by [Instructional Technology](#)

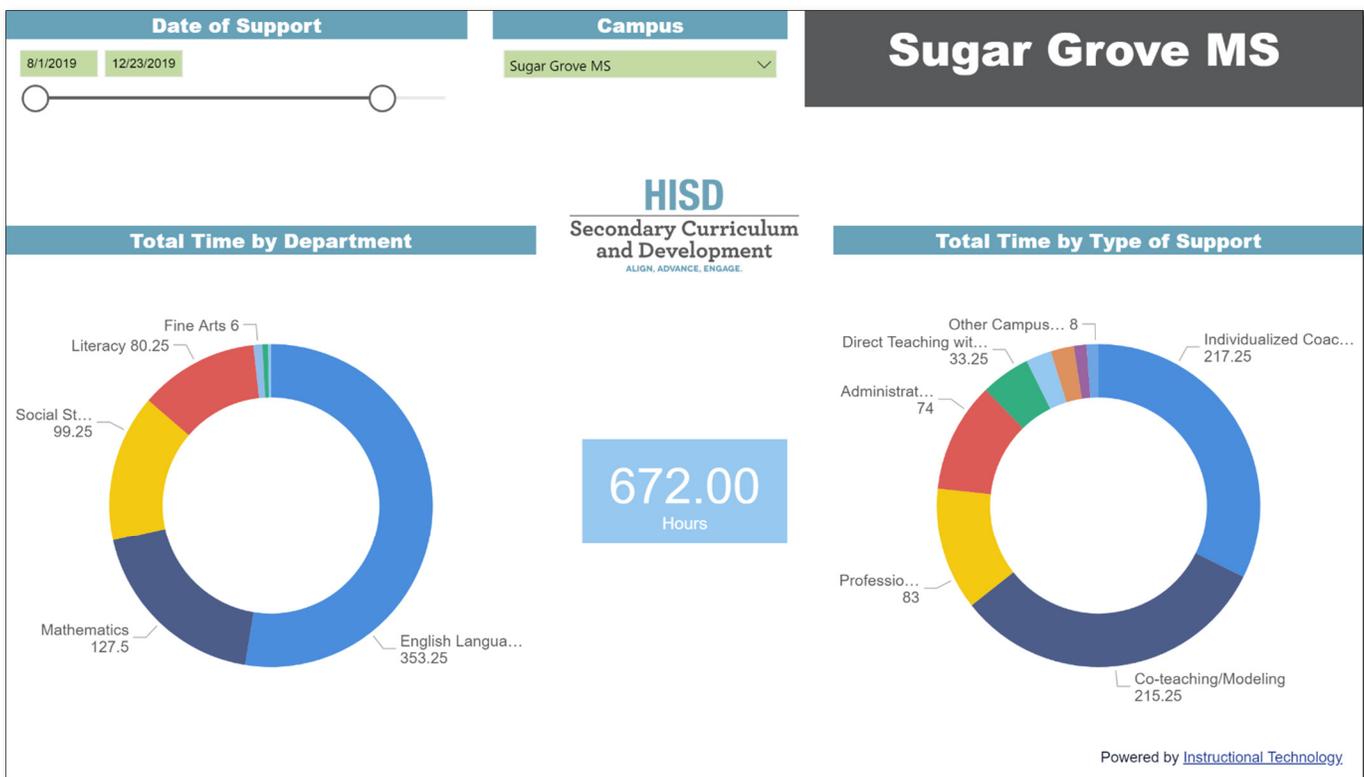
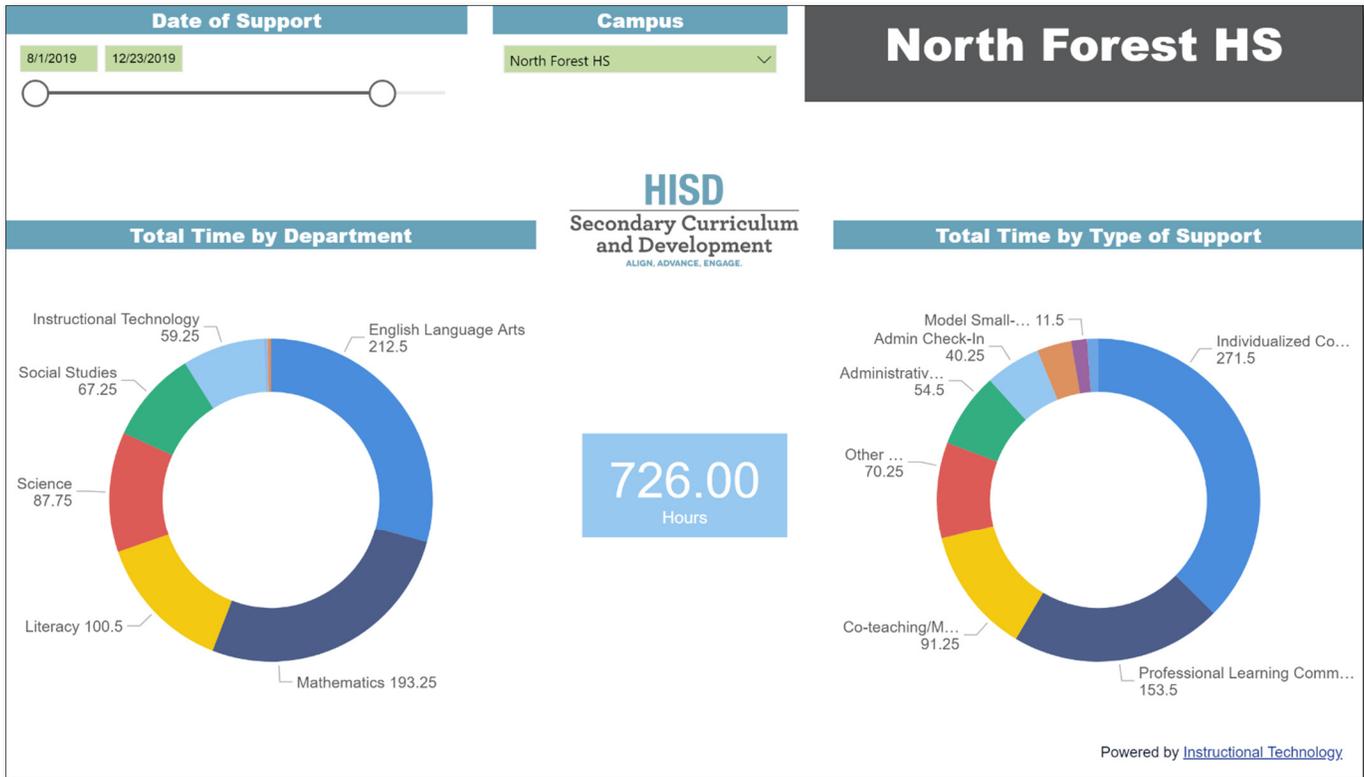


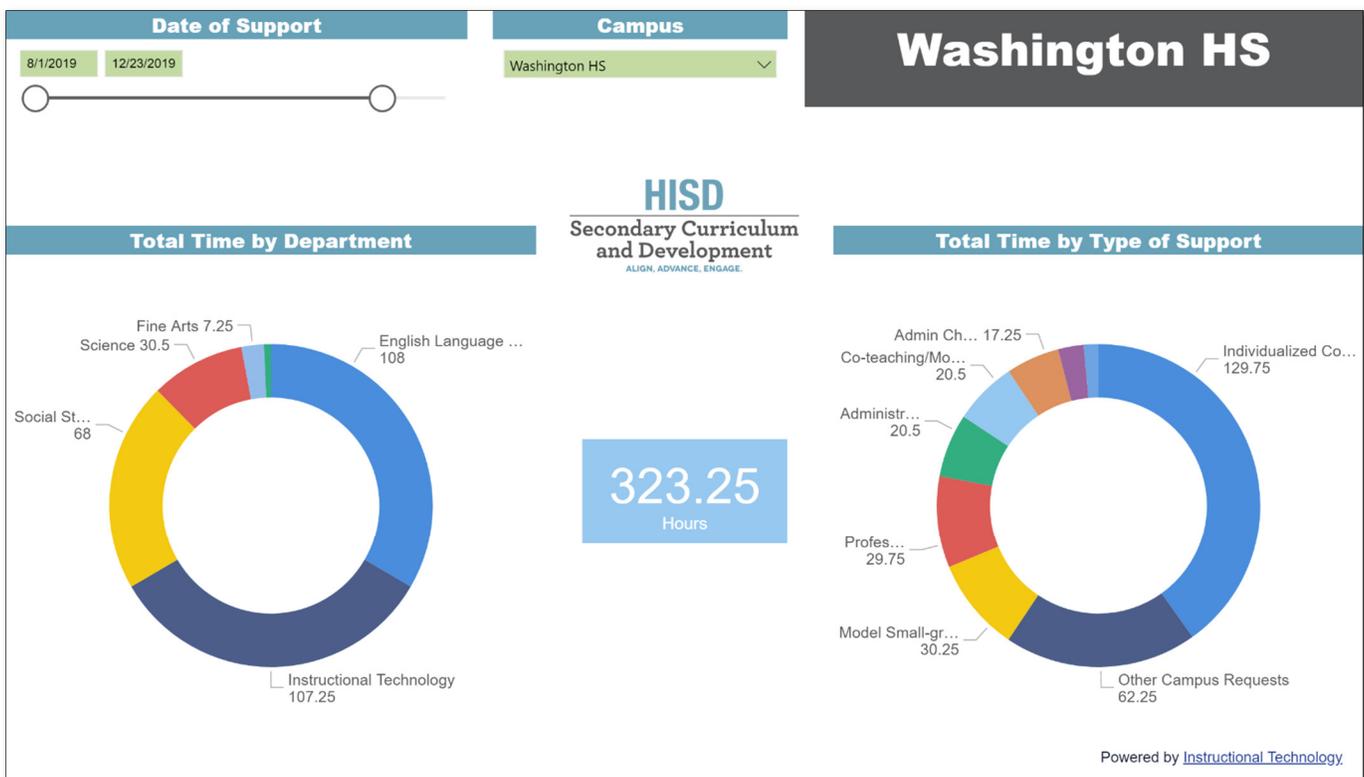
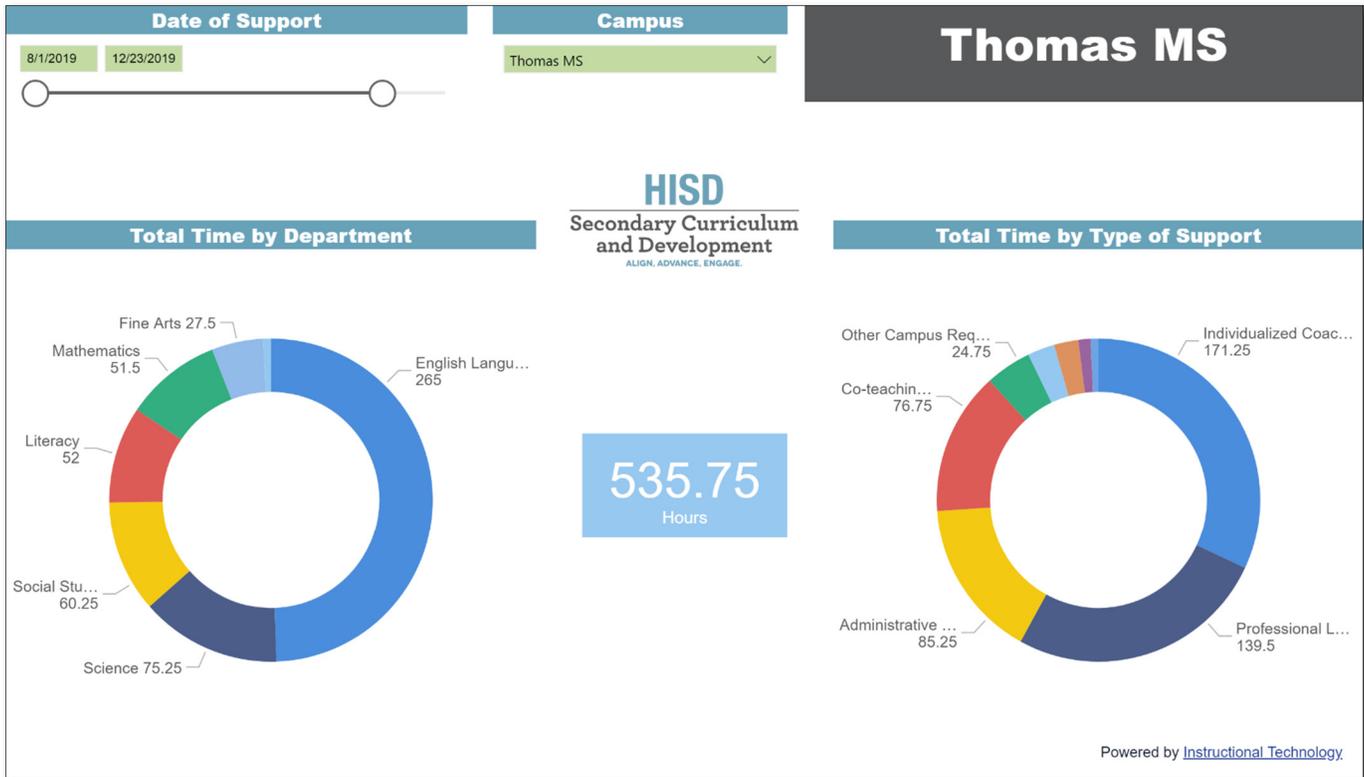


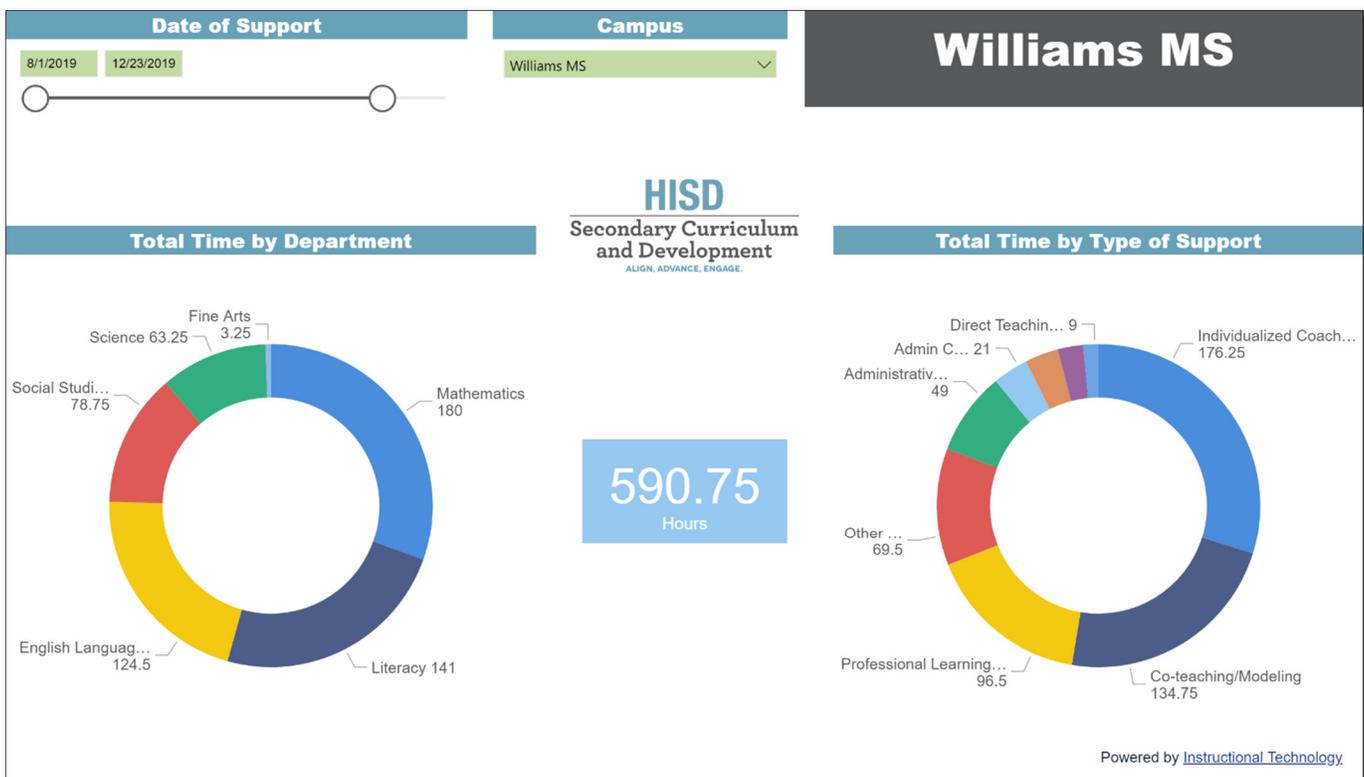
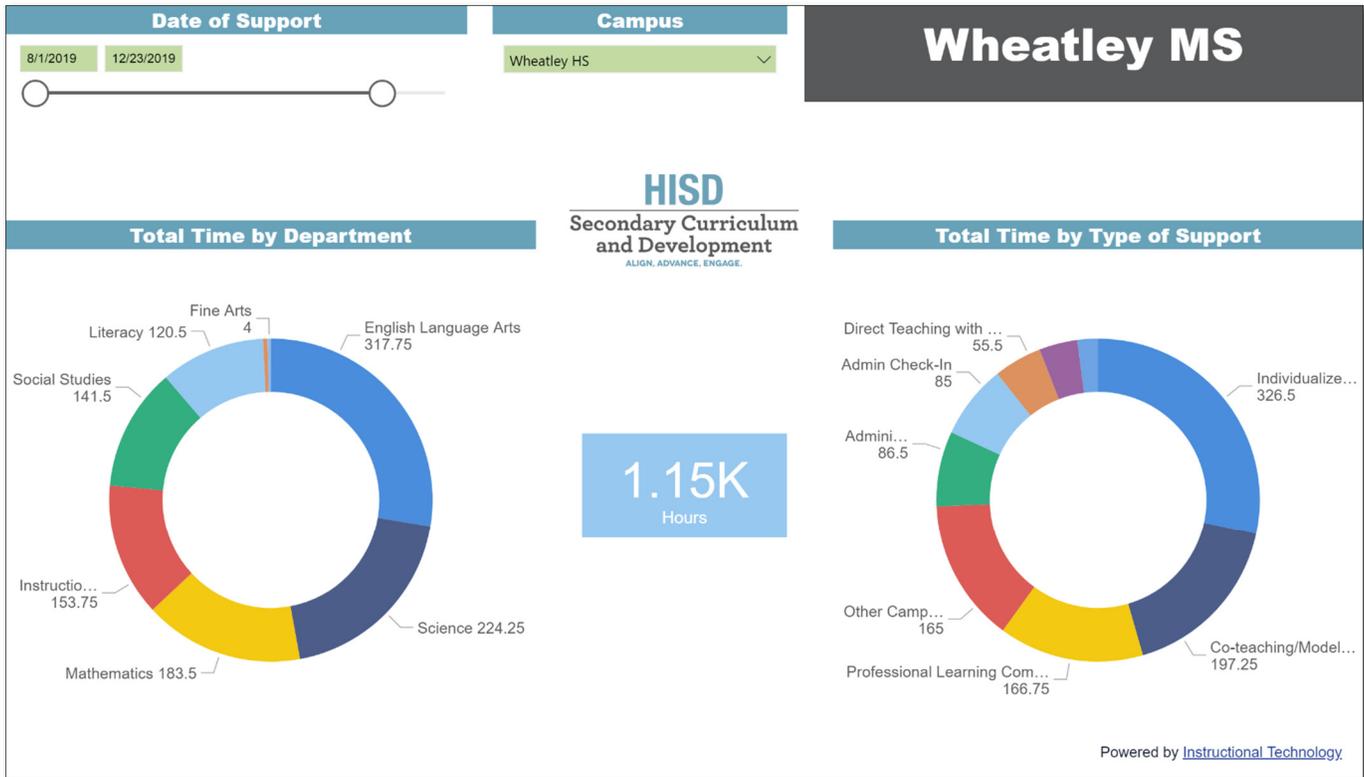


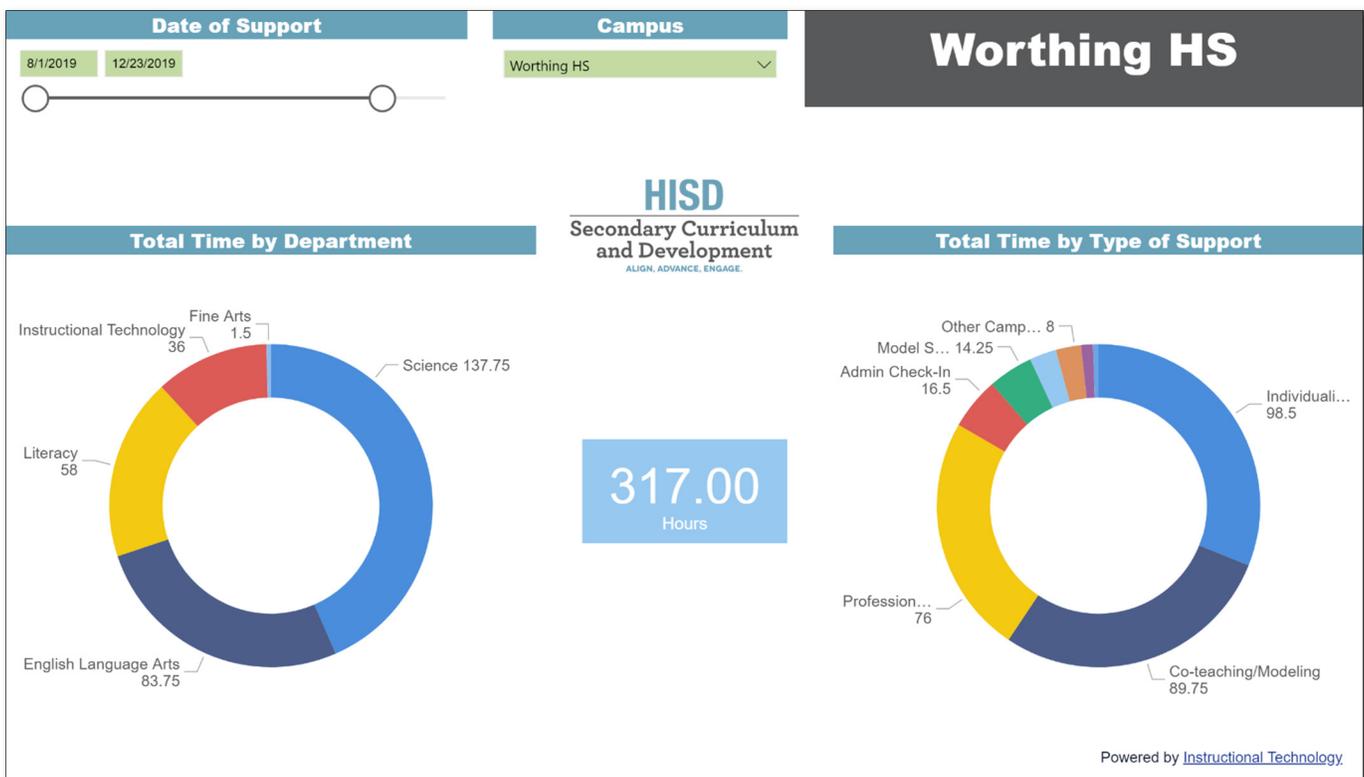
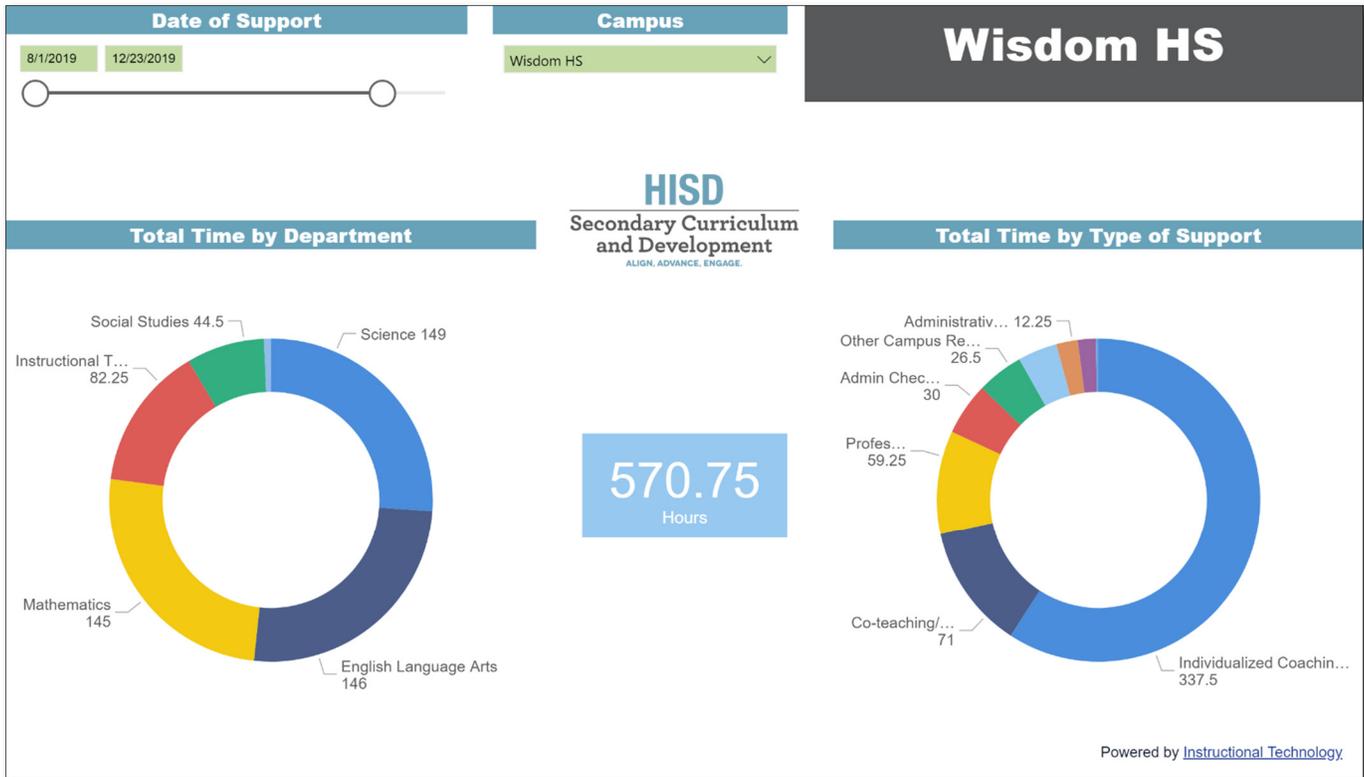












Date of Support

8/1/2019

12/23/2019

Campus

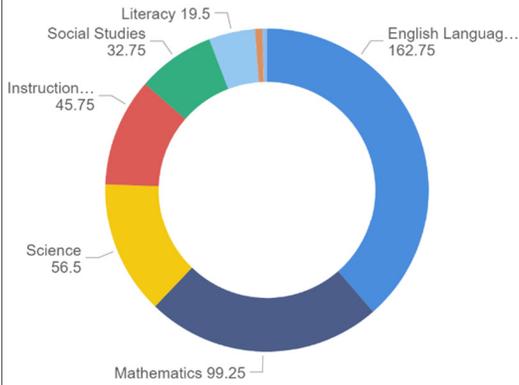
Yates HS

# Yates HS

## HISD

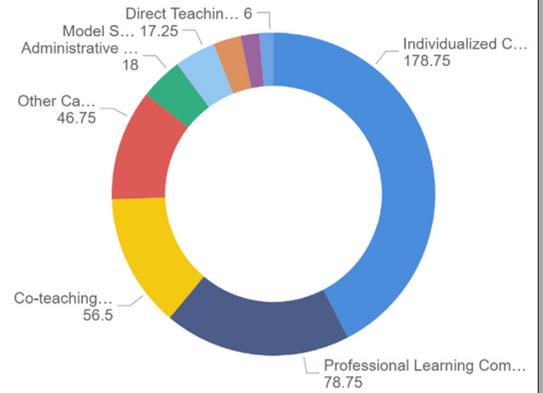
Secondary Curriculum and Development  
ALIGN. ADVANCE. ENGAGE.

### Total Time by Department



421.50  
Hours

### Total Time by Type of Support



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# SEMESTER REPORT: SPRING 2020





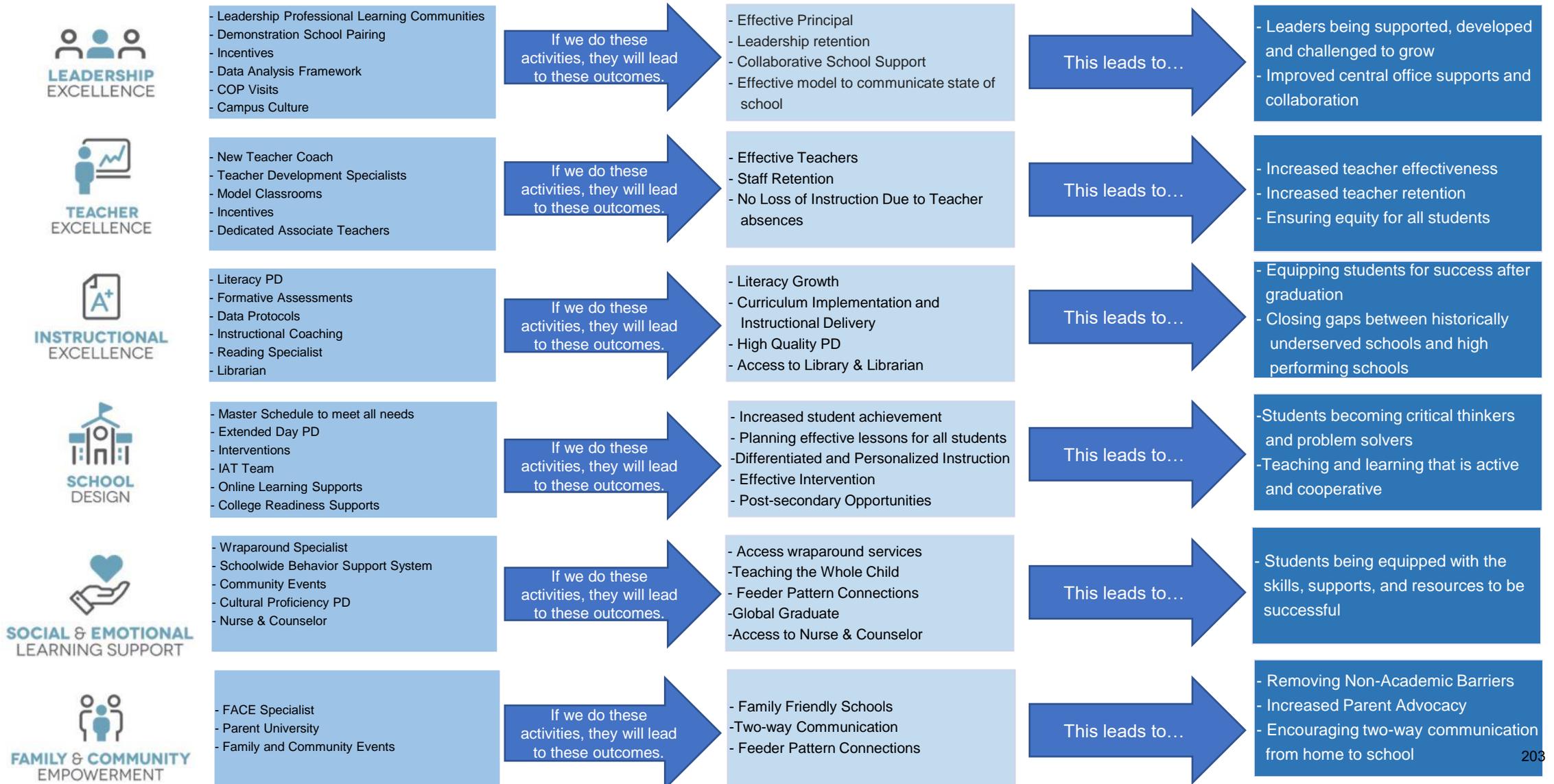
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Note: This table was added with pagination for the Achieve 180 Program Report, Part A report.

## Logic Model

**Achieve 180** is a research-based action plan to support, strengthen, and empower underserved and underperforming HISD feeder pattern communities to increase student achievement. Best practices from successful school turnaround initiatives, including effective teachers, strong principal leadership, and an environment of high expectations for both students and staff are incorporated into the plan. Now in its third year, **Achieve 180** is building upon the successes and lessons learned to systematically improve student achievement.



# ACHIEVE180

2019-2020

<b>Tier 3 Support (10)</b> FIR, IR2+, IR1	
School	Feeder HS
Highland Heights ES	Washington
Wesley ES	Washington
Deady MS	Milby
Henry MS	Sam Houston
HS Ahead MS	
Sugar Grove MS	Sharpstown
Williams MS	Washington
Kashmere HS	Kashmere
North Forest HS	North Forest
Wheatley HS	Wheatley

<b>Tier 2 Support (12)</b> IR, FIR	
School	Feeder HS
Blackshear ES	Yates
Bruce ES	Wheatley
Dogan ES	Wheatley
Mading ES	Sterling
C Martinez ES	Northside
Woodson ES	Worthing
Attucks MS	Worthing
Thomas MS	Sterling
Washington HS	Washington
Worthing HS	Worthing
Wisdom HS	Wisdom
Yates HS	Yates

<b>Tier 1 Support (11)</b> FIR	
School	Feeder HS
Bonham ES	Sharpstown
Foerster ES	Westbury
Hilliard ES	North Forest
Looscan ES	Northside
Gregory-Lincoln	Heights
Pugh ES	Wheatley
Cullen MS	Yates
Holland MS	Furr
Lawson MS	Madison
Forest Brook MS	North Forest
Madison HS	Madison

<b>Area Support (13)</b> IR, FIR	
School	Feeder HS
Codwell ES	Sterling
Cook ES	Kashmere
Fondren ES	Westbury
Montgomery ES	Madison
Marshall ES	North Forest
Sherman ES	Northside
Stevens ES	Waltrip
Young ES	Worthing
Edison MS	Austin
Key MS	Kashmere
Liberty HS	Wisdom
Sharpstown HS	Sharpstown
Texas Connections	Charter

<b>Light Support (8)</b> FIR	
School	Feeder HS
Bellfort ECC	Chavez
Gallegos ES	Milby
Kashmere Gardens	Kashmere
Lewis ES	Chavez
Shearn ES	Yates
Reagan K-8	Madison
Milby HS	Milby
Westbury HS	Westbury



# HOUSTON INDEPENDENT SCHOOL DISTRICT

ACHIEVE 180 SCHOOLS BY SUPPORT LEVEL

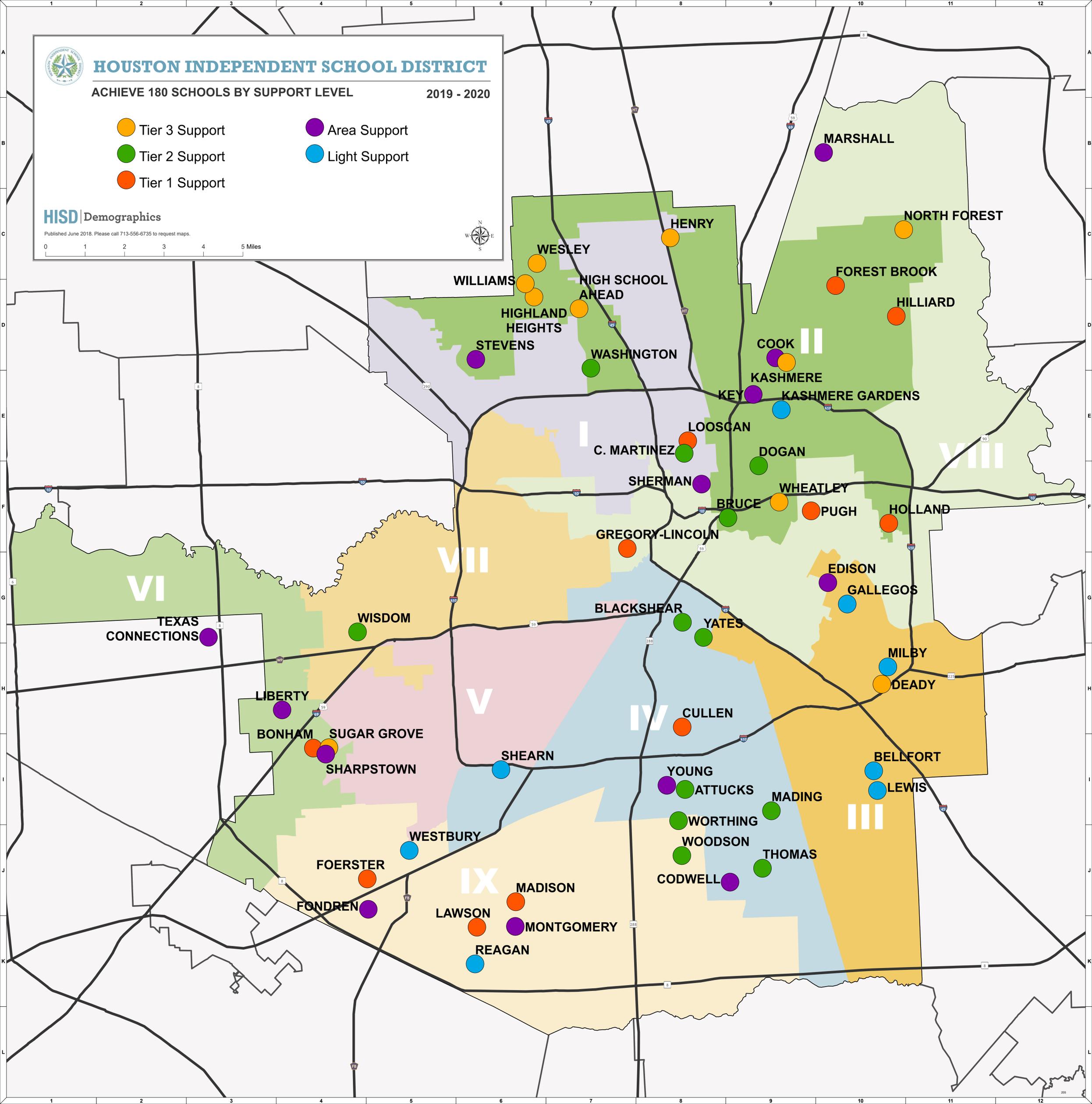
2019 - 2020

- Tier 3 Support
- Tier 2 Support
- Tier 1 Support
- Area Support
- Light Support

HISD Demographics

Published June 2018. Please call 713-556-6735 to request maps.

0 1 2 3 4 5 Miles





PILLAR	CENTRALIZED SUPPORT	Tier 3	Tier 2	Tier 1	Area	Light
Leadership Excellence	Leadership Team Structure & Teacher Structures	✓	✓			
	Professional Learning Communities	✓	✓	✓	✓	✓
	Demonstration School Pairing (LEAD PRINCIPALS)	✓	✓			
	Recruitment/Retention Incentive	✓	✓	✓	✓	
	Community of Practice Visits	✓	✓	✓	✓	*✓
	Data Driven Instructional Specialist	✓	✓	✓	✓	✓
Teacher Excellence	Teacher Effectiveness Data	✓	✓	✓	✓	✓
	Dedicated Associate Teachers	✓	✓	✓	✓	✓
	Model Classrooms	✓	✓	✓		
	Teacher Leaders (TDS, New Teacher Coaches)	✓	✓	✓	✓	✓
	Recruitment/Retention Incentive	✓	✓	✓	✓	
Instructional Excellence	Curriculum Assessments, Planning & Delivery	✓	✓	✓	✓	✓
	Pacing & Formative Assessment Guidance	✓	✓	✓	✓	✓
	Data Analysis & Plans for Differentiated/Personalized Learning and Tools	✓	✓	✓		
	Essential Positions: Librarian	✓	✓	✓	*✓	*✓
	Reading Specialist	✓	✓	*✓		
	Renaissance 360 Support and Guidance	✓	✓	✓	✓	✓
	Intervention and Extension System for All Students	✓	✓	✓		
	Data Driven Instructional Coaching	✓	✓	✓	✓	✓
School Design	Wednesday Extended Day PD	✓	✓	✓		
	Master Schedule Support (Alignment to Student Needs)	✓	✓	✓		
	Online Intervention System (Imagine Learning / Imagine Math)	✓	✓	✓	✓	✓
	IAT Manager	✓	✓	✓	✓	✓
	Grad Labs (High Schools)	✓	✓	✓	✓	✓
	College and Career Readiness (Access, Readiness & Accountability)	✓	✓	✓	✓	✓
Social and Emotion	Schoolwide Behavior Support System	✓				
	Wraparound Resource Specialist or Community in Schools (CIS)	✓	✓	✓	✓	✓
	Essential Positions: Nurse and/or Counselor	✓	✓	✓	*✓	*✓
	Cultural Proficiency PD	✓	✓			
Family and Community Empowerment	FACE Specialist	✓	✓	✓		
	Parent Communication	✓	✓	✓	✓	✓
	Family/ Community Events Aligned to Data	✓	✓	✓		
	Parent Trainings	✓	✓			

\*✓ Identified campuses in given tier receive the support

# Leadership Development

## Department Overview

The Leadership Development Department provides aspiring, novice, and veteran campus-based administrators with knowledge, skills, and disposition needed to lead schools within the HISD urban context.

For the spring semester of the 2019-2020 school year, the scope of work within the department was divided into four work streams:

- 1) Campus Leader Induction, Development, and Support;
- 2) Aspiring Leaders' Development and Support;
- 3) District-wide Instructional Leadership, Development and Support; and
- 4) Executive Leadership Development Series and Aspiring School Support Officer Training.

### Leadership Development Mission Statement

The HISD Leadership Development Department's mission is to develop, support, and retain highly effective school leaders who ensure an instructional learning environment, which allows students to develop the skills needed to compete in today's global economy.

### Leadership Development Goals for the 2019-2020 School Year

- Increase rigorous learning opportunities for campus leaders aimed at increasing their instructional leadership capacity by 50%.
- Increase effectiveness of campus leaders at struggling schools by providing individualized support to address their development needs identified in 100% of COP visits.

## CAMPUS LEADER INDUCTION, DEVELOPMENT, AND SUPPORT

During the spring semester of the 2019-2020 school year, the Leadership Development Team continued to support to new campus leaders at Achieve 180 campuses through monthly cohort meetings, mentoring, and individualized targeted support delivered face-to-face (January-March) and virtually (March-May):

- 15 first-year principals (12 elementary, 2 middle, and 1 high)
- 31 first-year assistant principals and deans on 22 campuses (5 elementary, 9 middle, 2 K-8, and 15 high)

Cohort meeting dates:

- Principals: January 14, February 11, March 10, April 15, May 6, 20 and 27
- Assistant Principals/Deans: January 28/30, February 25/27, April 16, May 14 and 28

### May 27<sup>th</sup> 1<sup>st</sup>-year Principals' Cohort Meeting

We had @HISDSupe visit us during our last @LeadershipDev1 First-Year Principal Cohort meeting! Thank you for the opportunity and encouragement! \_\_\_\_\_ led the way! ❤️



## ASPIRING LEADERS' DEVELOPMENT AND SUPPORT

Development opportunities for aspiring leaders in Houston ISD are created to fill anticipated campus leadership vacancies with highly qualified internal candidates. These rigorous learning experiences are designed in partnership with Human Resources-Office of Talent Acquisition and the Schools Office and aligned with the District's grow-your-own model of leadership development for aspiring campus leaders.

This school year, aspiring leaders from Achieve 180 campuses participated in the following cohorts:

- Principal Candidate Development Opportunity (PCDO)—10
- School Leadership Academy (SLA)—16
- Aspiring School Support Officer Program (ASSOP)—1

Cohort meeting dates:

- PCDO: January 13 (Combine was planned for March 13)
- SLA: January 25, February 8, and March 7
- ASSOP: January 23 and February 17

School Leadership Academy 2019-2020

Session VI: School Culture and Human Capital. These aspiring leaders are increasing their capacity for their current role as well as preparing diligently to take that next step!



HISD 2019/2020 PCDO Members learning about School Culture & Strategic Operations with Area Sup. | [redacted] / Director [redacted] @LeadershipDev1



## DISTRICT-WIDE INSTRUCTIONAL LEADERSHIP, DEVELOPMENT AND SUPPORT DEPARTMENT INITIATIVES

### New Leadership Development Opportunities for Tier II Leaders

Leadership Development provided additional training and development opportunities for leaders, including offerings outside of the regular school day:

- Superintendent's Monthly Tier II Leaders' Meetings (first Thursday of each month, following the Principals' Meeting);
- Future Forward Leadership Summit (February 1<sup>st</sup>);
- Saturday retreats and training, as requested--Achieve 180 Tier II Leadership Training—February 22<sup>nd</sup>.

Had a great time with the @LeadershipDev1 Team @ the Future Forward Leadership Summit!! Great panel and sessions! #LevelUp



Next Level Leadership Summit was a blast...internal and external aspiring and current leaders getting ready for purpose driven movement.

@LeadershipDev1

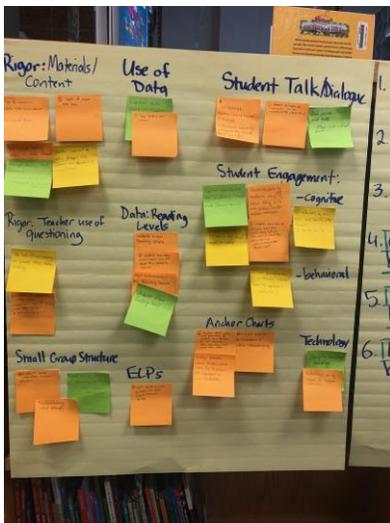


## Inaugural Leadership Cohort Achieving Leaders Effective Schools (ALES) in Partnership with New Teacher Center (NTC)

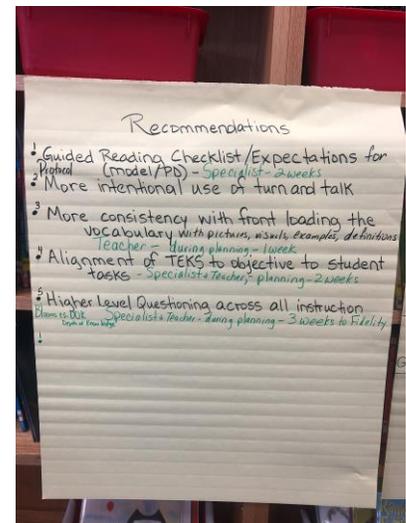
In the 2019-2020 school year, Office of Leadership and Teacher Development expanded its partnership with NTC by launching a leadership cohort for principals focused on school improvement strategies and coaching for student outcomes. Campus principals who opted in to participate in this development opportunity engaged in monthly seminars, conducted instructional rounds on campuses of their colleagues in networks, and received individual coaching from the NTC school improvement experts.

- Four principals from Achieve 180 campuses were enrolled in Achieving Leaders Effective Schools networks.
- ALES seminar dates: January 24, March 10, April 16, May 19; in-field network visits—February 19-20

### Pictures from In-field Network Visits on February 19-20, 2020



#	Objective	TEKS	At/Above/Below	Partially/Fully Met
Compartes	Monitor Read & Comp. is leveled poem with party Sankas	3.9.B Explain (how science, clear stories...	Below (Identify via explain)	Partially
Zimiga	I can find the main idea using study aids. Write a report	3.9.D recognize characteristics & features of the text including central idea	Below (Recog, but not analyze) (Comp. not met)	Partial
Ellison	I can recognize the central idea & supporting evidence in a text	4.4.D recog. & analyze genre-specific content & central idea w/ supporting evidence	meets/above activity; not for ed. 4.7.D	Partial for 4.7.D not for ed. 4.4.D
Brown	I can summarize info in logical/sequential order	4.5.B Compare info from 2 texts that compare info about a topic	At	Met
Dokes	TSD draw conclusions to produce evidence of schema & content clues	5.6.F Analyze text to understand	Below (I can't understand)	Not met



### **Executive Leadership Development Series (ELDS)**

Office of Leadership and Teacher Development facilitates quarterly learning sessions for the District's executive leaders—Area Superintendents, School Support Officers, and Lead Principals. Topics for each session are selected in collaboration with the Interim Superintendent, Chief of Staff, and School Office; learning is delivered by various department representatives and subject matter experts, as appropriate. Additionally, the leaders have received an overview of the coaching model by the New Teacher Center to support a common approach to leadership coaching across the district.

The spring semester learning session was held on February 28<sup>th</sup>.

### **TARGETED CAMPUS SUPPORT**

Following Community of Practice visits at Achieve 180 campuses, members of the Leadership Development Team provided targeted professional development opportunities for individual leaders and campus leadership teams, as determined by the campus principal and executive leaders.

Over the course of the spring semester, targeted leadership development was delivered to 13 Achieve 180 campuses, which were offered in a group setting and individually, both in face-to-face and virtual settings. Details of each interaction are captured in the Campus-Based Targeted Support Log and available upon request.

Leadership Development mentors continued to support first-year principals and assistant principals/deans by conducting campus visits and debrief, individual coaching sessions, and training around specific areas of need. Details of each interaction are captured in the Mentor Accountability Log and available upon request.

# Human Resources- Talent Acquisition and Human Capital Management

Candidate Recruitment, Selection & Hiring	
Strategy Description	Actions
Provide training to campus hiring teams on recruitment and hiring best practices along with tools and resources to effectively hire for positions. Collaborate with teams to create a teacher candidate and campus profile to best recruit and select for campus vacancies. Trainings were held during February and March 2020.	<ul style="list-style-type: none"> <li>• Provided training and toolkits to A180 campus hiring teams on best recruitment and hiring practices and assist the teams to create campus teacher profile</li> <li>• Created a campus profile which will include student/staff demographics, programs, new teacher support, and professional development</li> <li>• Screened qualified candidates meeting profile characteristics and send short lists of viable candidates for vacancies</li> <li>• Fast-tracked screening of potential candidates</li> </ul>
Campus and Recruitment Partnership	
Strategy Description	Actions
Establish a strong partnership between campus hiring teams and recruiters to work together to fill vacancies at hard-to-staff campuses.	<ul style="list-style-type: none"> <li>• Ongoing communication on staffing supports and needs</li> <li>• Consistent weekly monitoring of vacancies</li> <li>• Send weekly list of qualified candidates and send short lists of viable candidates for vacancies</li> <li>• Fast-track screening of potential candidates requested by campus leadership</li> <li>• Preferential participation in recruitment events</li> <li>•</li> </ul>
Recruitment Incentives	
Strategy Description	Actions
HISD leverages recruitment and retention incentives to attract, recruit and maintain top talent in the district for critical shortage teaching areas and for hard to staff campuses.	<ul style="list-style-type: none"> <li>• A180 Recruitment &amp; Retention Incentives - \$5,000 each school year</li> <li>• TSL recruitment incentives for hard to staff campuses- \$10,000 for first year teachers looking to teach at a campus that has demonstrated a great need. Teachers to make a three-year commitment and teach in a critical shortage area</li> </ul>
Priority Staffing	
Strategy Description	Actions
Established a strong relationship between campus hiring teams and HR Business Partners to work together to process hires and provide support with staffing decisions	<ul style="list-style-type: none"> <li>• Prioritized staffing and processing of hires, transfers, and reassignments of A180 positions</li> <li>• Consistent communication with A180 campuses and SSOs regarding vacancies and offers extended</li> <li>• Communicated with campuses on current and future staffing needs</li> </ul>

<b>A180 Dedicated Associate Teacher</b>	
<b>Strategy Description</b>	<b>Actions</b>
<p>Academic Program Manager- A180 Associate Teacher trainer partnered with Achieve 180 campus hiring teams to identify hiring needs for the Dedicated Associate Teacher positions and other Associate Teacher staffing need. Provided professional development and resources for DATs to successfully support campuses and student instruction.</p>	<ul style="list-style-type: none"> <li>• Prioritized screening of quality candidates for A180 campus DAT positions</li> <li>• Prioritized staffing and processing of hires, transfers, and reassignments of A180 DATs</li> <li>• Communicated with campuses on current and future staffing needs</li> <li>• 106 DAT positions available- 104 filled for the 19-20 school year</li> <li>• A180 Dedicated Associate Teacher Classroom management was held on Friday February 7<sup>th</sup>. This training topics included classroom management, threshold, attention getters and rewards and consequences.</li> <li>• Recognized exemplary DAT with the DAT of the Month at A180 campuses</li> </ul>

**Dedicate Associate Teacher Events:**

February 2020 Dedicated Associate Teacher of the Month





# Elementary Curriculum and Development

## Department Overview

The HISD Curriculum and Development department continues to work towards eliminating the literacy deficits in Houston ISD. We are building teacher capacity to effectively impact student learning and development by providing focused, robust professional development, using today's best practices with consideration to the diverse needs of our students and our staff.

We are committed to meeting every student where they are to build lifelong learners, who grow in leaps and bounds through literary exploration, engaging technology platforms, experiential learning, access to a vast array of educational tools and resources, and a prepared expert teacher in every classroom, in all content areas.

Our team has purposefully designed initiatives to support HB3 that support a strong focus on early literacy. Through our Reading Academies, we are training Kindergarten Teachers, Special Education Teachers, and Elementary School Principals' on evidence-based practices to positively impact student literacy achievement. Our Literacy By 3 Reboot and strong phonics-based curriculum build strong foundational skills that students need to be on grade level readers by 3rd grade.

With a focused eye on the heartbeat of all that we do here in HISD, our students, we will continue to inspire, enlighten, teach, train, and empower students, educators, parents, school-based leaders.

## TEACHER DEVELOPMENT SPECIALIST SUPPORT

- Co-teaching lessons with teachers
- Modeling lessons with teachers
- Modeling small-group instruction
- Conducting small-group instruction
- Conducting classroom observations to inform PD plans
- Creating personalized PD plans with teachers
- Providing personalized PD to teachers
- Facilitating PLC sessions with departments
- Creating intervention plans/lessons
- Meeting with campus administration to inform instruction
- Conducting classroom observations with campus admin to calibrate expectations

Achieve 180 Campus	# TDS Support Visits	# Meetings w/ PLCs
Highland Heights ES	48	15
Wesley ES	44	11
Blackshear ES	25	13
Bruce ES	52	20
Dogan ES	35	13
Mading ES	25	12
C Martinez ES	18	13
Woodson ES	47	14
Bonham ES	23	16
Foerster ES	30	19
Hilliard ES	25	17
Looscan ES	22	10

Gregory-Lincoln	40	17
Pugh ES	17	12
Codwell ES	15	13
Cook ES	19	12
Fondren ES	28	13
Montgomery ES	12	8
Marshall ES	15	10
Sherman ES	11	8
Stevens ES	29	16
Young ES	16	8
<b>TOTALS</b>	<b>596</b>	<b>290</b>

## Elementary Literacy Updates

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### January 11, 2020 – HISD K-5<sup>h</sup> Literacy/ Social Studies Summit

*Participants had the opportunity to select from a robust menu of sessions centered on effective literacy and integrated social studies instruction in K to 5<sup>th</sup> grade presented by highly-effective teachers, teacher development specialists, and district approved vendors. The sessions offered strategies for teaching components of the Literacy Block, English language learners, and writing across all content areas, including social studies.*

The following campuses participated in this summit opportunity:

***Looscan, Highland Heights, Bonham, Cook, Kashmere Gardens, Mading, Hilliard, Blackshear, Dogan, and Foerster, Wesley, Woodson, Pugh, C. Martinez***

### A180 Literacy PD January – March 2020

*A180 leaders and teachers collaborate to gain an understanding of the new ELAR and SLAR TEKS and explore research-based ideas and strategies aligned to critical, highly-assessed standards.*

The following campuses participated in this opportunity:

**Bruce, Highland Heights, Wesley, Dogan, Looscan, Pugh, Gregory-Lincoln, Hilliard, and Woodson**



**February 13, 2020 – Lead Teacher Meeting**

*This course is designed to support the 2020-2021 appointed elementary reading/writing lead teachers who serve as liaisons between the literacy department and their campus. Each month, reading/writing lead teachers engage in activities aligned to the HISD district curriculum, assessment, and resources and will receive timely communication around district data points, research-based best practices, and engage in opportunities to collaborate with colleagues in comparable K-2 and 3-5 grade bands.*

The following campuses participated in this meeting opportunity: **Looscan, Highland Heights, Bonham, Cook, Kashmere Gardens, Mading, Hilliard, Blackshear, Dogan, and Foerster, Wesley, Woodson, Pugh, C. Martinez**

**March - May, 2020**

*The Academic calendar was provided to campuses to follow and use for instructional planning. The calendar included highly-tested TEKS with suggested instructional pacing for the. Resources were provided that included Do-Nows, Word Study, and Exit Tickets.*

3 <sup>rd</sup> Grade Academic Calendar- Achieve 180...this is what we do.					
NO Improvement Required Campus!					
Week	Unit Vocabulary	Do Now	Read aloud	Word Study	Mini lesson/exit ticket
Oct.21- Oct. 25.	Reviewing for Snapshot: Characters relationships, plot (sequence of events), Theme, word meaning.				
Oct-28-Nov.1	Unit Vocabulary Nonfiction, autobiography, time line, challenges, accomplishments, theme, background, inference, tables, Graphs, timelines, sections, bullets, bold, italicized font.	3.3(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words	3.6(F) make inferences and use evidence to support understanding 3.8(A) infer the theme of a work, distinguishing theme from topic 3.9(D) recognize characteristics and structures of informational text, including: (i) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding	3.3(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text	3.6(F) make inferences and use evidence to support understanding 3.9(D) recognize characteristics and structures of informational text, including: (ii) Features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding

The following campuses participated in this meeting opportunity: **Looscan, Highland Heights, Bonham, Cook, Kashmere Gardens, Mading, Hilliard, Blackshear, Dogan, and Foerster, Wesley, Woodson, Pugh, C. Martinez**

### **March-June 2020**

*The Literacy department provided videos of lessons, including Read Aloud and mini lessons. Teachers also were able to access paper-based lessons for the students to support asynchronous learning.*



The following campuses participated in this meeting opportunity: **Looscan, Highland Heights, Bonham, Cook, Kashmere Gardens, Mading, Hilliard, Blackshear, Dogan, and Foerster, Wesley, Woodson, Pugh, C. Martinez**

### **February 18, 2020 – Lead Teacher ESL Meeting**

*This course is designed to support the 2020-2021 appointed elementary reading/writing lead teachers who serve as liaisons between the literacy department and their campus. Each month, reading/writing lead teachers engage in activities aligned to the HISD district curriculum, assessment, and resources and will receive timely communication around district data points, research-based best practices, and engage in opportunities to collaborate with colleagues in comparable K-2 and 3-5 grade bands.*

The following campuses participated in this meeting opportunity:  
**Cook, Pugh, Shearn, and Young,**

## January 17, 2020, February 14, 2020– Staff Development Day

*Elementary Curriculum and Development TDS and Curriculum Specialists provide just-in-time curriculum based professional development and instructional planning sessions for grades Kinder through 5<sup>th</sup> in reading and writing with social studies integration aligned to the HISD Elementary Scope and Sequence and Unit Planning Guides.*

The following campuses participated in this opportunity:

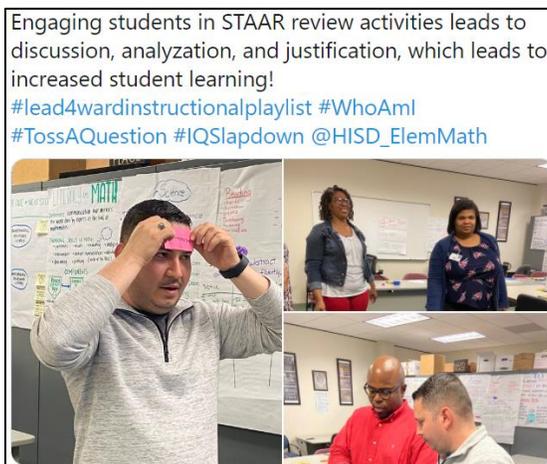
**Cook, Codwell, Foerster, Fondren, Montgomery, Shearn, Highland, Gallegos, Looscan, Hilliard, Mading, Bonham, Reagan, Sherman, Stevens, and Young**

## ELEMENTARY MATHEMATICS PROFESSIONAL DEVELOPMENT

### January 14, 2020 – Using Supplemental Aides to Support Math Students (3-5)

Participants explored scaffolding strategies and best practices to answer the question, "How do we use supplemental aids to support math students?" Join us and walk away with resources and best practices to use in classrooms and during math assessments.

The following campuses participated in this opportunity: **Dogan ES and Looscan ES**



### January 17, 2020 – Imagine Math (3-5) Staff Development Day

Participants were introduced to Imagine Math program and dashboards, guidance on how to use the program to see amazing improvements for the new school year. A tour of the program, and discussions on

how to introduce Imagine Math to students and create a plan for a successful implementation. A laptop is required for this training.

The following campuses participated in this opportunity: **Cook ES**

### **February 14, 2020 – Imagine Math Blueprint (PreK-2) Staff Development Day**

Participants serving as liaisons between the curriculum math department and the campus attended this session. Math lead teachers are tasked to enhance the school's instructional math leadership team. Participants engaged in activities aligned to the HISD district curriculum, assessment, and resources throughout the school year. This course is designed to support the appointed elementary math lead teachers; however, all math teachers are welcome to attend.

The following campuses participated in this meeting opportunity: **C. Martinez ES and Seguin ES**  
**March 5, 2020 – Effective Math Review Strategies Principal Session**

Principals engaged in a session developed for campus leadership. Focus of the session included: developing a reteaching plan using math best practices, using formative assessments during student learning, and planning for strategic and engaging small group instruction.

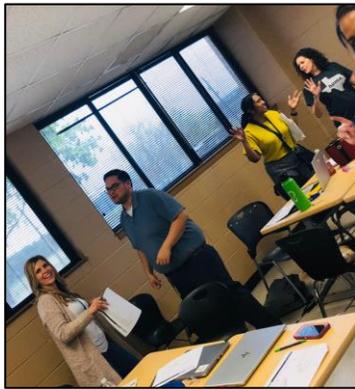
The following campuses participated in this meeting opportunity: **A180 Principals**



### **March 6, 2020 – Elementary Math Rockin' Review Vol II (3-5)**

Participants engaged in review for STAAR! A new twist on a classic, Rockin' Review: Volume 2 for Math will focus on how to motivate students to engage with content that they may have struggled with earlier in the year. We will anchor on the content that is essential for kids to learn and address the highly tested concepts.

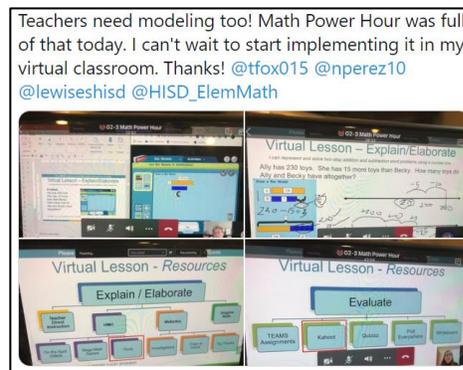
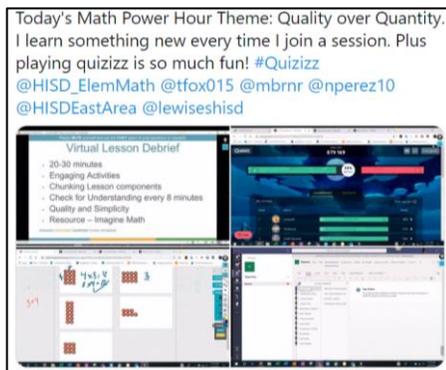
The following campuses participated in this opportunity: *Lewis ES, Looscan ES, Reagan K-8, Sherman ES, Stevens ES, Wesley ES, and Young ES*



## ELEMENTARY MATHEMATICS POST-COVID SUPPORTS

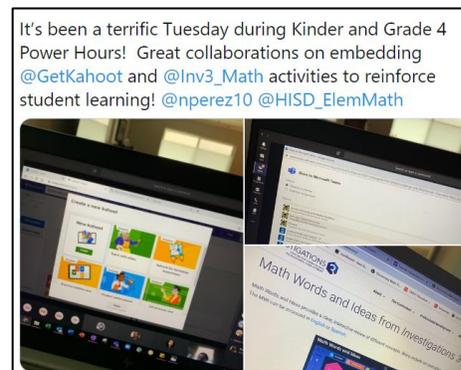
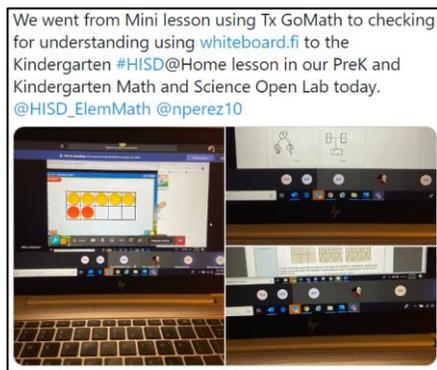
### Elementary Math District Math Power Hours

The Houston ISD Elementary Math Curriculum Team in collaboration with the Elementary Math Teacher Development Specialists have scheduled and provided district-wide grade-level band Math Power Hours (i.e., Kinder and Grade 1, Grade 2 and Grade 3, and Grade 4 and Grade 5). Each week, we provide the link for the upcoming week's Math Power Hours as well as the recording for each week incase math teachers and leaders were unable to join. Although optional, these District Math Power Hours focus on providing all teachers an opportunity to collaborate, share, and learn alongside the Elementary Math District Team.



### Elementary Math Campus-Based Coaching Power Hours

The Houston ISD Elementary Math Teacher Development Specialists have scheduled and provided Kinder through Grade 5 Coaching Power Hours for their assigned campuses. Each Friday, they communicate their Coaching Power Hours schedules to their principals and teachers and encourage them to attend and collaborate with other grade-level teachers across campuses. Although optional, these Coaching Power Hours focus on providing all teachers an opportunity to collaborate, share, and learn alongside Teacher Development Specialists and other math teachers.



### Elementary Math Print-Based Curriculum

The Houston ISD Elementary Math Team have created a condensed version of our HISD@H.O.M.E. Distance Learning Curriculum to support at-home learning. These documents are a one page, back and front document intended to ensure all Houston ISD households have math learning opportunities at home. The math team added daily routines to all Kindergarten through Grade 5 documents to help parents engage in mathematics with their students using readily available home materials and resources.

Good morning!  
I just had the twins do the math lesson on HISDTV. I had to drag them out of bed to do it so they were not as alert to keep up with it. But they got the right answer!

represents the digit(s) in the greater place value and is normally written vertically from least to greatest. The leaf represents the digit(s) in the lesser place value and is written vertically from least to greatest.

Look at the following stem-and-leaf plot for the following birthdates: 1, 2, 2, 4, 7, 9, 10, 10, 10, 13, 15, 16, 21, 22, 23, 23, 23, 28, 28, 30, 31

Stem	Leaves
0	1 2 2 4 7 9
1	0 0 3 5 6
2	1 2 3 3 8 9
3	0 1

Key: 2 | 3 means 23

The number 23 has a stem value of 2 and a leaf value of 3. In our stem-and-leaf plot, we can see that there are 3 values of 23 represented.

Practice:  
During the 2019 NFL football season, the Houston Texans scored the following numbers of points in each game: 20, 30, 0, 10, 28, 13, 27, 10, 53, 31, 23, 27, 26, 7, 20, 28, 24, 24, 23, 14, 22, 31

Complete the stem-and-leaf plot below to represent this data. Make sure you write the numbers in order from least to greatest first.

Stem	Leaf

### Elementary Math HISD at HOME Videos

The Houston ISD Elementary Math Team in collaboration with HISD TV have written, filmed, and published instructional videos to support our HISD@H.O.M.E. distance learning platform. Each of the math videos

provide the following three components to support math learning at home: Math Routine, Math Strategy, and Math Learning Activity. An example of a week's publications consisted of one English video and one Spanish video for each of two grade-level bands (i.e., K-2 and 3-5). An example of content focus videos: K-2 video on Skip Counting by 5, Reading a Clock, and Reading Time to the Hour and Half Hour and 3-5 video recorded in with School Office Director, Claude Cox, and focused on: Number Talk, Strip Diagram, and Multiplying a Whole Number by a Fraction.



### **Elementary Math HISD@H.O.M.E. Distance Learning Curriculum**

The Houston ISD Elementary Math Team in collaboration with the Production Team and Instructional Technology Team have created, published and posted distance learning curriculum for the weeks of April 13-24, 2020. This distance learning curriculum is a print-based and provided for parents, teachers, and students in print and digital form. This elementary math documents provide step by step guide for math at home learning as well as visuals and handouts.

## **ELEMENTARY SCIENCE PROFESSIONAL DEVELOPMENT**

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### **Elementary Science**

January 17 and February 14 – Staff Development Planning Sessions:

***Teacher Development Specialists and Curriculum Specialists provide just-in-time curriculum based professional development and instructional planning sessions for grades Kinder through 5th and lab in science aligned to the HISD Elementary Scope and Sequence and Unit Planning Guides.***



The following A180 campuses participated in one or more of these engaging learning experiences: Bonham ES, Bruce ES, Cook ES, Dogan ES, Highland Heights ES, Dogan ES, Young ES, and C. Martinez ES.

## Post Covid-19 Supports

### **April 22 & 29, May 6, 13, 20, & 27– Science Lead Teacher Collaborative Sessions**

*This extended learning series was designed to support the appointed elementary science lead teachers, who serve as liaisons between the science department and their campus, with resources and methodologies to support synchronous instruction. Each month, science lead teachers engage in activities aligned to the HISD district curriculum, assessment, and resources and will receive timely communication around district data points, research-based best practices, and engage in opportunities to collaborate with colleagues in comparable K-2 and 3-5 grade bands.*

### **July 14 & 21– Curriculum Conference Sessions**

*A combination of synchronous and asynchronous sessions was designed to support teachers with best practices of effective instructional delivery, based on problems of practice noted in the field. Each session integrated an aligned technology thread that would best support teachers with either content acquisition or instructional delivery in a K-5 science classroom.*

Effective Implementation of Interactive Notebooks	<b>Asynchronous</b>
Supporting Science Acquisition Using Supplemental Aids	

Teaching Science Using Tables, Charts, and Graphs	<b>Synchronous</b>
The 5E Model of Science Instruction	
Planning Science Based Read Alouds	
Sheltering the Science Block	

## **EARLY CHILDHOOD PROFESSIONAL DEVELOPMENT**

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### **PROFESSIONAL DEVELOPMENT**

#### **January 14 or 16, 2020 - Pre-K Lead Teacher Meeting #3**

Participants will meet regularly to facilitate communication between each campus and the Early Childhood Department. Lead Teacher meetings will provide current information regarding district/state issues and district initiatives as well as professional development opportunities.

The following campuses participated in this meeting opportunity: ***Gregory-Lincoln, Looscan, Mading, Pugh, Belfort ECC, and Woodson.***

#### **January 17, 2020 - CUE Staff Development Days Pre-K 4**

Participants will learn how to differentiate workstations incorporating literacy and mathematics activities.

The following campuses participated in this meeting opportunity: ***Bonham, Codwell, Cook, Dogan, Foerster, Looscan, Mading, Montgomery, Shearn, Woodson, and Belfort ECC.***

#### **January 17, 2020 - CUE Staff Development Days Pre-K 4**

Participants will learn how to utilize emergent guided reading strategies during small group instruction.

The following campuses participated in this meeting opportunity: ***Bonham, Codwell, Cook, Dogan, Foerster, Highland Heights, Hilliard, Looscan, Mading, Montgomery, Pugh, Shearn, Wesley, Woodson, and Young.***

#### **January 17, 2020 - CUE Staff Development Days Pre-K 4**

Participants will learn how to differentiate workstations incorporating literacy and mathematics activities.

The following campuses participated in this meeting opportunity: ***Bonham, Codwell, Cook, Foerster, Hilliard, Looscan, Mading, Montgomery, Shearn, Woodson, and Belfort ECC.***

### **January 17, 2020 – CUE Staff Development Days Pre-K 3**

Participants will join us as we focus on our youngest students. We will examine the state guidelines, student domains, instructional schedule and curriculum.

The following campuses participated in this meeting opportunity: ***Gallegos and Young.***

### **January 17, 2020 – CUE Staff Development Days PALS Only**

Participants will discuss the importance of direct instruction and how to use district curriculum documents to develop highly engaging whole group instruction for diverse learners. Teachers will leave with resources and a structured approach to planning highly engaging whole group lessons in math and reading.

The following campuses participated in this meeting opportunity: ***Blackshear, C. Martinez, Gallegos, Stevens, and Belfort ECC.***

### **January 30, 2020 - EC Morning Message and Daily News**

Participants will learn how to plan, implement, reflect and modify morning message and daily news using the modeled, shared and interactive writing methods. This session will include At-Bats opportunities where teachers have the opportunity to practice for perfection.

The following campuses participated in this meeting opportunity: ***Woodson and Young.***

### **February 4 and 6, 2020 - EC Using Data in Pre-K**

Participants will learn how to use CIRCLE assessment data to drive daily classroom instruction.

The following campuses participated in this meeting opportunity: ***Gregory-Lincoln, and Montgomery.***

### **February 14, 2020 – CUE Staff Development Days Pre-K 4**

Participants will learn how to utilize Pre-A Guided Reading strategies and Mathematic strategies during small group instruction. Small Group Instruction in Literacy & Mathematics.

The following campuses participated in this meeting opportunity: ***Bruce, C. Martinez, Dogan, Foerster, Looscan, Mading, Montgomery, Woodson, and Young ES.***

### **February 14, 2020 – CUE Staff Development Days Pre-K 3**

Participants will learn the components, structures and routines throughout the day in a PK3 classroom.

The following campuses participated in this meeting opportunity: ***Cook, Gallegos, Montgomery, and Shearn.***

### **February 14, 2020 – CUE Staff Development Days Pre-K 4**

Participants will use formative and summative data to make intentional decisions about planned instruction in whole group, small group and independent practice.

The following campuses participated in this meeting opportunity: ***Bruce, Cook, Dogan, Foerster, Gregory-Lincoln, Highland Heights, Looscan, Mading, Montgomery, Shearn, Wesley, and Woodson.***

### **February 14, 2020 - SE Progress Monitoring**

Participant will focus on the steps needed to effectively utilize progress monitoring data in the decision-making process. It provides information, examples, and activities to learn about the progress monitoring process. This session provides an overview of progress monitoring and considerations for implementing progress monitoring for your students.

The following campuses participated in this meeting opportunity: ***Blackshear, C. Martinez, Dogan, Foerster, Fondren, Gallegos, Lewis, Looscan, Mading, Stevens, and Woodson.***

### **February 18 or 20, 2020 - EC Pre-K Lead Teacher Meeting #4**

Participants will meet regularly to facilitate communication between each campus and the Early Childhood Department. Lead Teacher meetings will provide current information regarding district/state issues and district initiatives as well as professional development opportunities.

The following campuses participated in this meeting opportunity: ***Cook, Bonham, Dogan, Foerster, Gregory-Lincoln, Looscan, Montgomery, Stevens, and Woodson.***

### **February 25, 2020 - EC Emergent Guided Reading in Pre-K**

Participants will learn how to utilize Emergent Guided Reading strategies based on Jan Richardson's research during small group instruction.

The following campuses participated in this meeting opportunity: ***Sherman and Woodson.***





## **CLI Online Courses (These courses were offered before and during the district closure)**

### **September 1, 2019 - May 1, 2020 ONLINE EC CLI Response to Intervention**

Participants will learn about tiered instruction and the assessment framework. Included is an overview of CLIs Developing Talkers' Pre-K Program, a curricular supplement that addresses oral language instruction.

The following campuses participated in this meeting opportunity: ***C. Martinez, Shearn, and Sherman.***

### **September 1, 2019 - May 1, 2020 ONLINE EC CLI Building Vocabulary**

Participants will focus on developing and enhancing theme-based instruction for pre-K children.

The following campuses participated in this meeting opportunity: ***C. Martinez.***

### **September 1, 2019 - May 1, 2020 ONLINE EC CLI Children's Talk in Pre-K**

Participants will focus on the key elements of encouraging and scaffolding children's talk in pre-K classrooms: responsiveness, rich content and stimulation, and emotional support.

The following campuses participated in this meeting opportunity: ***Shearn and Sherman.***

### **September 1, 2019 - May 1, 2020 ONLINE EC CLI Pre-K Classroom Management**

Participants will focus on designing, creating, and managing classrooms that combine meaningful structure with a warm spirit. In such classroom environments, children begin to love learning, to manage their own behavior, and to work and play independently.

The following campuses participated in this meeting opportunity: ***Sherman and Young ES.***

**September 1, 2019 - May 1, 2020 ONLINE EC CLI Understanding Special Needs**

Participants will focus on understanding and supporting special needs children in pre-K who struggle regulating their behavior and attention, social and emotional responses, and receptive and expressive language.

The following campuses participated in this meeting opportunity: ***Bellfort ECC and C. Martinez.***

**September 1, 2019 - May 1, 2020 ONLINE EC CLI Written Expression in Pre-K**

Participants will learn how to focus on planning, implementing, and reflecting on written expression instruction in pre-K classrooms, including modeling, encouraging, and scaffolding writing across the school day and throughout the school year.

The following campuses participated in this meeting opportunity: ***Bellfort ECC and Shearn.***

**September 1, 2019 - May 1, 2020 ONLINE EC CLI Letter Knowledge**

Participants will focus on strategies for introducing pre-K children to letter and language concepts while exposing them to the letters themselves.

The following campuses participated in this meeting opportunity: ***Sherman.***

**September 1, 2019 - May 1, 2020 ONLINE EC CLI Pre-K Mathematics**

Participants will learn how to present strategies and rationale for supporting mathematics development in early childhood classrooms.

The following campuses participated in this meeting opportunity: ***Woodson.***

**September 1, 2019 - May 1, 2020 ONLINE EC CLI Phonological Awareness**

Participants will discover a critical piece in literacy development - Phonological Awareness. This course engages pre-K students in playful activities with a purpose. The teachers focus on exposing the children repeatedly to the sounds of spoken words.

The following campuses participated in this meeting opportunity: **Sherman**.

## **EXTENDED WEDNESDAY PROFESSIONAL DEVELOPMENT AND ADDITIONAL SUPPORT**

### **January 23, 2020- Pre-A Guided Reading Instructional Planning**

Participants learned the Pre-A Guided Reading strategies and steps based on Jan Richardson's research for small group instruction.

A180 Campus: **Blackshear ES**

### **January 29, 2020- Instructional Planning**

Participants were guided on classroom management strategies and developing workstations.

A180 Campus: **Wesley ES**

### **January 29, 2020- Instructional Planning**

Participants were guided on developing literacy workstations focusing on the stages for writing.

A180 Campus: **Highland Heights**

### **February 4, 2020 - Instructional Planning- Community of practice**

Participants were observed during the literacy block and provided a plan of action for increasing academic achievement.

A180 Campus: **Young ES**

### **February 4, 2020 - Instructional Planning- Community of practice**

Participants were observed during the literacy block and provided a plan of action for increasing academic achievement.

A180 Campus: **Whidby ES**

### **February 7, 2020 - Instructional Planning- Community of practice**

Participants were observed during the literacy block and provided a plan of action for maximizing data to implement small group instruction.

A180 Campus: **Highland Heights**

### **February 19, 2020 - Instructional Planning**

Participants were guide on how to implement small guided math framework.

A180 Campus: **Whidby ES**

### **February 21, 2020 - Instructional Planning- Community of practice**

Participants were observed during the literacy block and provided a plan of action for maximizing data to implement small group instruction.

A180 Campus: ***Rucker ES***

### **February 26, 2020 - Instructional Planning**

Participants were guided on how to implement writing in workstations.

A180 Campus: ***Wesley ES***

### **February 26, 2020- Instructional Planning**

Participants were guided on developing effective workstations that are aligned to PK guidelines and the Planning Guides for Theme 6” I Build I Create.”

A180 Campus: ***Highland Heights***

## **Library Services**

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### **Department Overview**

*The mission of the HISD Department of Library Services is to provide integrated services enabling schools to enhance the quality of instruction and instructional delivery to improve student achievement, information literacy, and facilitate a 21st century learning environment. As information professionals we will ensure that all HISD students are prepared to be good digital citizens. Our focused mission for our Achieve 180 Schools is to support our library educators (certified librarians, certified teachers in the library, and library clerks) to help increase student achievement. We do this by establishing standards and best practices, accomplished in part by professional development opportunities and trainings but also by providing support for day-to-day activities, modeling literacy and educational practices, and providing encouragement and support to help build an effective team of library educators for our students.*

### **PROFESSIONAL DEVELOPMENT**

*Our Library Educator meetings were held once a month January- February 2020 at Hattie Mae White, campuses, or community partner facilities to provide staff working in the library an opportunity to collaborate, receive responses to questions/concerns, receive PD credit for library related training, and hear updates regarding initiatives, programs, policies and procedures that pertain to the district, department, and their campus libraries.*

*These Professional Development opportunities provide the A180 library educators with training on tools, methods, and information that will assist them in their library instruction, management, and development.*

<b>Monthly Meetings</b>	<b>Support Topics</b>
January 17, 2020, Children’s Museum of Houston	Training your Teachers, Breakout EDU
February 14 <sup>th</sup> , Hattie Mae White Building	Learning.com, Library Handbook, Procurement, Weeding Hacks, Student Workers
<b>Additional PD</b>	
Jobalike, August 28-31, Sept 2, 2020	Virtual Learning, Copyright, E-books, Destiny Training, Digital Resources, Overview of Library Services

*All campuses were emailed meeting minutes to review all information and materials shared at monthly meetings. However, this should not replace the face-to-face interaction. It is imperative that all campuses participate in monthly library educator meetings. See the attendance for A-180 campuses below.*

<b>January</b>	Belfort, Foerster, Marshall, Shearn, Woodson, Yates
<b>February</b>	Unknown

### **Site Visits & School Support**

All HISD campuses will receive a formal visit from the Library Services Department. During this visit, the assigned Library Services Specialist complete a site evaluation form addressing any recommendations to be made regarding the library space, program, collection, and staffing, etc. We provide information on the site visit form designating where each library falls compared to state standards. This form is then discussed and provided to the library educator and/or school administration. During the months of January through mid-March, the following A180 campuses had a formal site visit conducted by Library Services:

<b>January 2020</b>	Belfort ECC
<b>February 2020</b>	Shearn ES
<b>March 2020</b>	None
<b>April 2020</b>	None
<b>May 2020</b>	None
<b>June 2020</b>	None

*In addition to formal site visits, Library Services Specialists visit campuses frequently to provide an array of support. We offer help on everything from digital resource technical help, to lesson planning, space planning, weeding/inventorying/cataloging library collections, and more. In total, from January to mid-March*

2020 the Department on Library Services spent 4 hours at A180 PK-12 campuses providing support. Also, during the COVID-19 closure, Library Services created MS Teams sites for all grade levels, and hosted regular office hours, live support and weekly meetings for anyone who needed it.

### Library Services Highlights

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- **Certified librarians (22%):** Blackshear, Bonham, Bruce, Deady, Foerster, Lewis, Kashmere Gardens, Attucks, Madison, Milby, Yates
- **Certified teachers (30%):** Bellfort, Codwell, Cook, Cullen, Dogan, Edison, Forest Brook, Hilliard, C Martinez, Pugh, Stevens, TCAH, Young, Woodson, Worthing
- **Paraprofessionals (6%):** Fondren, Looscan
- **Other staff members (0%):**
- **Vacant positions (42%):** Gallegos, Gregory Lincoln, Henry, High School Ahead, Highland Heights, Holland, Kashmere. Key, Lawson, Liberty, Mading, Marshall, Montgomery, North Forest, Reagan, Sharpstown, Thomas, Wesley, Westbury, Washington, Wheatley

### Name That Book

The Name That Book competition has a deep-rooted history in HISD, originating over 20 years ago. This means over 20 years of memories fostering a love of reading. Each year, a new group of schools add to that rich history.

This year several of our A180 campuses participated in the Name That Book competition by developing a team that would read, practice, and compete in one of four age group competitions. The competitions were K-2, 3-6, Middle School, and High School. The competitions were held on various days between February and April. For 3-6, MS, and HS, the winners of each daily round went on to compete in a Finals round held at Hattie Mae White. The finals rounds were streamed on HISD tv and the HISD website.

The A180 campuses that participated were:

K-2 competition	3-6 competition	Middle/High School competition
Foerster	Bonham	Edison

Shearn	Foerster	Lawson
	Lewis	Milby
		Yates

**FINE ARTS**

**Department Overview**

*Ensuring the Arts for Every Student in Every School* is the guiding principle to the Houston Independent School District (HISD) Fines Arts Department.

**PROFESSIONAL DEVELOPMENT**  
**PD K-12 on February 1, 2020 Dance Montage Festival**

Participants presented their choreography for adjudication and observed teaching techniques in the dance workshops throughout the day.

- Kashmere HS
- Gregory Lincoln Ed. Ctr. Elementary and Middle School
- Dance Montage 2020





Gregory Lincoln Ed. Center, Dance montage 2020

### March/April/May

Dance Connected virtual performance: a collaboration between high schools and middle schools across the district to stay connected during pandemic. Students participated in different roles: dancing, music crating, reading, and writing essays and poetry, video recording, movie editing and compilation of students' video and voice recordings – a collaborative effort.

- Gregory Lincoln Ed. Center
- Madison HS
- Westbury HS

Weekly meetings with teachers: mentoring, supporting, creating virtual dance classes, working together solving problems with blended learning, creating dance lessons and projects at home.

All A-180 schools participated regularly in these PLC and meetings.

## **DEPARTMENT INITIATIVE(S)**

### Visual Arts in the Historic 3<sup>rd</sup> Ward

*The Historic Polyrhythm of Being(s)* sets an important precedent by including youth as an integral part of the public art process through direct collaboration with community organizations, including [Jack Yates High School](#), and [Kashmere Gardens Elementary](#).

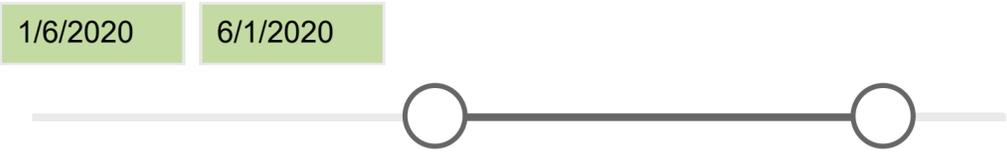


For Donnett, this project engages the youth's social imagination by uplifting everyday objects as material for the artwork, and the exchange as a gesture of human kindness. The exchange seeks to inspire youth around the value of education, through the gift of a new backpack and by highlighting the inner resources and strength of Houston's Black community. The multi-faceted nature of this artwork emphasizes the power of direct action and social exchange.

The artwork comprises a 120-foot pre-existing fence, upon which is printed imagined words and phrases common to the aforementioned neighborhoods, and a series of backpacks mounted on the fence. Some of the backpacks contain photographs taken by the artist and objects collected from these three neighborhoods, which reference Nkisi power figures of the Congo and the notion of being both present and not present at the same time. At night, the backpacks are illuminated with lights that continuously pulse in

Morse code, the phrase “A Love Supreme” from the John Coltrane song “Acknowledgement,” an excerpt from a James Baldwin’s essay “The Uses of the Blues,” and a verse from the song “Mad” by singer-songwriter Solange.

### Date of Support



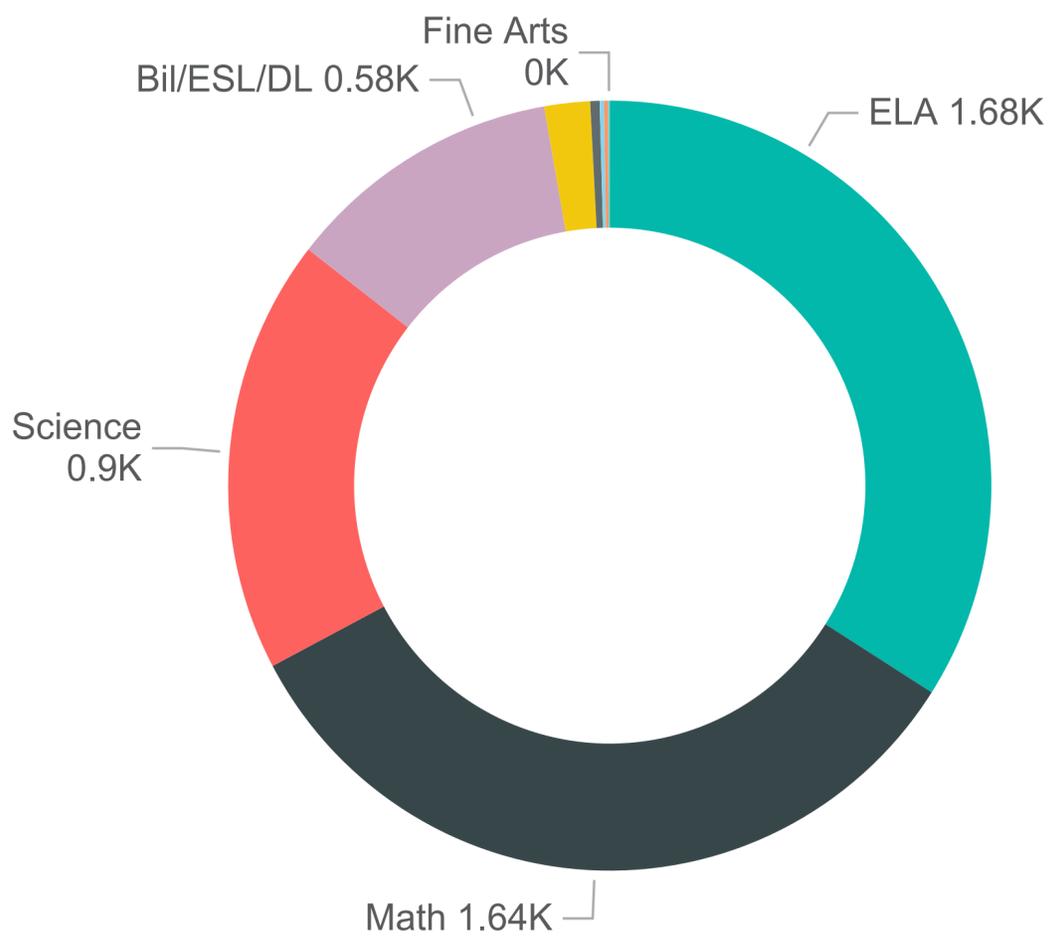
### Area

Achieve 180

### Campus

All

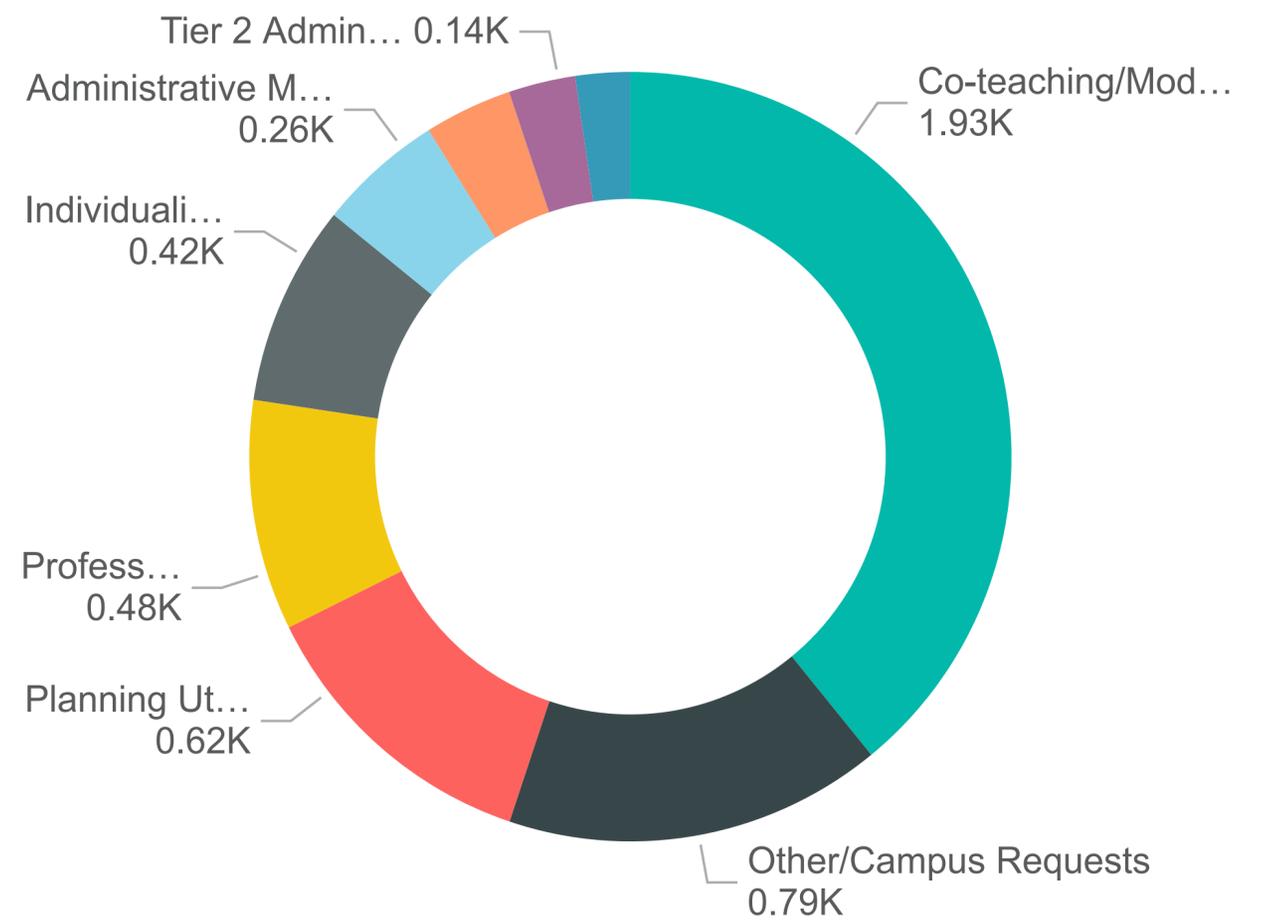
### Total Time by Department



4.95K Hours

**HISD**  
 Elementary Curriculum  
 and Development  
INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

### Total Time by Department



- (Blank)
- Achieve 180
- East
- North
- Northwest
- South

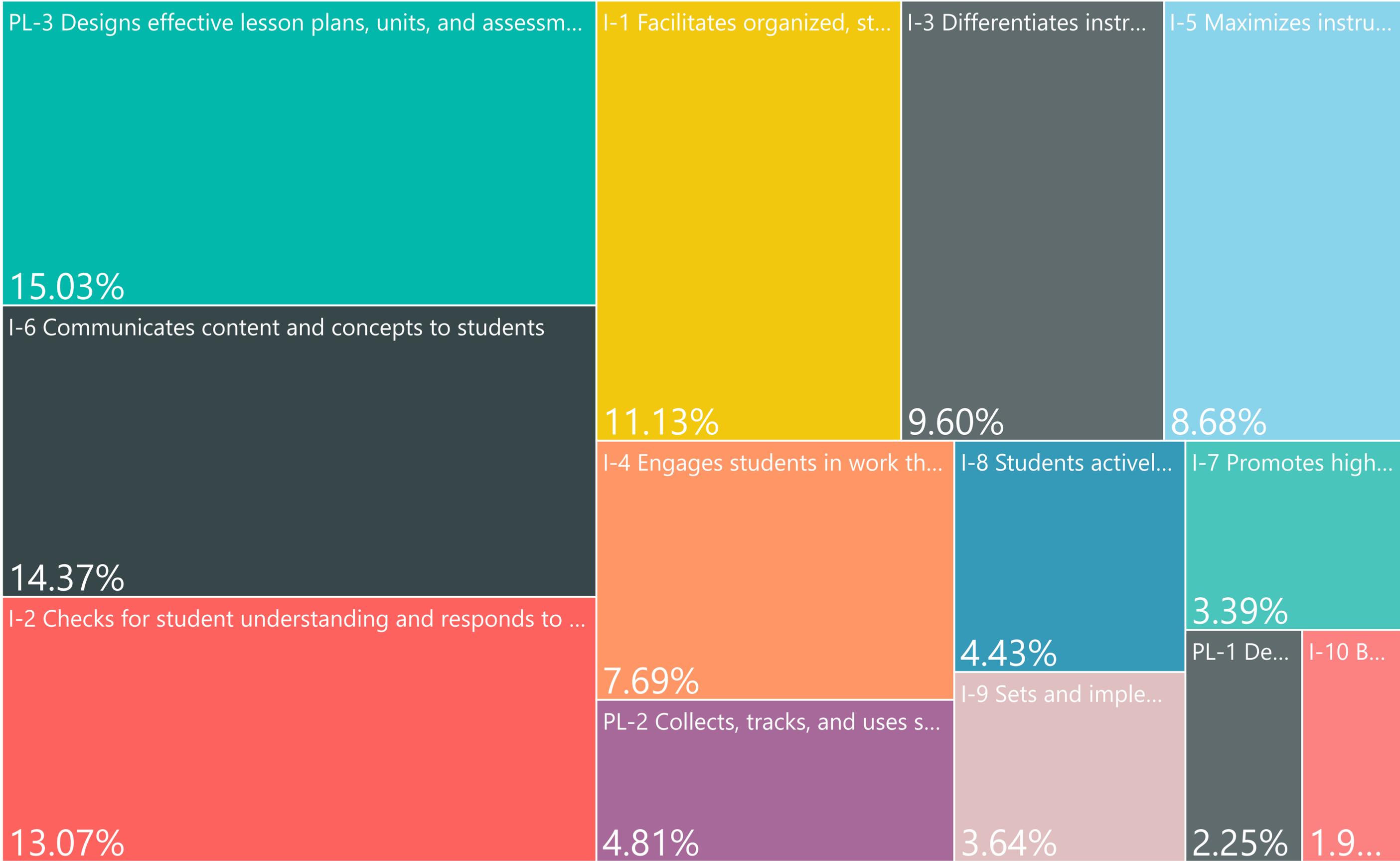


- Department**
- Bil/ESL/DL
  - Early Childhood
  - ELA
  - Fine Arts
  - Library Services
  - Math
  - Science
  - Social Studies



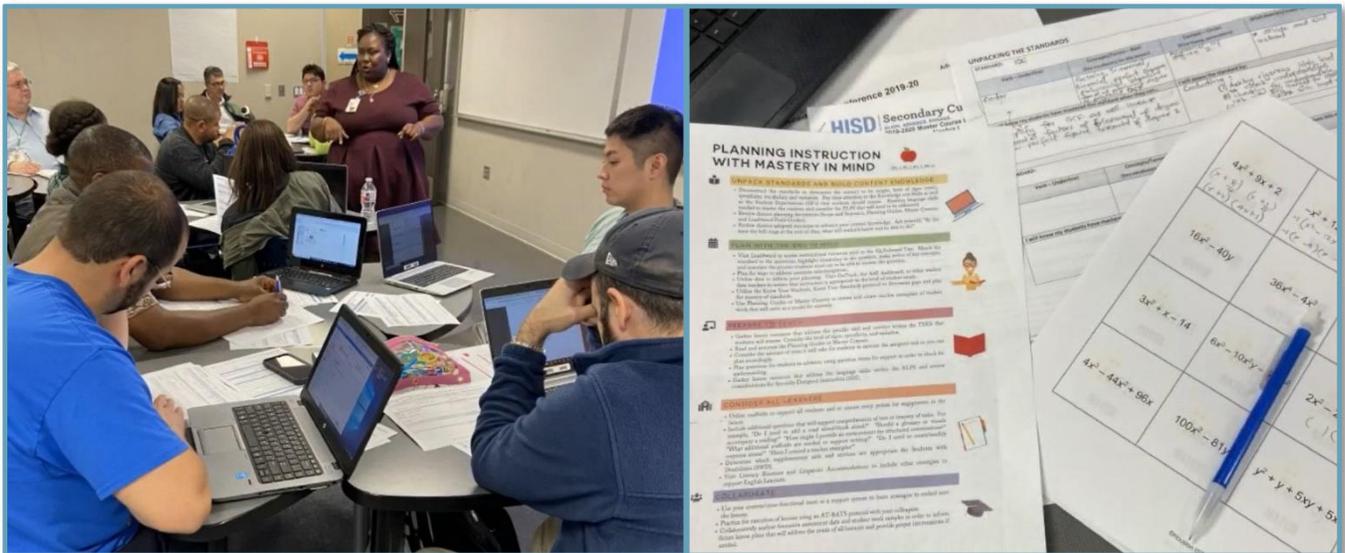
- (Blank)
- Achieve 180
- East
- North
- Northwest
- South

- Department**
- Bil/ESL/DL
  - Early Childhood
  - ELA
  - Fine Arts
  - Library Services
  - Math
  - Science
  - Social Studies



# ACHIEVE186

## Secondary Curriculum and Development



## Secondary Curriculum Relaunch Spring Semester



The Secondary Curriculum relaunch has created a standardized curriculum across all content areas. The **new master course lessons** include specificity to support teachers in implementing and differentiating instruction for all learners.

Central to this fall semester’s relaunch and embedded in every lesson are strategies to support English learners and strategies for special populations. Particular attention is paid to the alignment to the rigor of STAAR/EOC; regular use of literacy skills of speaking, reading, and writing in all content areas; and development of key 21st-century skills in all students.



### Examples of Master Course Materials – Middle School ELA

Lesson 5: Understanding Setting & Plot Through Book Clubs		Teacher Moves
<b>1</b>	<p><b>Supported Independent Reading (10 min.)</b></p> <p><b>Note:</b> As this unit focuses on book clubs, students may read their book club books during this time. Students will have opportunities to record their interactions within the Independent Practice portion of the lesson.</p> <ol style="list-style-type: none"> <li>Ask students to take out their book club books and literacy notebooks. Explain that they may use the independent reading time to read their book club books.</li> </ol> <p><b>Say:</b> “As we are working on our books club books during this unit, you may use this time to ensure your meet your reading goals.”</p>	<p>The “Teacher Moves” section provides teachers an opportunity to adjust and differentiate each lesson to meet the needs of all their students. This work is addressed regularly in Curriculum’s professional learning work with A180 schools.</p>
<b>2</b>	<p><b>Engage and Connect (10 min.)</b></p> <ol style="list-style-type: none"> <li>Play from 2:07 - 4:26 of this <a href="#">video</a> about Jason Reynolds, author of <i>A Long Way Down</i>. Ask students to consider why authors write and why we read.</li> </ol> <p><b>Say:</b> “Today’s Engage and Connect will involve you watching a clip from a video about Jason Reynolds. Jason is the author of various Young Adult novels, including <i>Ghost</i>, <i>All American Boys</i>, and <i>A Long Way Down</i>. Despite his success as a published author, Jason admits that he wasn’t a great reader. In fact, he didn’t finish his first book until he was 17 years old. As you watch this video, I want you to think about the following questions:</p> <ul style="list-style-type: none"> <li>Why do you think authors write?</li> </ul>	<p><b>STUDENT ENGAGEMENT WITH VISUALS AND AUTHENTIC TEXTS</b></p>

**Say:** “To begin, I am going to read the poem aloud. You don’t need to write anything or do anything except to listen. Please place your pen/pencils on your desk and listen.”

3. Read the poem in its entirety. Next, create a dialectical journal on a sheet of paper and have students create one in their literacy notebooks. The two-column chart may look like this:

Text	Text Symbol and Comments

You will then reread and stop to annotate using the text symbols.

**SCRIPTED THINK-ALoud /  
READ-ALoudS WITH  
STUDENT PRODUCTS**

**I Do**

4. Read stanza 1 and make connections to the first 4 lines.

**Say:** “As I read this, I’m automatically connecting it to music, so I’m going to put a C on my dialectical journal. It reminds of the flow of a song or even a chant. I can see these repeating lines being put to a rhythm. I’m going to jot that down before I forget. I also love the image of a rabbit running and comparing it to the speaker’s love for his son. It makes me think that his love is natural and real. I’m going to note this on my dialectical journal using a heart symbol.”

3. Select 1-2 students to share out and note which lines/phrases to place a text symbol next to. Students should also share what they wrote in their dialectical journals and then ask for volunteers to annotate the last 2 lines and share their comments. Students can use stems such as:

- *I connected to line \_\_\_ because it reminds me of...*
- *Line \_\_\_ was surprising to me because...*
- *Line \_\_\_ is my favorite part because...*
- *I agree with \_\_\_ because...*

**EMBEDDED SCAFFOLDS  
FOR ALL LEARNERS**

3. **Say,** “Now that you’ve spent some time examining setting, let’s wrap up our understanding with a short-written response. I’m going to model this process using the text we worked on together. I need to ask myself, *What personal connections did you make to the text and why?* I’ll use a stem like:

*I connected to the part about \_\_\_ because it reminds me of...*

So, here’s my answer:

*I connected to the poem in lines 18-19 when the speaker talks about how the mother can have the some now and he’ll get him “by and by” because it reminded me of my son. My son is very close to me right now, but he’s only 4 years old. I know when he gets older, he will prefer to be with his father doing things boys typically enjoy doing.*

**EMBEDDED TEACHER  
EXEMPLARS**

<b>6</b>	<b>Close the Lesson and Assess Mastery (10 min.)</b>	<b>CHECKS FOR UNDERSTANDING</b>
	<p>1. Distribute index cards and ask students repeat the process. Provide students with a sentence stem or paragraph frame.</p> <p><i>I connected to this book when _____ because it reminded me of _____.</i> (Add details that show the connection between you and the text. This will be the explanation)</p> <p>2. Allow students 5 minutes to complete the task and then ask students to prepare to share their responses in their groups. Allow students 5 minutes to discuss and make any corrections before submitting the index card on the way out.</p> <p><b>Note:</b> Students' responses must have:</p> <ul style="list-style-type: none"> <li>• Complete sentences</li> <li>• A thesis</li> <li>• Textual evidence</li> <li>• An explanation of the connection</li> </ul>	

<b>4</b>	<b>Guided Practice (20 min.)</b>	<b>EMBEDDED STUDENT DISCOURSE</b>
	<p>1. In order to facilitate additional discussion about the text, conduct a <b>Pair – Square – Share</b>. Invite the students to get up and find a partner. This should be someone other than their shoulder partner.</p> <p><b>Say:</b> "I would like for you to get up and find a partner. This should be someone other than your shoulder partner. You will need your copy of the text and a pencil or pen."</p> <p>2. Determine who is Partner A and who is Partner B.</p> <p><b>Say:</b> "Determine who is Partner A and who is Partner B. I need all the Partner A's to raise to their hand. I need all the Partner B's to raise their hand."</p>	

<b>8</b>	<b>Close the Lesson and Assess Mastery (5 min.)</b>	
	<p>1. Close the lesson with a <b>QSSSA</b>.</p> <p><b>Question:</b> What could be included in an introduction?  <b>Stem:</b> One thing that I included in my introduction is...  <b>Signal:</b> Wave your hands in the air!  <b>Share</b>  <b>Assess:</b></p> <ul style="list-style-type: none"> <li>○ Student responses may include at least one of the following: <ul style="list-style-type: none"> <li>▪ Controlling idea</li> <li>▪ A big idea <u>statement</u></li> <li>▪ A definition</li> <li>▪ A comparison</li> <li>▪ Advice for the reader</li> <li>▪ An anecdote</li> <li>▪ An inner thought</li> </ul> </li> </ul>	

## Extended Day Professional Learning

Secondary Curriculum and Development developed and facilitated targeted professional development sessions throughout the fall semester for teachers at the Achieve 180 schools using a “Planning Instruction with Mastery in Mind” protocol and focused on the specific needs at each campus. Regular emphasis is placed on using the district curriculum documents including master courses, Lead4ward guides and resources, literacy routines, student assessment data, resources, and strategies to support students with disabilities and English learners, and collaborative planning techniques.

Professional Learning Days
Wed., January 29
Wed., February 26
Wed., March 11

# PLANNING INSTRUCTION WITH MASTERY IN MIND



(PL-1, PL-2, PL-3, PR-5)



### UNPACK STANDARDS AND BUILD CONTENT KNOWLEDGE

- Deconstruct the standards to determine the content to be taught, level of rigor (verb), specificity, vocabulary and variation. Pay close attention to the Knowledge and Skills as well as the Student Expectations (SE's) that students should master. Examine language skills needed to master the content, and consider the ELPS that will need to be addressed.
- Review district planning documents (Scope and Sequence, Planning Guides, Master Courses, and Lead4ward Field Guides).
- Review district-adopted resources to enhance your content knowledge. Ask yourself, "By the time the bell rings at the end of class, what will students know and be able to do?"



### PLAN WITH THE END IN MIND

- Visit Lead4ward to access instructional resources such as the IQ Released Test. Match the standard to the questions, highlight vocabulary in the question, make notice of key concepts, and annotate the process students must use to be able to answer the question.
- Plan for ways to address common misconceptions.
- Utilize data to inform your planning. Visit OnTrack, the A4E dashboard, or other student data trackers to ensure that instruction is appropriate to the level of student needs.
- Utilize the Know Your Students, Know Your Standards protocol to determine gaps and plan for mastery of standards.
- Use Planning Guides or Master Courses to review and create teacher exemplars of student work that will serve as a model for mastery.



### PREPARE TO TEACH

- Gather lesson resources that address the specific skill and content within the TEKS that students will master. Consider the level of rigor, specificity, and variation.
- Read and annotate the Planning Guides or Master Courses.
- Consider the amount of time it will take for students to execute the assigned task so you can plan accordingly.
- Plan questions for students in advance, using question stems for support in order to check for understanding.
- Gather lesson resources that address the language skills within the ELPS and review considerations for Specially Designed Instruction (SDI).



### CONSIDER ALL LEARNERS

- Utilize scaffolds to support all students and to ensure entry points for engagement in the lesson.
- Include additional questions that will support comprehension of text or mastery of tasks. For example, "Do I need to add a read aloud/think aloud?" "Should a glossary or visuals accompany a reading?" "How might I provide an environment for structured conversations?" "What additional scaffolds are needed to support writing?" "Do I need to create/modify response stems?" "Have I created a teacher exemplar?"
- Determine which supplementary aids and services are appropriate for Students with Disabilities (SWD).
- Visit Literacy Routines and Linguistic Accommodations to include other strategies to support English Learners.



### COLLABORATE

- Use your content/cross-functional team as a support system to learn strategies to embed into the lessons.
- Practice the execution of lessons using an AT-BATS protocol with your colleagues.
- Collaboratively analyze formative assessment data and student work samples in order to inform future lesson plans that will address the needs of all learners and provide proper interventions if needed.







## Training for Leaders

Secondary Curriculum and Development team members participated regularly in the district principal meetings to provide support for Tier II leaders and all campus leaders. Fall and Spring sessions included:

Topic / Title of Session	Date	Audience
<i>Amp Up Math! What to do for Math Review</i>	2/5/20	Principal
<i>Amp Up Math! What to do for Math Review</i>	2/6/20	Tier II Leaders
<i>Raring to go with Review Social Studies</i>	3/4/20	Principal and Tier II Leaders
<i>Raring to go with Review Social Studies</i>	3/4/20	Tier II Leaders
<i>How To Set and Master STAAR Review Part I - Science</i>	3/4/20	Principal
<i>How To Set and Master STAAR Review Part I - Science</i>	3/5/20	Tier II Leaders
<i>How To Set and Master STAAR Review Part II - Science</i>	4/14/20	Tier II Leaders

## Community of Practice Visits

During spring semester 2020 Community of Practice visits, the Secondary Curriculum and Development Department partnered with the A180 office to provide feedback and support to improve teacher effectiveness, increase student achievement, and build capacity of Tier II leaders. To meet these outcomes, Secondary Curriculum provided targeted support from Teacher Development Specialists, curriculum specialists, and directors. The department also provided student and teacher resources and personalized trainings for the A180 campuses.

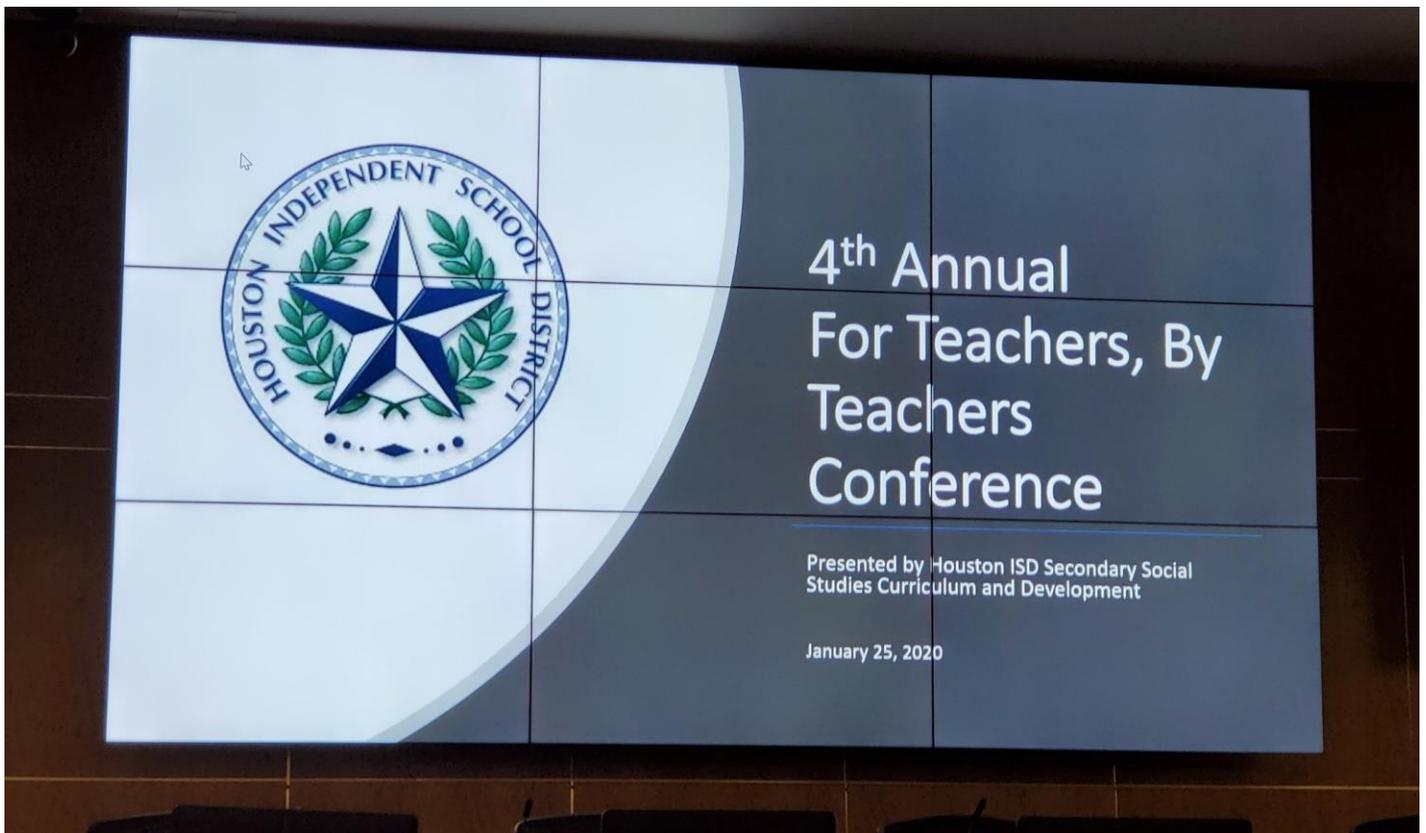
A180 Schools Supported During Spring 2020 COP Visits:		
Deady MS	Sugar Grove Academy	Wisdom HS
Henry MS	Cullen MS	Thomas MS
Key MS	Yates HS	Williams MS
ESTEM	Gregory Lincoln	Clifton MS

## Spotlight: Social Studies

The Secondary Social Studies Curriculum and Development team in partnership with Social Studies Schools Services put on its 4<sup>th</sup> Annual For Teachers By Teachers Conference on January 25<sup>th</sup>. This was by far the largest event yet as hundreds of social studies teachers from around the district, metropolitan area, and state were in attendance.



Teacher leaders presented from the following A180 campuses: Forest Brook MS, Henry MS, Holland MS, Lawson MS, Wheatley HS, Williams MS, and Yates HS.



## Secondary Teacher Development Specialist Support for Teachers

Teacher Development Specialists support A180 campuses every week. This work includes:

- Co-teaching lessons with teachers
- Modeling lessons with teachers
- Modeling small-group instruction
- Conducting small-group instruction
- Conducting classroom observations to inform professional development plans
- Creating personalized professional development plans with teachers
- Facilitating PLC sessions with departments
- Creating intervention plans/lessons
- Meeting with campus administrators to inform instruction
- Conducting classroom observations with campus administrators to calibrate expectations
- Co-planning and co-leading Wednesday professional learning
- Leading Lead4ward professional development
- Support district-wide sheltered instruction professional learning in collaboration with the Multilingual Department
- Plan and lead or facilitate professional learning on early release days



Two additional support structures have been provided to Wheatley High School above the already extensive Achieve 180 support protocols:

- Weekly check-in meetings between core Secondary Curriculum Directors and Campus Administration for the corresponding content areas
- Attendance of curriculum authors during core content PLC meetings to provide additional content development, modeling, and other curricular support

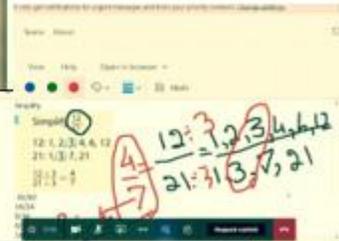
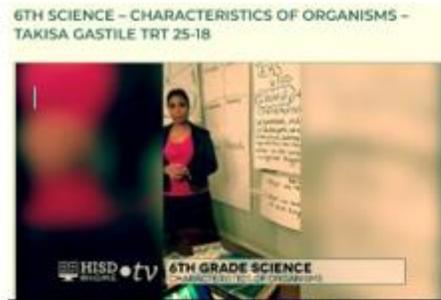
## Secondary TDS and Curriculum Support During COVID-19 Spring 2020

Secondary Curriculum and Development provided support to all A180 campuses as the district transitioned to virtual learning during the initial weeks of COVID19 for spring semester 2020. This was done through curriculum support and instructional support.

- Co-teaching lessons with teachers virtually
- Modeling virtual resources and tools
- Recorded lessons for HISDTV from all content areas by directors, TDS, and specialists
- 23.36k hours of campus support

Curriculum Support included the following

- 296 Project Based Learning documents
- 39 Master Course Lessons for the 6<sup>th</sup> Six Weeks
- Mailed out paper-based lessons for English Learners



### HISD Secondary Curriculum and Development

ALIGN, ADVANCE, ENGAGE  
2019-2020 HEND @ H.O.M.E. - Project Based Learning  
Social Studies - Grade 5  
Week of May 4, 2020

**Student Weekly Learning Targets**

- I can explain the Federalist and Anti-Federalist arguments for and against ratification.

**Monday**

**Reading Question:** What were the arguments for and against ratification?

**Project Overview:** A play is a work of drama that usually consists of dialogues between characters, rather than just reading. In 1787, the ratification in order to create the Constitution. It is the 13 states had to ratify and the Anti-Federalist emerged and debated over the ratification of the Constitution. The play should coincide with the Federalist and Anti-Federalist. Your completed project will be turned into the teacher via the HISD, 5th.

**Mapping the Question:** Choose one of the two groups, Federalist or Anti-Federalist, and explain who they are and their beliefs. Write your response on a separate sheet of paper and take a photo.

**How to Write a Play:** If possible, watch the YouTube video. As I write a play, write on a separate sheet of paper and take a photo.

**Review Rubric:** Take a few minutes to read over the criteria you will write a play explaining the Federalist and Anti-Federalist.

### HISD Secondary Curriculum and Development

**Student Weekly Learning Targets**

- I can read for longer amounts of time.
- I can read and take notes about fiction.
- I can write a short story.
- I can revise and edit a short story.

**Monday**

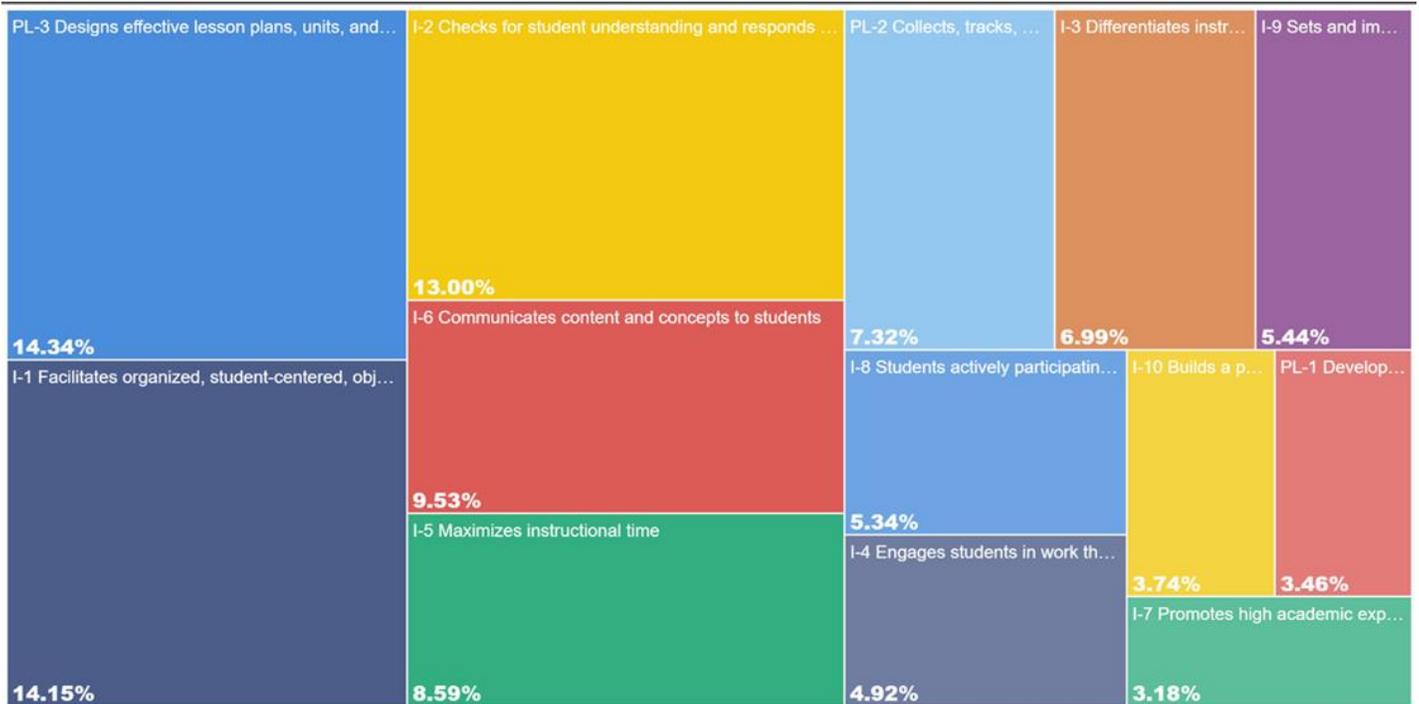
1. Read a book of your choice for 15 minutes. Library- HPL (HIS Digital Resources), any.
2. As you are reading, note anything that surprises you - the page. Be sure to write this information in your reader - available paper).
3. Read ONE short story below as a model. As you read, notice how the author uses language. Pay attention to how the author may have trouble accessing the texts, you may need to sign up for a free [Comix](#)
  - "Shopping" by Joyce Carol Oates.
  - "A Good Man is Hard to Find" by Flannery O'Connor

I can't say enough great things about HISD Social Studies Teachers! @AttucksPatriots Ms. Evans students are sharing their screens discussing mapping skills on #Activeclassroom @HISDSocStudies

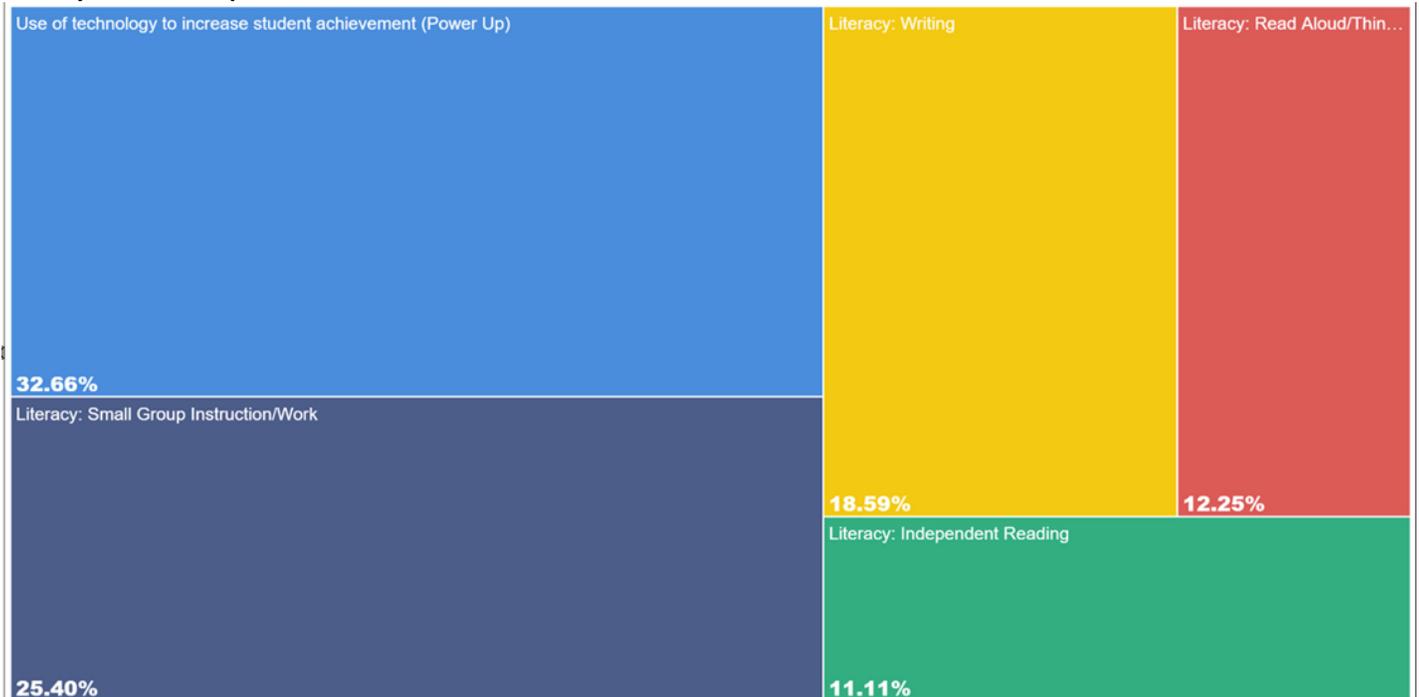


## Secondary TDS Campus Visitation Log Summary for Spring Semester 2019-2020

### Instructional Practices:



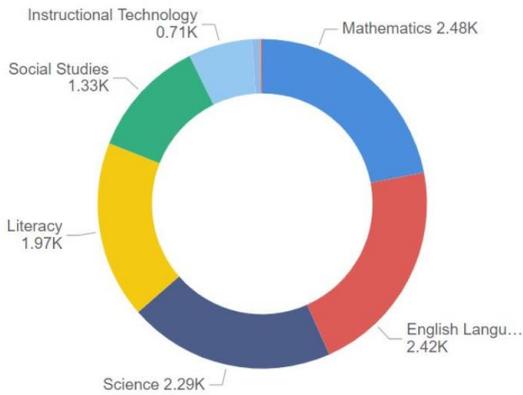
### Literacy and PowerUp:



## Total hours of support by department spring 2020

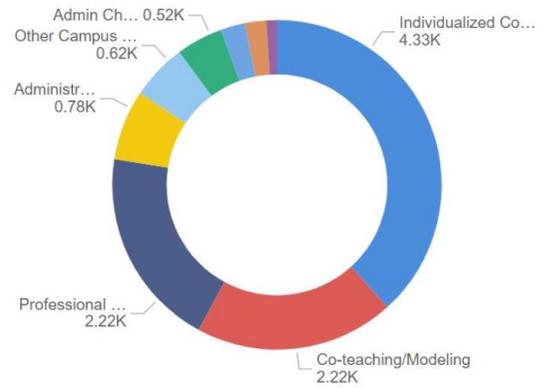
**HISD**  
 Secondary Curriculum  
 and Development  
ALIGN. ADVANCE. ENGAGE.

**Total Time by Department**



**11.31K**  
Hours

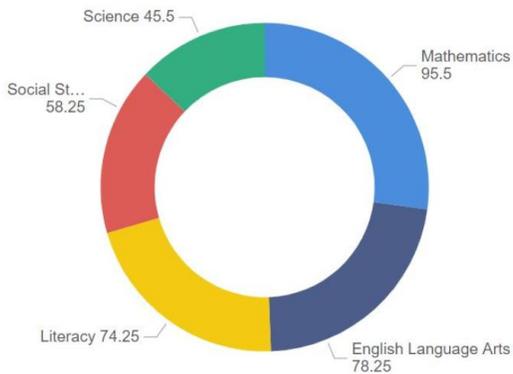
**Total Time by Type of Support**



## Attacks MS

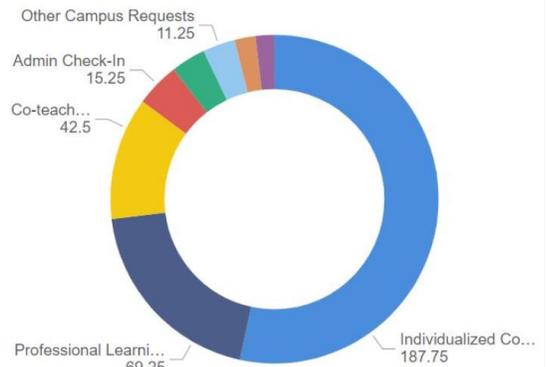
**HISD**  
 Secondary Curriculum  
 and Development  
ALIGN. ADVANCE. ENGAGE.

**Total Time by Department**



**351.75**  
Hours

**Total Time by Type of Support**





## Student Assessment Updates

### Spring 2020 Focus: Data-Driven Instruction Specialists (DDIS)

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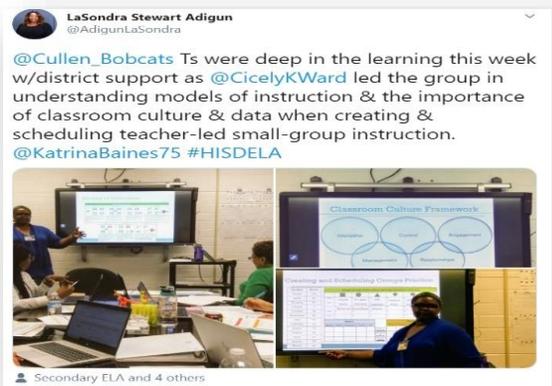
#### Brief Overview of the DDIS Program



The role of the Data-Driven Instruction Specialist (DDIS) is to build capacity and support execution of data-driven instruction and action planning for campuses and cohorts to support student growth. During the 18-19 academic year, the position of DDIS was created and 18 DDIS provided data support at the campus level. Based upon the needs of Achieve 180 campuses and other campuses who are considered At-Risk of falling into Improvement Required status, **DDIS served at 108 schools (including 33 A180 campuses)** across the Houston ISD. The organizational structure of the team consisted of one Director, two Managers, nine DDIS Leads and twenty-seven DDISs-delete. From January 2020 – May 2020, **DDIS have 4,363 contact hours at A180 campuses.**

## Assessment, Reporting and Data Analysis

Through the Professional Learning Communities (PLCs), the DDIS continue to promote assessment literacy, determine student learning competency based on multiple type of assessment measures, model effective use of assessments to address students' needs and assist campuses with the data action planning process. Schools across Houston ISD participated in the Fall 2019 District Level Assessment (DLA) and utilized the use of formative assessment data to inform the campus' instructional practices and improve student achievement. The DLA data provided an opportunity for teachers to focus on small group instruction and develop a final instructional push prior to STAAR.



DDIS assisted campus leaders with identifying accountability strengths and weakness through the data template. Campus teachers utilized this data to make instructional adjustments prior to the students taking the STAAR Released Assessment.

With the support of the DDIS, campuses leaders adjusted data systems and action step progress based on feedback from the Fall 2019 Pre-Community of Practice (Pre-COP) meetings. In addition, the DDIS supported the Spring 2020 A180 COP meetings and

A180 Superintendent visits. DDIS played a critical role in the development of the campus data presentation and support with campus data tracking systems (i.e., campus data room, classroom data walls, student data folders, etc.).



DDIS facilitated the English Language Development (ELD) Data Dive Collaboration with the Multilingual Department on January 10<sup>th</sup> and offered sessions throughout the district. Participants utilized ELD assessment results, strategies related to the Literacy

Routines and Linguistic Accommodations for each Language Proficiency to plan instruction for English Learners to ensure they make a level of growth on TELPAS.



Additionally, DDIS partnered with the A180 Office, Curriculum Teacher Development Specialists and Intervention Assistance Team to assist with the A180 High School Area Data Dig on January 11<sup>th</sup> at Wheatley High School. Sessions were geared towards identifying students' groups based on their mastery of highly prioritized TEKS, creating re-teach calendars with student mastery checks and tracking student intervention progress based on priority TEKS.

At the monthly A180 Principal Meeting, the DDIS facilitated data discussions about HISD DLA results and modeled how to utilize the data template to help principals quickly identify students who might jump a performance threshold on the STAAR math and reading assessments as well as identify students who were close to meeting growth targets as demonstrated on the HISD STAAR assessments. DDIS pointed out the difference between student achievement and growth.



Additionally, the DDIS team participated in multiple CCMR tracking efforts for A180 campuses. To begin the year, DDIS advised leaders on the formation of CCMR committees and facilitated the monthly meetings of these teams. These committees reviewed PEIMS reports to identify issues in student coding and collaborated with the Federal and State Compliance and CTE Departments to rectify any issues encountered. Beginning Spring 2020, a multi-departmental initiative involving Student Assessment, CTE, Federal and State Compliance, Research and

Accountability and College and Career Readiness began analyzing the errors discovered in the Fall and implementing prevention measures for the future. DDIS continued to advise campuses on student pathways to earning a CCMR indicator throughout the spring semester.

DDIS continue to support both teachers and leaders with data reports from A4E, OnTrack, Renaissance Learning, and Chancery. DDIS support campuses by updating data trackers, data walls and custom reports with the most recent assessment data.

### DDIS Spring 2020 Cohort

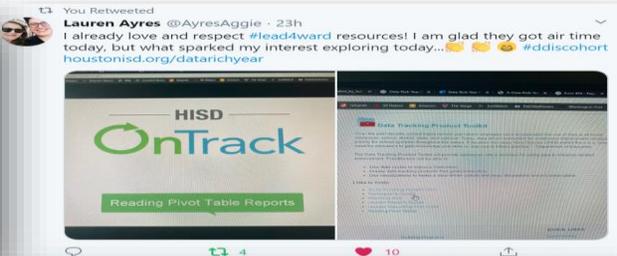
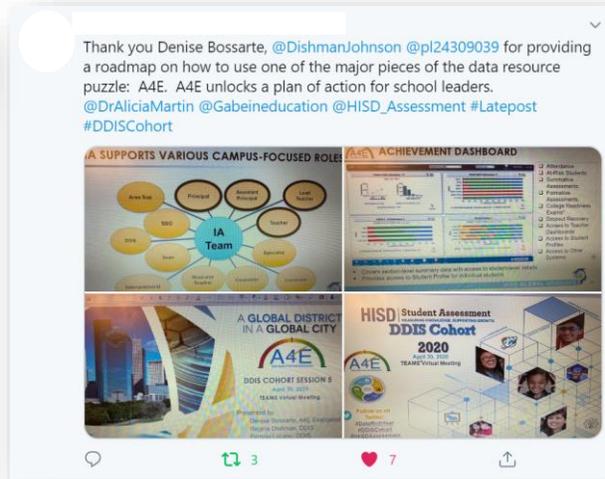
Student Assessment in collaborative partnership with Leadership and Teacher Development offered support to aspiring leaders interested in the Data-Driven Instruction Specialist (DDIS) role. Over **70+ cohort members** were engaged in a five session cohort experience culminating with a mock interview process which included a campus data presentation. The five sessions focused on Data-Driven Instruction, Observation and Feedback, and Leadership Teams Management. These three core leader profile competencies were utilized to build an overall learning experience for each member as well as offer support and development for networking, goal setting and continued learning.



Thank you for the consistent focus on content quality and for modeling engaging practices as a team. I feel prepared to lead in the digital environment and am excited to put these tools to WORK. #DDIScohort2020

Participants attended the Informational Session on March 7<sup>th</sup> at Waltrip High School and were engaged in learning the following: Cost of Freedom: Campus to District Level Experience, Human Resources: Resume Essentials, Technology: Pivot Your Way to Success, Principal/SSO Panel and DDIS 101 Panel. Due to Covid-19 stay at home order, the face-to-face sessions were revamped to virtual learning via MS Teams.

Participants continued to rise to the challenge and actively participated in the online sessions as follows: OnTrack, Lynda.com Excel, Lead4ward, Data Rich Year, Data-Driven PLCs, Accountability and A4E. DDIS partnered with HISD Leadership & Development, Instructional Technology, Human Resources, Informational Technology, and other inter-Departmental supports to ensure the success of the 2<sup>nd</sup> Annual DDIS Cohort.

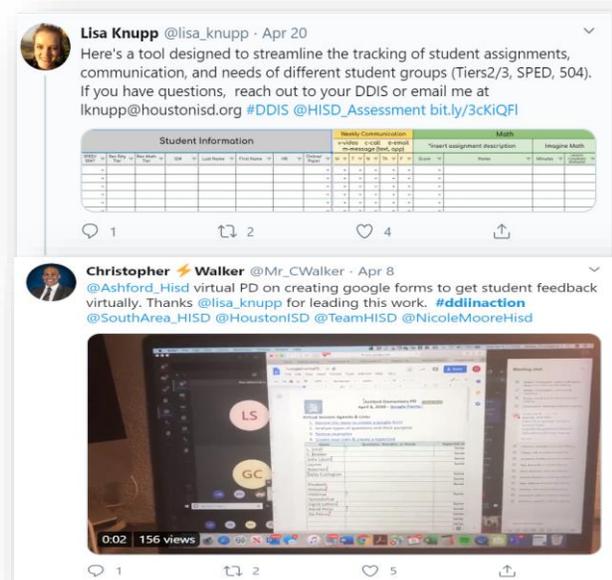


## Adapt to Win



DDIS actively participated in virtual campus PLCs via MS Teams, supported leadership meetings, and assisted teachers with the HISD instructional technology platforms (i.e., HUB/itsLearning, Imagine Learning, PearDeck, NearPod, Google Classroom, etc.). Over **50+ hours have been spent on district-level special reporting** related to quintile report for summer school. Specifically, DDIS have supported the **HISD @H.O.M.E. Parent Phone Bank with 448 hours and Instructional Technology online bookings for approximately 526 hours** with teachers and leaders.

With **120+ hours of community service** efforts, DDIS served throughout the Houston s and supported the Houston Foodbank drives, as well as HISD 2020 Senior Celebration.



The DDIS team adapted to win the new challenge of online learning. The vision of the team shifted to informing, supporting, and empowering teachers, campus leaders and parents through HISD transition to virtual learning. After Spring Break 2020, DDIS connected with the HISD Instructional Technology Department to help teachers incorporate instructional technology via MS Team and HUB with **over 1,700 hours of campus support PD/training, campus PLCs, and one-on-one online guidance.**



DDIS provided virtual instructional support through the creation of the parent tracking tool. Campuses implemented the tool to help campuses streamline processes for tracking of student assignments, parent communication and needs of different student tiered groups. Leaders were trained on how to effectively implement and monitor the tracking system at the campus level.

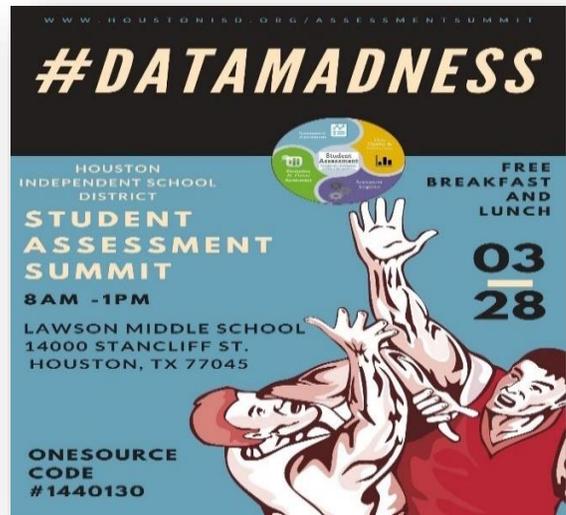
Additionally, the DDIS team partnered with other HISD Departments and prepped for summer virtual PD/trainings: PLS, Multilingual Conference, NLI, NTA, NLA, etc.

## Other Assessment Supports

### Student Assessment Summit

Because of the success of the Fall 2019 Data Symposium: Game On, the Office of Student Assessment organized the Student Assessment Summit: Data Madness, where all Departments within Student Assessment developed just in time PD/training related to Lead4ward, STAAR interventions, effective testing plans, data analysis PLCs, CCMR, distinctions, accommodations, OnTrack and special populations

As a result of the Houston water main break and Covid-19 stay at home order, the event scheduled on March 28<sup>th</sup> at Lawson Middle School was cancelled. More details will be provided about the virtual Student Assessment Summit at a later date.



### Changing District-Wide Data Practices & Establishing Cross-Academic Virtual Supports

As a result of the Covid-19 pandemic, state testing was cancelled, as well as EOY district and formative assessments. This challenge did not halt the commitment of the Student Assessment team but pushed the team to persevere through this “new normal”. The entire Student Assessment team began to partner with Instructional Technology, Informational Technology, Leadership and Development, Special Populations, Area Offices and other HISD Departments to support campuses, community, and parents via HISD @H.O.M.E. phone bank and instructional technology bookings.



Student Assessment’s work with the phone bank and Instructional Technology bookings has already provided **over 500 hours of direct support** to administrators, teachers, students and parents. The Student Assessment Department adapted to the needs of the schools to assist with technology support as it relates to instructional platforms and virtual learning experiences.

Student Assessment Department supported Parent University through the Family and Community Engagement Department. Students and parents were provided with the formative assessment calendar, the latest STAAR resources and updated information from TEAM.



### Formative Assessments

After the DLA assessment, Formative Assessment team members conducted the following PD/trainings to support teachers and leaders: Campus Lead4ward DLA Review, Special Ed Lead4ward Reaching Rigor, Rockin' Review Area Model Campus Designee Training for all Areas, Area Sup, SSO, Rockin' Review Strategy session.

The sessions focused on how to use the DLA data to make informed decisions about interventions and small group instruction.



OnTrack and Renaissance360 (Ren360) direct support was provided by Formative Assessment Administrators and three vendor consultants. There were **592 A180 service tickets for OnTrack and Ren360 in January 2020**. Ren360 vendor consultants assisted Yates High School with Ren360 MOY testing administration on January 23<sup>rd</sup> as well as Worthing leaders and teachers on January 27<sup>th</sup>-28<sup>th</sup>.

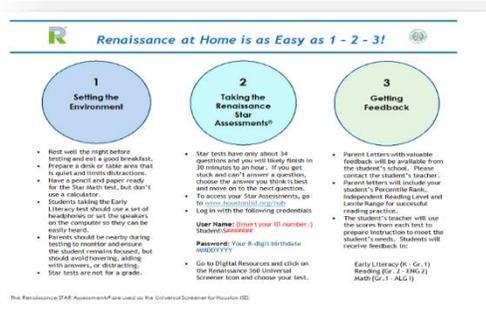


At the Lead4ward Rockin' Review Planning Session, the Formative Assessment Department conducted a cross-functional collaboration with HISD Curriculum Department and A180 Tier II leaders to discuss how to support teachers and campuses.

OnTrack and Renaissance360 (Ren360) direct support was provided by Formative Assessment Administrators and three vendor consultants. There were **259 A180 service tickets for OnTrack and Ren360 in February 2020**.

Due to the Covid-19 stay-at-home order, the Formative Assessment Department shifted to online resources and tools to meet the needs of campuses, students and parents. The team created online OnTrack toolkits for the HUB and MS Teams.

Team members from the Formative Assessment Department provided one-on-one support via **44 online web-conferencing bookings** (30 minute sessions) for A180 schools. Additionally, the formative assessment team completed **39 teacher bookings, three parent bookings and two campus administrators' bookings**. There were **115 A180 service tickets for OnTrack and Ren360 in March 2020**.



STAAR Rockin's Review PD/Training continued to be offered by Formative Assessment Administrators throughout the month of March focusing on Reading, Math, Writing, Science and Social Studies.

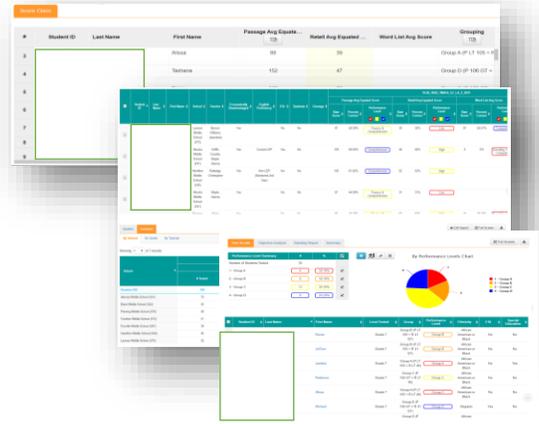
In addition, Ren360 at Home was developed to meet the needs of the virtual learning experience. The platform focused on a 1-2-3 early model: setting the environment, taking Renaissance Star Assessments and Getting Feedback.

For the month of April 2020, the Formative Assessment Department provided one-on-one support via **31 online web-conferencing bookings** (30 minute sessions) for A180 schools. Additionally, the formative assessment team completed **23 teacher bookings, seven parent/student bookings and one campus administrator's bookings**. There were **98 A180 service tickets for OnTrack and Ren360**.

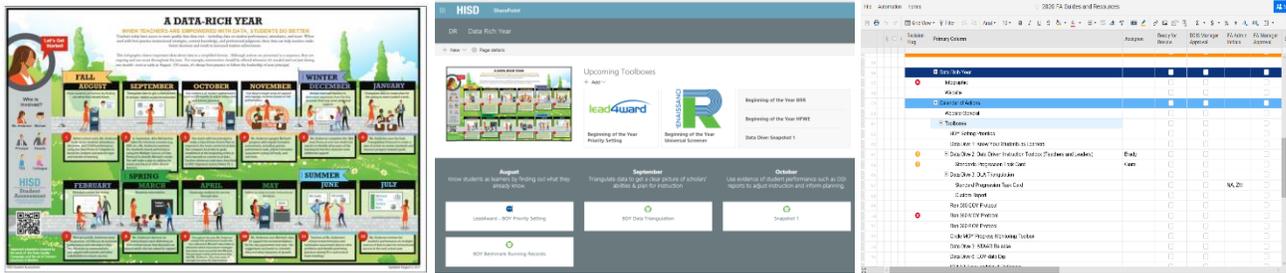


Formative Assessment team members provided one-on-one support via **seven online web-conferencing bookings** (30 minute sessions) for A180 schools. Additionally, the formative assessment team completed **three teacher bookings, three parent/student bookings and one campus administrator's bookings**. There were **53 A180 service tickets for OnTrack and Ren360 in May 2020**.

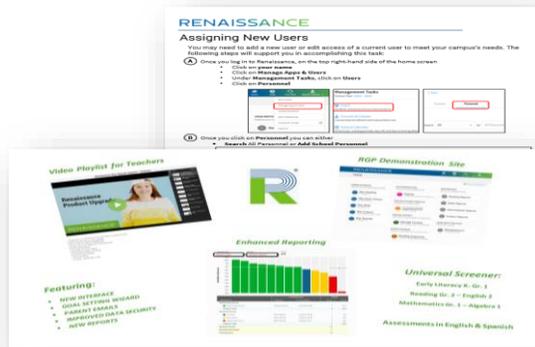
Along with supporting Instructional Technology online bookings and HISD @H.O.M.E. phone bank, the Formative Assessment Department has collaborated on special projects with other departments: (1) TMSFA digital data capture and reporting is now available via OnTrack (partnered with the Intervention Assistance Team (IAT)) and (2) secure leader skills demonstration (partnered with Leadership and Development).



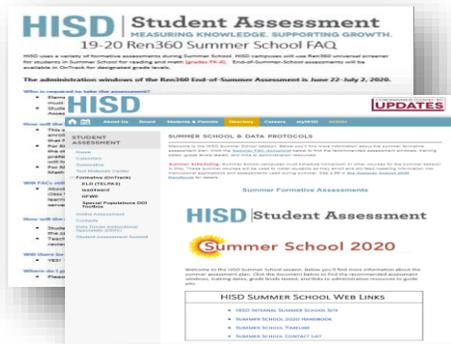
An upgraded Data Rich Year website will be launched with new features and updated DDI toolboxes for teachers and leaders and will continue to be developed by Formative Assessment and DDIS team members throughout the year.



The Department of Formative Assessment, DDIS and Special Populations partnered to train the Summer School Data Specialist on how to effectively track and monitor students' progress. A summer school FAQ, grading rubric and progress monitoring tracker were developed to ensure effective progress monitoring and student mastery checkpoints.



Additionally, the Formative Assessment Administrators and Ren360 vendor consultants have conducted summer PD/training to share the new features of Renaissance Growth Platform Migration. Lead4ward, Ren360 and OnTrack trainings have been offered during the Summer and PLS. There will be ongoing PD/training during the Fall as well.



## Summative Assessment and Test Material Center



In February 2020, the Summative Assessment team has trained Fleming Middle School on the review of assessment plan and systems and supported the Academic Pep Rally at Fleming Middle School. Additionally, the Schools Office Leadership team has been trained on incident reporting procedures.

The Summative Assessment team and Test Material Center Manager supported the HISD @H.O.M.E. parent phone bank and food bank distributions.

## Online Assessment

In January 2020, Online Assessment team provided campus personnel support at Fleming Middle School by assisting with grade level motivation and encouragement discussions, partnering with community leaders, culture and climate and receiving sponsorships to support the students' field trips.



The Online and Summative Assessment team members provided the DDIS team with a TELPAS refresher on January 17<sup>th</sup> and discussed updates from TEA.

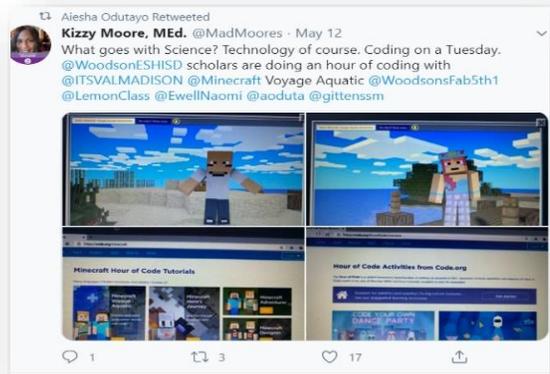
During the month of February, Online Assessment team assisted campus personnel with the following student engagement activities: (1) STEM Town USA (girls in 3<sup>rd</sup> grade) at Woodson K-5, (2) After-school STEM activities and luncheon at Woodson K-5, (3) sponsored 5<sup>th</sup> grade class t-shirts, (4) Reel Abilities film screening for students at Woodson K-5, Fleming MS, Gregory Lincoln, and M.C Williams and (5) Iberia Bank sponsored Silent Listening Party for all 3<sup>rd</sup>-5<sup>th</sup> grade scholars at Woodson K-5.





Fleming Middle School continued to receive support from the Online Assessment team during the month of March. A grant was submitted to increase science scores, student engagement and interest in science for Woodson K-5. The 2020 Innovation Fund Grant was awarded to Woodson K-5. BP will grant Woodson K-5 \$6,788. The students and teachers were invited to attend the Public Education Matters Luncheon and present science demonstrations on March 6<sup>th</sup>. Online Assessment team members assisted with HISD Food Distribution at Kashmere High School and Booker T. Washington High School. Parent phone bank support was offered at Fleming Middle School to assist with chronic absenteeism in the virtual learning environment.

As a result of the Covid-19 stay-at-home order, the Online Assessment team partnered with Woodson K-5, Fleming Middle School and Gregory Lincoln Education Center to provide virtual, interactive activities and programs for **approximately 50+ hours**. Team members from the Online Assessment Department also supported the HISD @H.O.M.E. parent phone bank, Instructional Technology online bookings and food bank distributions.



## Data and Reporting

**For approximately 300+ hours**, the Data Quality team has developed specific Achieve 180 reports to support campuses in identifying students in need of additional instructional or support interventions. Specific reports developed by Student Assessment included: Campus Data pages for DDIS and Area Superintendents, custom reports for the Superintendent, Renaissance 360 (Ren360) Universal Screener comparison report (Beginning of the Year and Middle of the Year), STAAR Release Summary Report (pre-Covid), SnapTracker, weekly attendance reports (pre-Covid), verify and quality control the formative data in PWR, State Accountability data analysis in respect to HISD and other requested reports from SA Leadership.

## **APPENDIX A: Direct School and Achieve 180 Central Office Support**

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The table below summarizes hours Student Assessment spent directly supporting at Achieve 180 campuses and Achieve 180 Central office support personnel, including large scale required professional development (e.g., Data Dives, Campus Testing Coordinator trainings) as of December 16, 2019. Not included in the summary below are phone, email, and other support provided by Student Assessment through HISD Service Desk ticketing and tracking.

The *DDIS Team* specializes in data and assessment literacy with specific focus on assigned Achieve 180 campuses. The DDIS facilitates professional development and professional learning community practices using data protocols. DDIS use various data sources to support the A180 campuses in their data practices.

The *Formative Assessment Team* specializes in data and assessment literacy, including professional development and development of data protocols that address student learning misconceptions and personalized student learning plans. The team also supports HISD campuses in the use of OnTrack and RL360, HISD's formative assessment platforms.

The *Summative Assessment Team* specializes in all assessments administered at the state and national level, including STAAR, TELPAS, NAEP, Gifted and talented assessments and credit by exam. The team provides support to Campus Testing Coordinators through training on assessment administration best practices to main the integrity of all summative assessment programs.

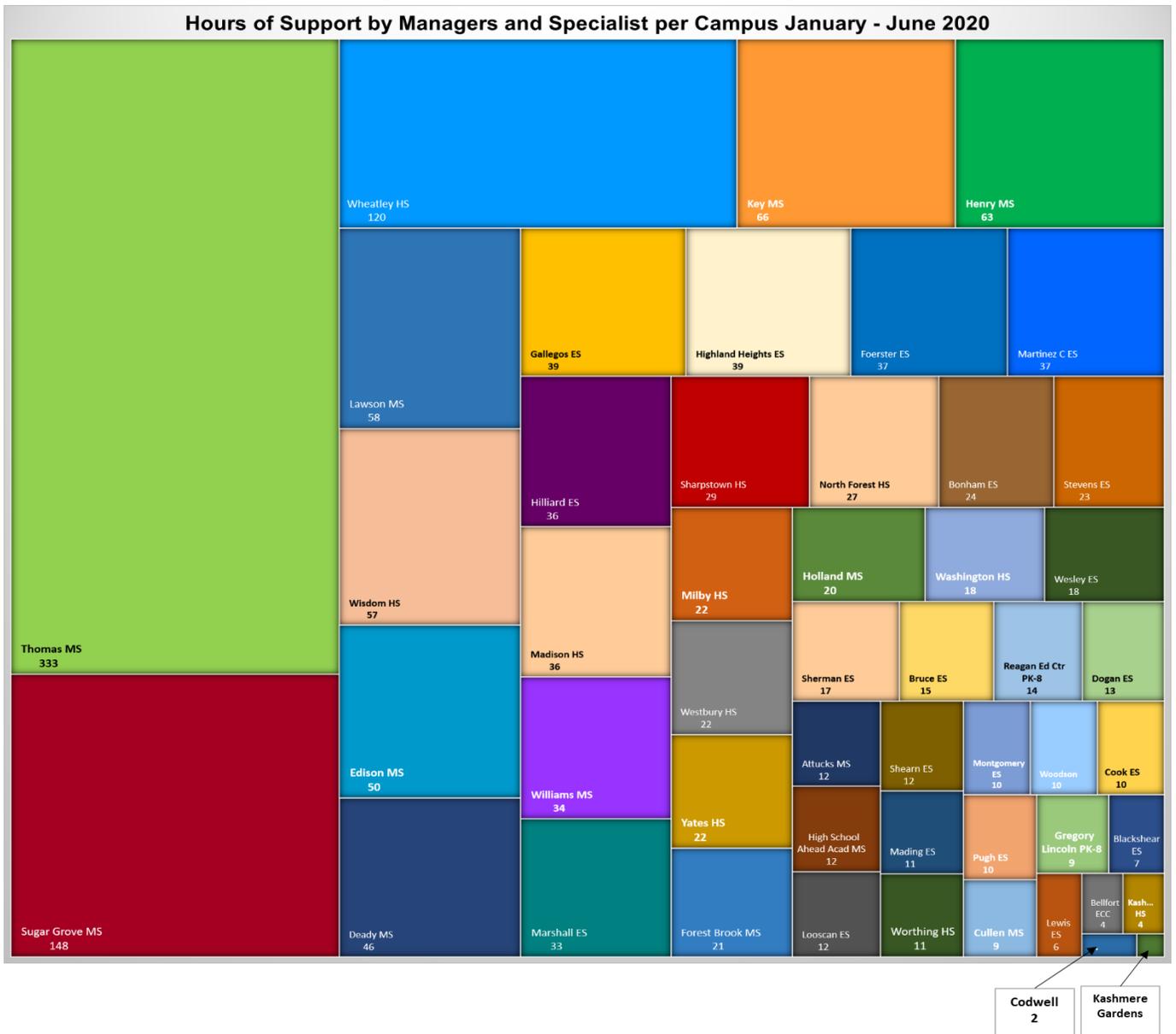
The *Online Assessment Team* supports schools in online assessment best practices for both formative and summative assessment administration. The team assists schools in developing their online assessment readiness plans, including planning for the number of computers that can be used successfully per wireless hotspot and verifying that computers are updated and free of programs that might interfere with successful online assessment administration.

A180 Campus	DDIS	Formative	Summative/ TMC	Online	Data Quality	Total Hours per School
Attucks MS	99	0.5	4			103.5
Blackshear ES	125	4.5	1			130.5
Bonham ES	59	1	4	1.75		65.75
Bruce ES	94		3			97
Cullen MS	137	0.5	2			139.5
Deady MS	173	0.5	2			175.5
Dogan ES	32	2	2			36
Foerster ES	185	0.5	2			187.5
Forest Brook MS	102	1.5	3			106.5
Gregory Lincoln K-8	134	2.5	2	5.5		144
Henry MS	243		7	2.25		252.5
HS Ahead MS	4	0.5				4.5
Highland Heights ES	91	4.5	1	9.25		105.75
Hilliard ES	239	2	3	2		246
Holland MS	156	4.5	1	3		164.5
Kashmere HS	118	1.5	2			121.5
Lawson MS	12	2.5	1	10		25.5
Looscan ES	176	2.5	1			179.5
Mading ES	204	7.5	1	11		223.5
Madison HS	131	1.5	2	1.5		136
Martinez C ES	151	3.5	1			155.5
North Forest HS	110	3.5	2	19		134.5
Pugh ES	197	3.5	1			201.5
Sugar Grove MS	144	3	4	2.5		153.5
Thomas MS	143	2	3	4		153
Washington HS	81	2.5	3	1.5		88
Wesley ES	158	2	1			161
Wheatley HS	254	1	4	8		267
Williams MS	153	1	3			157
Wisdom HS	92	2	1	1.5		96.5
Woodson ES	94	3.5	3	50		150.5
Worthing HS	65	1	1			67
Yates HS	113	1.5	4			118.5
Achieve 180 Central Office	97	86.5			329	512.5
<b>TOTAL</b>	<b>4,363</b>	<b>157</b>	<b>81</b>	<b>132.75</b>	<b>329</b>	<b>5,062.75</b>

# Multilingual Programs Department

## Summary for Spring 2020

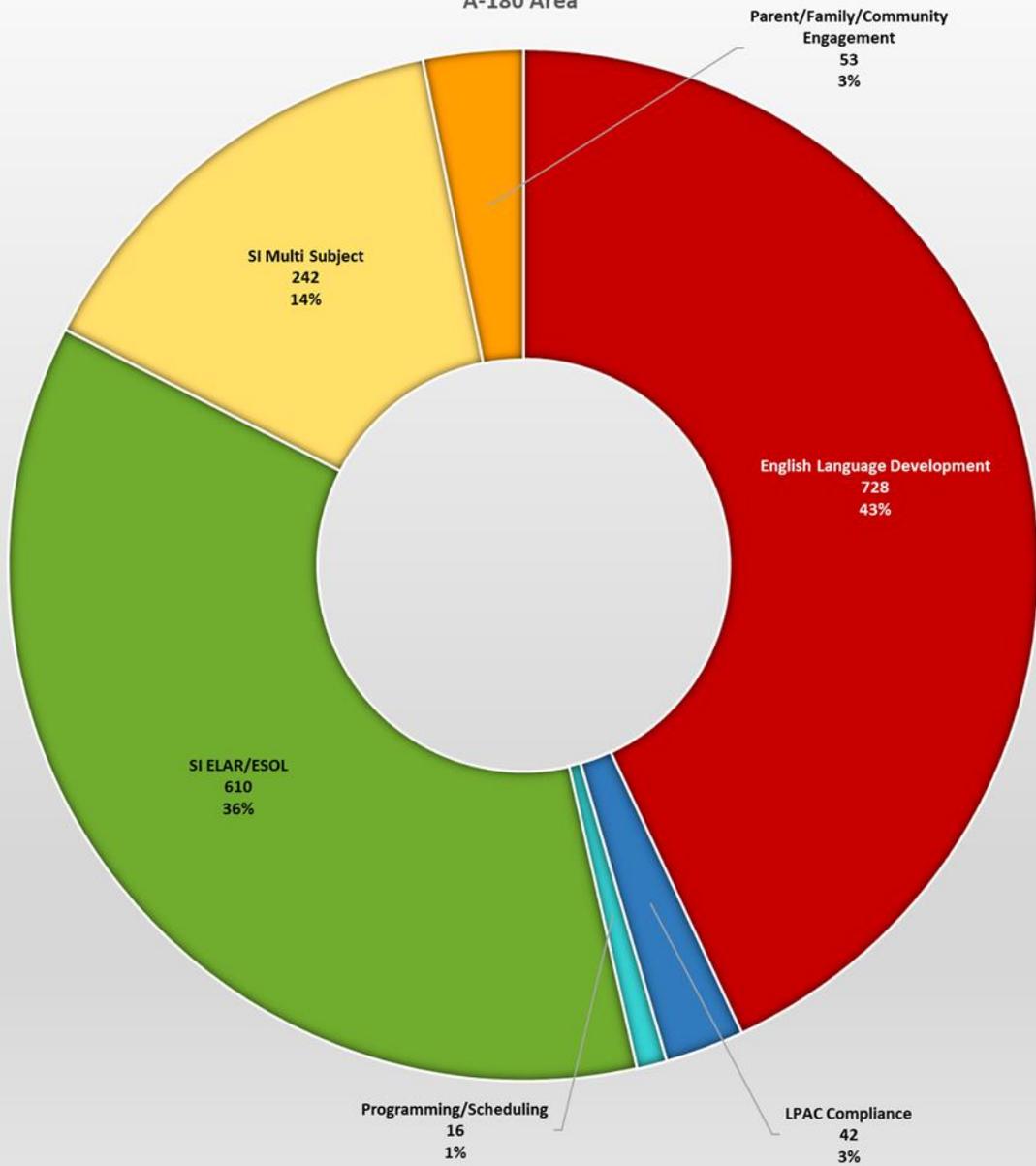
### Achieve 180 Campus Support:



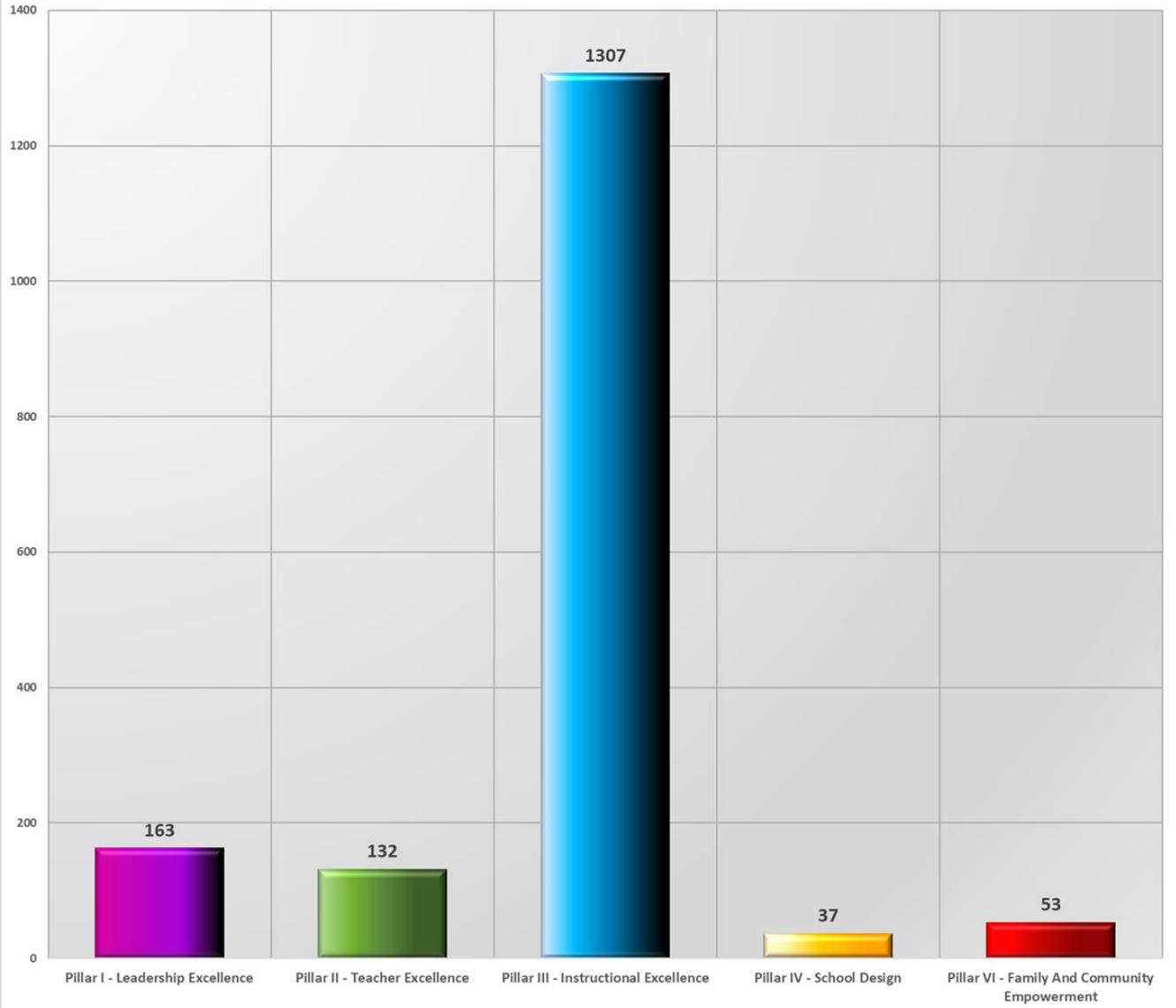
## Achieve 180 Campus Support by Campus

Specialist	Hours
Thomas MS	333
Sugar Grove MS	148
Key MS	66
Henry MS	63
Lawson MS	58
Edison MS	50
Deady MS	46
Gallegos ES	39
Highland Heights ES	39
Foerster ES	37
Martinez C ES	37
Hilliard ES	36
Madison HS	36
Williams MS	34
Marshall ES	33
Sharpstown HS	29
North Forest HS	27
Bonham ES	24
Stevens ES	23
Milby HS	22
Westbury HS	22
Yates HS	22
Forest Brook MS	21
Holland MS	20
Washington HS	18
Wesley ES	18
Sherman ES	17
Bruce ES	15
Reagan Ed Ctr PK-8	14
Dogan ES	13
Attucks MS	12
High School Ahead Aca	12
Looscan ES	12
Shearn ES	12
Mading ES	11
Worthing HS	11
Montgomery ES	10
Pugh ES	10
Woodson	10
Cook ES	10
Cullen MS	9
Gregory Lincoln PK-8	9
Blackshear ES	7
Lewis ES	6
Bellfort ECC	4
Kashmere HS	4
Codwell ES	2
Kashmere Gardens ES	1
Wheatley HS	120
Wisdom HS	57
<b>Grand Total</b>	<b>1,689</b>

Hours of Support by Content January- June 2020  
A-180 Area



Hours of Support by Pillar January- June 2020  
A-180 Area



## Instructional Support for A180 campuses:

The Multilingual (ML) A180 Team supported campus administrators and teachers with reviewing ELD 2 and DLA data results to identify priority ELPS and TEKS for the purpose of implementing instructional strategies related to Literacy Routines and Linguistic Accommodations to support English learners with content mastery. Teachers continued to receive support with lesson planning, side by side coaching, modeling sheltered instruction strategies aligned to Literacy Routines to support English learners with content and

language development. LPAC administrators received support as needed with completing MOY LPAC minutes. In addition, the ML A180 Program Specialist also provided guidance on preparing for TELPAS. The A180 ML Programs team taught the ESL elective class at Thomas MS as well as supported the campus administrators by conducting EL data conferences with students, providing support to LPAC administrators as needed with planning for TELPAS, calling parents regarding student attendance and any other support the campus administrators needed.



The ML A180 team continued to support campuses during PLCs and Extended Wednesdays with planning to embed second language acquisition strategies during lesson including small group instruction to support English Learners with grade level content. The ML specialist also supported campuses with understanding the Writing PLDs and monitoring Sheltered Instruction Strategies.

Crystal Maldonado @C\_Maldonado07 · Feb 14  
 EL Talks were held yesterday @atmscougars and today students were held accountable for structured conversations @CBanda78 showed off today! Thankful for our team #lovethisteam @MLAnnaWhite @CBUSBY7 @jgarza2 @Anne\_M\_Leal @A180\_HISD @HISDMultiPrgrms



**Anne Leal** @Anne\_M\_Leal · Feb 21  
 Teamwork makes the dream work @A180\_HISD @HISDMultiPrgrms

**Crystal Maldonado** @C\_Maldonado07 · Feb 21  
 The Talk-Read-Talk-Write Stations were in full effect @atmscougars this week. It's been a successful launch 🚀, do y'all agree? @jgarza2 @Anne\_M\_Leal @CBanda78 @abarretopaz @MLAnnaWhite @HISDMultiPrgrms @A180\_HISD

Talk → Write

Like Smile, it's a macaque. Camera! Group wants monkey to own rights to selfies.

Question: What do you believe the monkey was thinking when the picture was taken?

Answer: The monkey was thinking... when the picture was taken.

Answer: The monkey was thinking... when the picture was taken because...

**Anne Leal** @Anne\_M\_Leal · Feb 5  
 Using Writing PLDs to guide instruction, provide students with feedback, and monitor language development @HighlandHtsES @HISDMultiPrgrms @jgarza2 @CBanda78 @C\_Maldonado07

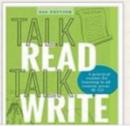
During distance learning the ML A180 team continued to support campuses by modeling virtual lessons, side by side coaching, lesson planning, participating in virtual PLCs as well as provided support during ML A180 Virtual Office hours/Open Lab times. The ML A180 Program Specialist also support during classroom instruction to support implementing interactive sheltered instruction strategies to ensure teachers continued to plan and deliver lessons incorporating the four language domains to support second language acquisition. The ML A180 team also supported campuses during PLCs

**Carlos Banda** @CBanda78 · May 4  
 Hey teachers! Join me tomorrow during my virtual office hours for instructional support!  
 @BTW\_Houston @Cullen\_Bobcats @NorthForestHigh @MCWSTEM @KashmeraHS @PatrickHenryMS @JackYatesHigh @HISDMultiPrgrms @Anne\_M\_Leal @C\_Maldonado07 @jgarza2 @MLAnnaWhite #ML\_A180Virtual

**OFFICE HOURS**  
**WHEN**  
 TUESDAY, MAY 5TH, 1-3PM  
**WHERE**  
 MICROSOFT TEAMS  
**TOPIC III\_ SECONDARY CAMPUSES**

This week we will discuss:

- *Talk Read Talk Write* components to embed in our virtual lessons.
- *ELlevation* strategies to foster interactions and fortify output.
- Apply strategies to our *virtual learning* platforms.



**Anne Leal** @Anne\_M\_Leal · May 6  
 Can't wait to collaborate with the AWESOME educators from @HighlandHtsES @WesleyES\_HISD @DoganElementary @HilliardES during our Open Lab 🙌 POP IN at your convenience, see •• you tomorrow ❤️ @HISDMultiPrgrms @jgarza2 @CBanda78 @C\_Maldonado07 #ML\_A180Virtual

**WHEN**  
 THURSDAY, MAY 7TH, 1-3PM  
**WHERE**  
 MICROSOFT TEAMS

**TOPIC IV\_ ELEMENTARY CAMPUSES**

This week we will discuss:

- *I wonder, I notice* (strategy), *A Reader, A Reporter, An Announcer* (strategy), and *Reader's Response* to embed in our virtual lessons.
- *ELlevation* strategies to activate background knowledge and fortify output.
- Apply strategies to our *virtual learning* platforms.



**Crystal Maldonado** @C\_Maldonado07 · May 12  
 Don't forget to join us this afternoon for Secondary's Virtual Hours 📢 Make sure you •• our Newsletter 📧 @MLAnnaWhite @jgarza2 @Anne\_M\_Leal @CBanda78

**SECONDARY CAMPUSES VIRTUAL OFFICE HOURS**  
**WHEN**  
 TUESDAY, MAY 12TH, 1-3PM  
**WHERE**  
 MICROSOFT TEAMS

**TOPIC IV\_ SECONDARY CAMPUSES**

This week we will discuss:

- *I wonder, I notice* (strategy), *A Reader, A Reporter, An Announcer* (strategy), and *Reader's Response* to embed in our virtual lessons.

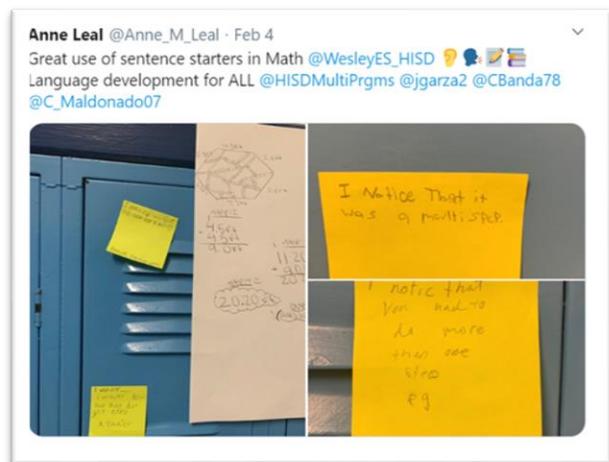
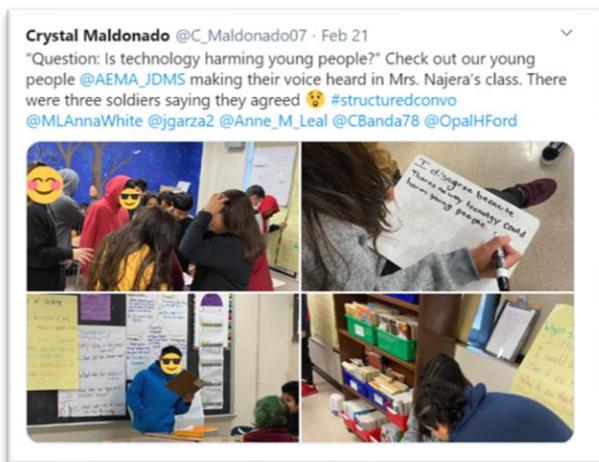



**Distance Learning**  
 In-Class, Virtual Learning Open Labs  
 Lawson MS, Attucks MS, Deady MS, Highland Heights ES, Dogan ES, Hilliard MS, Washington HS, Loosan ES

The Multilingual A180 Senior Manager participated in Community of Practice (COP) instructional walks to provide feedback as it relates to teaching and learning, and to identify specific supports the department will provide the campus based on number of English Learners and how well they are performing.

Community of Practice	Dates
Deady MS	January 15, 2020
Sugar Grove Academy	January 22, 2020
Wisdom HS	January 30, 2020
Highland Heights	February 7, 2020
Henry MS	February 12, 2020
Thomas MS	February 20, 2020
Yates HS	February 25, 2020
Williams MS	February 27, 2020

The ML A180 Senior Manager also participated in instructional classroom walks with campus administrators at Deady MS, Wisdom HS, Highland Heights ES, and Wheatley HS to provide feedback on instructional supports and implementation of feedback provided to campus during COP as well as evaluate our department’s support and adjust as needed. During virtual learning, the ML A180 Senior Manager continued to support campus administrators.



## Multilingual Academic Tutors:

Hours of Support by Tutors per School  
January - June 2020

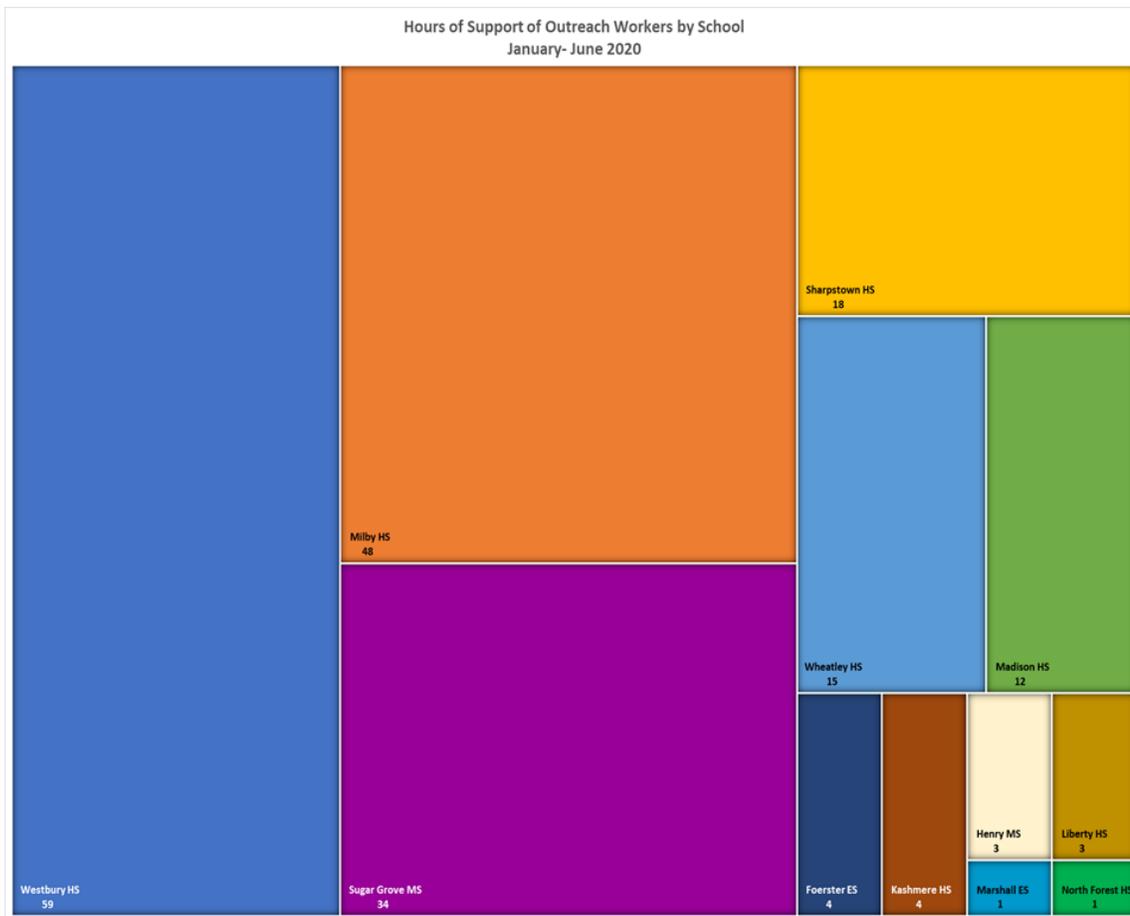


TUTORS	Hours
Sugar Grove MS	224
Sharpstown HS	187
Liberty HS	186
Henry MS	128
Wheatley HS	90
Westbury HS	77
Madison HS	70
High School Ahead Acad N	8
Wisdom HS	255
<b>Grand Total</b>	<b>1225</b>

Multilingual A180 Academic Tutors continued to provide support to English Learners at Wheatley HS, Wisdom HS, Sugar Grove Academy and Henry MS with a focus on Beginning and Intermediate students during ELAR/ESOL, Math and Science classrooms. During distance learning the ML Academic tutors provided focused support to year one immigrant and refugee students at Wisdom HS, Sugar Grove Academy, and Henry MS.

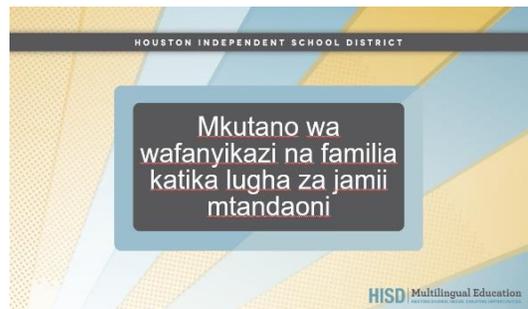
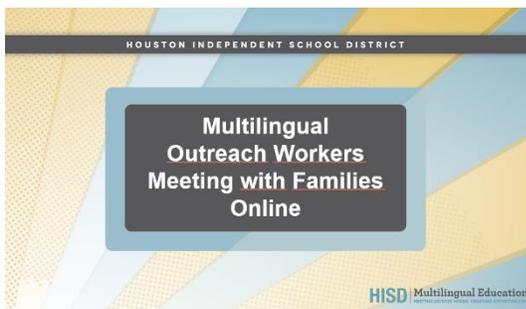


### Multilingual Outreach Workers:

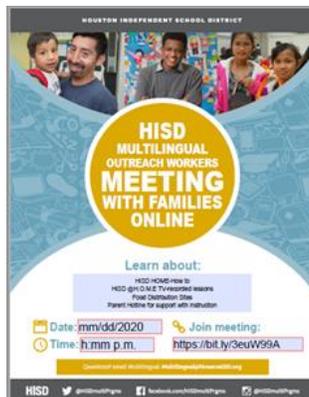


Outreach Workers	Hours
Westbury HS	59
Milby HS	48
Sugar Grove MS	34
Sharpstown HS	18
Wheatley HS	15
Madison HS	12
Foyerster ES	4
Kashmere HS	4
Henry MS	3
Liberty HS	3
Marshall ES	1
North Forest HS	1
<b>Grand Total</b>	<b>202</b>

The Multilingual Outreach Team provided support to families of English Learners in their first year in US schools at Wisdom HS, Wheatley HS and Sugar Grove Academy. During distance learning, the ML Outreach workers supported families by conducting information meetings to support families of 1<sup>st</sup> year refugee families. The topics included but not limited to: how to access HISD@H.O.M.E. resources, wellness check, internet access, device availability, HISD food distribution sites etc.



Parent meetings were conducted in the following languages: Arabic, Vietnamese, Swahili, Pashto, Urdu, Dari, Farsi



The Multilingual Programs Department also contracted The Alliance to provide extra academic tutoring support to Immigrant and refugee students during distance learning at Sugar Grove Academy, Wisdom HS in the following languages: Pashto, Arabic Vietnamese, Swahili, Lingala, Farsi, Burmese, and Spanish.

## Professional Development Team Support:

Multilingual team leads facilitated Sheltered Instruction in the Science / Math Classroom at the 2020 Elementary Math and Science Summit. Teachers from across the district engaged in learning how to effectively integrate the ELPs into the math and science classrooms. Teachers also indulged in hands-on training to write effective content and language objectives.



In collaboration with Seidlitz Education, elementary and secondary teachers, teacher development specialists and Multilingual program specialist gained valuable tools for *Teaching Social Studies to English Learners*. Each participant was equipped with strategies to implement into their daily instructional practices. The training highlighted key strategies that are designed specifically for social studies and are targeted to support the four domains of language development while making social studies content comprehensible for all learners.

Principals and Tier II Leaders attended *I Have the ELD Assessment Results.... Now What?* During the meetings, administrators gained insight on how to access TELPAS ELD data. Participants analyzed the data to determine how to create an effective plan of action to meet the academic and linguistic needs of their English learners. School leaders also had the opportunity to collaborate and share ideas about the logistics of developing an effective plan of action.

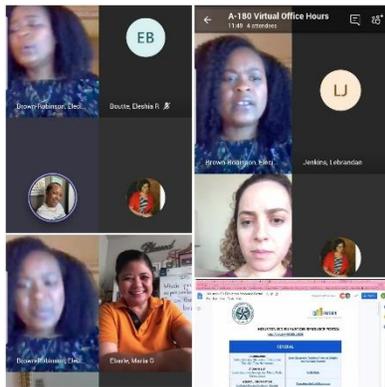


Additionally, elementary, and secondary teachers, teacher development specialists and Multilingual program specialist gained valuable tools to serve both SIFE and newcomers at the *Boosting Achievement for Underschooled Students training*. Teachers were equipped with ways to empower students to work at grade-level in content classes and the ESL classroom. Teachers engaged in hands-on techniques that are proven to close achievement gaps for under schooled English learners.

During Early Dismissal staff development, multilingual team leads and program specialists, co-presented with Secondary Literacy Planning with Mastery in Mind Writing for TELPAS. Teachers were equipped tools for embedding sheltered instruction practices in their lesson plans, tightly aligned to the writing ELPS.

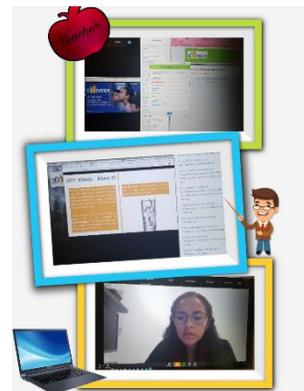


Multilingual team leads and program specialists presented Sheltered Instruction in the Content Classroom for ALL district teachers serving English learners. Participants had the opportunity to engage in grade level and content specific training for ELPS Integration. Participants walked a clear understanding of the flow for implementing the ELPS in their classrooms.



During this period of distance learning, the ML PD Team Leads were committed to providing instructional and coaching support to the district's campus based, A180 Sheltered Instruction Coaches (SI Coach). Virtual office hours were established to provide both synchronous and asynchronous learning to support ELs.

Also, in collaboration with ELlevation Education, ML PD Teams provided a two-part webinar series to support teachers of ELs during distance learning. Teachers engaged in how to adapt ELlevation instructional strategies to meet the language development needs of their ELs in a distance learning environment.



In addition, the district's A180 SI Coaches received specialized virtual professional development to navigate ELlevation instructional strategies to support teachers of ELs during distance learning on their respective



campuses. New and returning A180 SI Coaches were afforded the opportunity to attend Multilingual Programs' 1<sup>st</sup> Annual SI Coach Academy. Here, ML PD Team, in collaboration with Seidlitz Education and McRel International, provided a 4-day institute centered on practical tools to support ELPS Integration in all content areas.

## Compliance Team Support:

The Multilingual Programs Department Compliance team provided professional development opportunities to HISD school administrators and support staff. The team hosted state required trainings that included: *LAS Assessment Administration*, *MOY LPAC Decision-Making Process*, *LPAC Data Entry and Documentation*, and *TEXES ESL Supplemental Exam Preparation*. This month, Compliance team leaders began to work closely with the HISD Connect team, Power School, IT department leaders, and State and Federal Programs to discuss the transition to the new SIS portal and how our departments can work collaboratively to submit accurate and valid data to TEA. We also collaborated with OSES leaders to

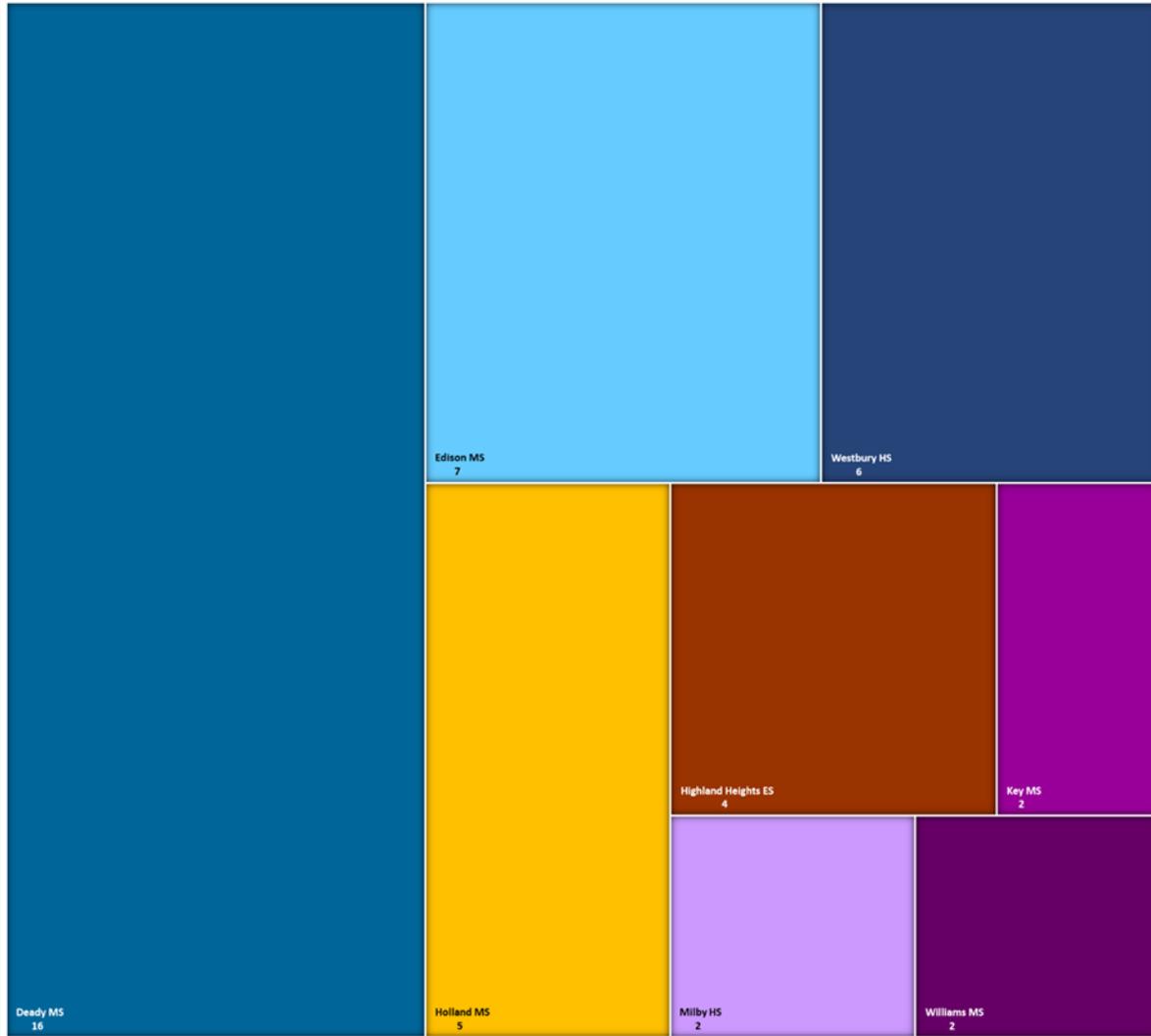


review and revise the EZ IEP platform to ensure assessment decision entries are aligned with the new terminology associated with the reclassification and exit of ELs with multiple learning needs. The team also provided daily support to campuses by addressing matters and inquiries related to TELPAS and STAAR participation and designated supports decisions, the identification of SIFE and unschooled asylee and refugee students, and eligibility criteria for ELs who are exempt from participating in STAAR assessments. Desk audits of MOY LPAC minutes and school visits were initiated by ML program specialists and managers and respective follow up activities are well underway to ensure that state assessment participation decisions and allowable second language supports for eligible ELs are recorded and documented by the LPAC as per state guidelines and requirements.

To support schools in reviewing the annual progress of all English learners and identifying students with high potential for reclassification, the Compliance team hosted several EOY LPAC live trainings for LPAC Administrators that included the participation of Principals, Assistant Principals, Deans and Teacher Specialists. The team also conducted EOY audits of all campuses to ensure COVID-specific guidance from TEA regarding assessment and reclassification procedures were followed.

## Migrant Education Program:

Hours of Support of Migrant Team by School  
January - June 2020



MIGRANT	Hours
Deady MS	16
Edison MS	7
Highland Heights ES	4
Holland MS	5
Key MS	2
Milby HS	2
Westbury HS	6
Williams MS	2
<b>TOTAL</b>	<b>44</b>

## Close Up Information Meeting

Parents, students and chaperones came together to learn about trip expectations and rules. Parents and students completed enrollment forms and obtained travel



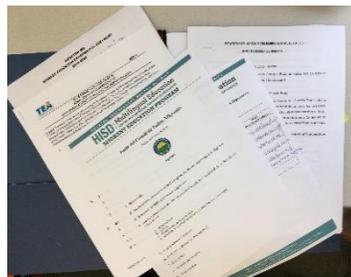
## Spring College Tours

MEP hosted two college tours to the University of Houston-Victoria and St. Edward's University. Parents and students from Wisdom, Kashmere, Waltrip, Westside, Sam Houston, Lamar, DeBakey, Milby, Tanglewood, Fonville, Key and DeChaumes learned about the admission requirements, fields of study and received a guided campus tour. They also learned about College Assistance Migrant Program (CAMP) offered at St. Edward's University.

## MEP Parent Advisory Council (PAC)

Migrant Parent Advisory Council (PAC) members joined forces with MEP staff to provide input and guidance for the continued improvement of the MEP. The PAC is comprised of migrant parents and staff who have a vested interest in the academic success of migrant students. The PAC members offered critical feedback and guidance regarding initiatives and services available to migrant students.

Two HISD migrant parents were nominated to sit on the state PAC. If selected, parents will help improve the needs and challenges facing migrant students, as well as help TEA identify innovative solutions and effective practices that lead to improved student outcomes.





## Virtual Collaboration with Mexican Consulate May 15, 2020

MEP joined forces with the Mexican Consulate to empower and provide resources to Houston families.



## Virtual Migrant Parent Meeting June, 2020

Community partners and migrant parents came together to participate in virtual parent meeting.



## Dual Language Instructional Support at A180 campuses:

The Dual Language team supported A180 campuses during their extended Wednesdays PD at C. Martinez and Pugh Elementary. At Pugh ES, our team supported the 3<sup>rd</sup> grade team with data analysis and creation of the teaching and review pan for the next couple of weeks. During this month



we also conducted a TELPAS Calibration PLC with Pugh ES teachers, during which we reviewed student samples that teachers collected. In addition, PK teachers from Pugh ES visited Lorenzo ECC model Dual Language classes to revisit and review some key practices that they could bring back to their campus. Furthermore, we met with Principal Dudley at Mading ES to discuss status of the Dual Language program at the campus and plan for strategic support. We also participated in their COP. Additionally, we continued the weekly, biweekly, and monthly coaching with teachers selected by administration based on data and on the campus support plan we developed together. We also supported C. Martinez ES during the Community of Practice meeting. The DL ML Team continue to provide support to campus administrators and teachers during distance learning as well as provide compliance support during EOY LPAC decision making.



The Dual Language team provided strategic campus support to priority schools on a weekly, biweekly and monthly basis through various coaching and professional development sessions. Additionally, the Dual Language team also facilitated a wide range of Dual Language professional development sessions for Dual Language teachers led by Dr. Sandra Mercuri such as Upper Grade Clinics, 1.5 Crosslinguistic Connections & PVR, 1.3b Language Transfer and 2.2a Academic Literacy, Content & Language Objectives in Secondary.

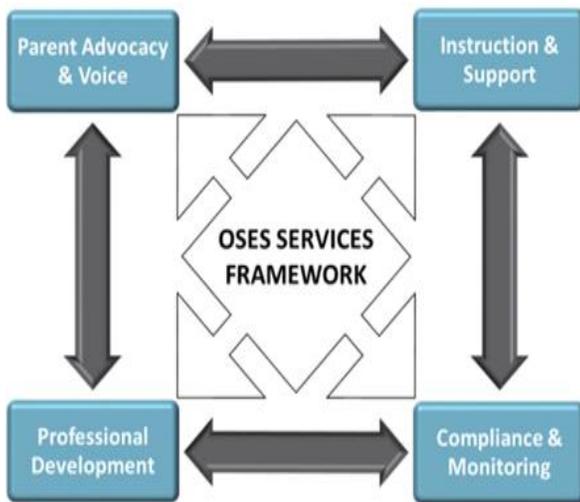


Also, 30+ Dual Language teachers in grades PK-1<sup>st</sup> engaged in an interactive session with our partners from the SLC Rice University office and engaged in effective practices to promote Oral Language Development. About 30+ Level 2 Dual Language teachers participated in the 2.4 GLAD Follow Up, during which they reviewed and got a refresher of the variety of Sheltered Instruction Strategies that align to our Literacy Routines and promote teaching with 2<sup>nd</sup> language acquisition methods. In addition, a group of 80+ Bilingual and Dual Language teachers had the amazing opportunity to participate in Dr. Monica Lara's session: Toma La Palabra, and they learned new ways to better teach authentic Spanish to our bilingual



and Dual Language students. Furthermore, our very own team offered specialized training for our Level III Dual Language teachers through three powerful sessions: PVR, Crosslinguistic Connections and Interactive Word Walls. During these sessions teachers reflected and discussed different ways to improve implementation of these practices and strategies to take their dual language instruction to the next level.

## Office of Special Education Services

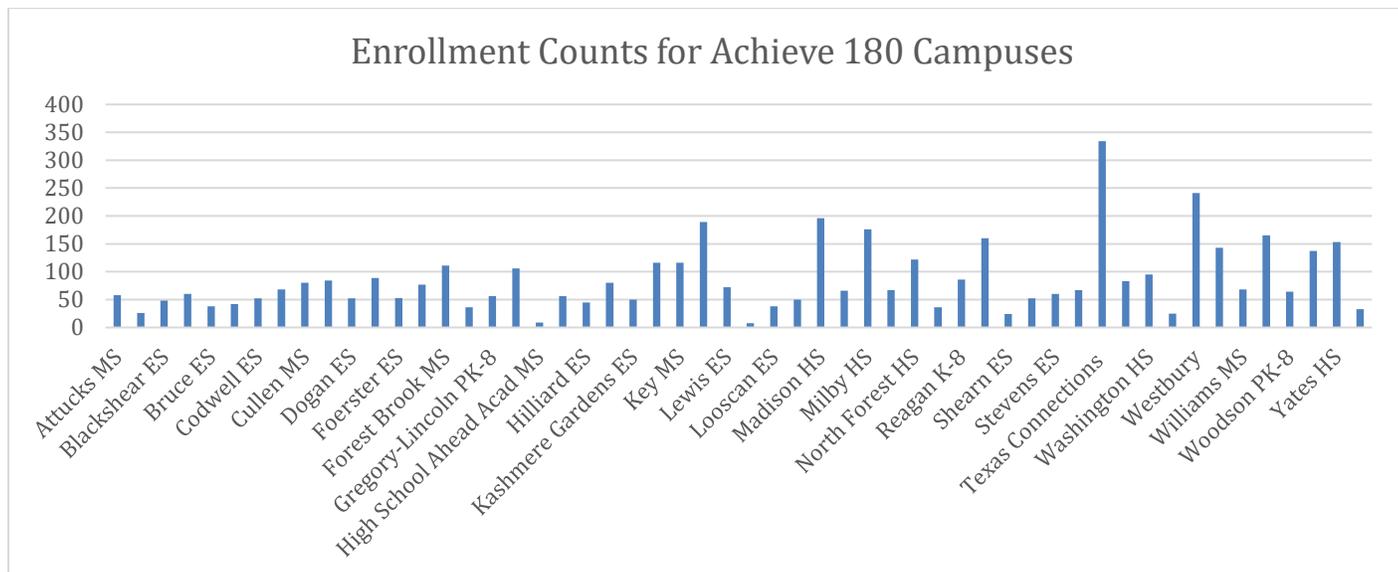


The Office of Special Education Services (OSES), organizes the work of the department around the four pillars of the OSES Services Framework. These include the pillars of Parent Advocacy and Voice, Professional Development, Instruction and Support, and Compliance and Monitoring. The framework illustrates the collaboration among the pillars to ensure that every learner can have successful outcomes and contribute to the achievement of individual campus and district goals.

### Demographics

There are currently 54 campuses that were supported by the Achieve 180 special education team for the 2019-2020 school year. These campuses included Early Childhood Centers, elementary, prekindergarten-8<sup>th</sup>, middle school, and high school campuses that serviced approximately 4,618 students with disabilities (SWDs) for the January 6 to June,1 2020 reporting period. Students with disabilities were served in specialized service locations that included Preparing Students for Independence (PSI), Early Childhood Special Education (ECSE) formally Preschoolers Achieving Learning Skills (PALS), Skills for Living and Learning (SLL), 18 Plus Transition, and Behavior Support Classes (BSC). This enrollment data is based on enrollment numbers prior to the start of the COVID-19 pandemic.

The graph below illustrates the number of SWDs enrolled on Achieve 180 campuses for the reporting period



## INSTRUCTION & SUPPORT

The Achieve 180 Special Education team focused its work on providing support for teachers to increase the achievement of students who receive instruction in general education and self-contained settings. Our work also revolved around providing direct support and guidance to campuses regarding graduation codes and College, Career and Military Readiness (CCMR) coding. The Achieve 180 team also utilized district data sources to gather and analyze campus data and provide input on interventions and the use of instructional and testing designated supports. Teachers were supported via direct teacher coaching or during Professional Learning Communities (PLCs). During the COVID-19 period, the Achieve 180 team focused its work on providing distance learning support to teachers to provide a continuum of services and instructional continuity for students with disabilities in general and self-contained/specialized settings. Our work revolved around providing teachers and parents with virtual instructional and behavioral resources located on the [HISD@H.O.M.E](#) page and the OSES- Campus Instructional Collaboration Course which served as a repository for all Special Education resources.

### BOY and MOY and DLA Data

As a part of the ongoing data analysis, the special education team also analyzed the results of all major district assessments administered to date. The 2019-2020 administered DLA showed the following results for students with disabilities: The overall strengths for the Achieve 180 campuses were in the areas of English II, Algebra I, Biology, US History and 6<sup>th</sup> grade math. The overall areas of weakness for Achieve 180 campuses were in the areas of 4<sup>th</sup> grade Spanish LAR, 4<sup>th</sup> grade Spanish math, 6<sup>th</sup> grade LAR, 7<sup>th</sup> grade LAW, 8<sup>th</sup> grade math, and 8<sup>th</sup> grade Social Studies.

The information below illustrates the Achieve 180 campuses' scores from BOY to MOY and DLAs for reading and mathematics, science and social studies

19-20 Achieve 180 Umbrella Campuses - By School									
<b>Selected Parameters</b>									
District Name:	Houston ISD								
<b>Filter By</b>									
School	Multiple Schools								
<b>Selected Demographics Parameters</b>									
Special Education	Yes								
Key: * Preliminary Score									

School	19-20 HISD_DLA_HS_LA_E_ENG1-Dec2-19*									
	# Tested	Did Not Meet (0-59)		Approaches (60-68)		Meets (69-87)		Masters (88+)		
		#	%	#	%	#	%	#	%	
Houston ISD	733	570	77.76%	88	12.01%	71	9.69%	4	0.55%	
Attucks Middle School (041)	0	0	0%	0	0%	0	0%	0	0%	
Bellfort ECC (360)	0	0	0%	0	0%	0	0%	0	0%	
Blackshear Elementary (110)	0	0	0%	0	0%	0	0%	0	0%	

[19-20 Achieve 180 Umbrella Campuses.xlsx](#)

Upon review of the Snapshot, DLA, BOY and MOY data, the Achieve 180 cross-functional team continued to meet with campus staff to discuss trends in the data and the interventions that are needed to assist with improving the outcomes of SWDs. In addition, much emphasis was placed on ensuring that students were accessing and using their accommodations with fidelity for instruction and assessments in face-to-face and virtual classrooms after the start of COVID-19.

**Interventions Used Included:**

- Ensuring that areas of weakness were addressed through co-teach or small group intervention
- Implementation of accommodations with fidelity during instruction and assessment and ensuring that each student had continuous access to Accessibility Features and Designated Supports
- Ensuring that Special Education teachers had access to collected data and were able to interpret trends in the data to make decisions needed interventions
- Making data-based decisions around existing data and data collected during the COVID-19 period to determine the level of support for students in the virtual setting and plans for when face-to-face instruction resumes in the district

## **Community of Practice Support/Instructional Rounds**

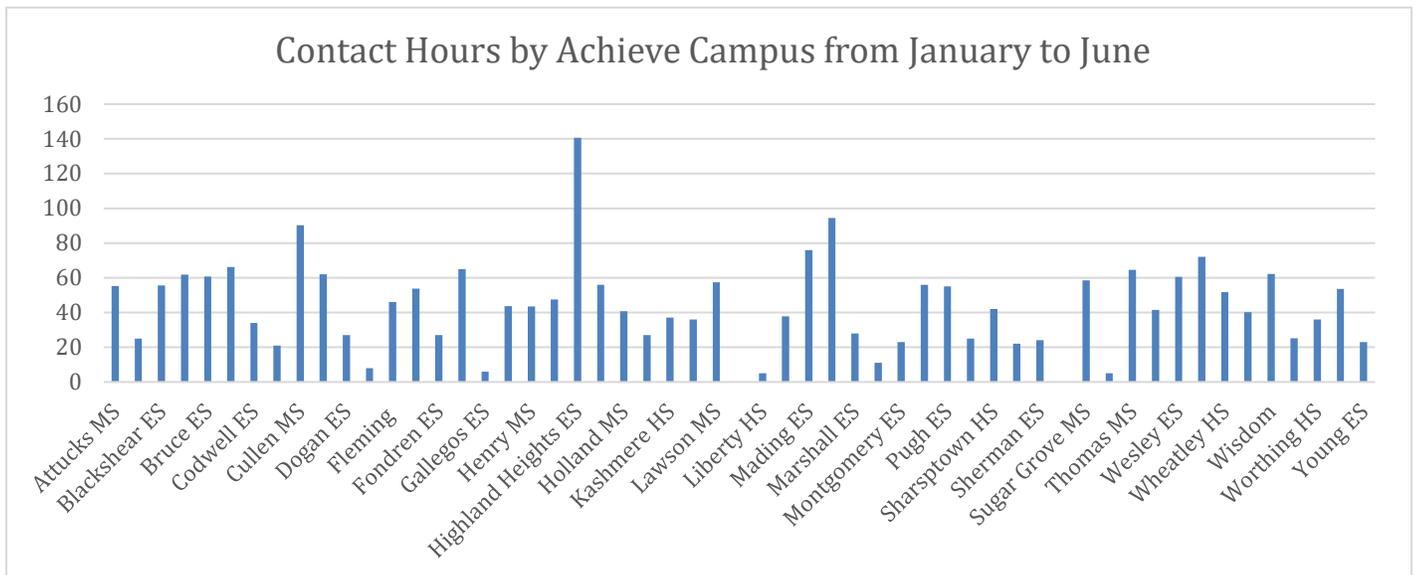
The Office of Special Education Services has committed team members that attend and participate in each Pre- Community of Practice and Community of Practice (COP)/Instructional Round campus visit. Achieve 180 special education team has participated in over 30 COP/Instructional Rounds campus visits during the reporting period. During these visits, the team partnered and collaborated with the curriculum department, and other Special Populations groups to conduct classroom walk-throughs. Based on the review of data and observations, classroom visits were followed by the provision of specific feedback on high-leverage practices that are designed to impact outcomes for students with disabilities based on reviewed data. The special education team also provided specific input on the special education practices on each campus around the areas of instruction, compliance and behaviors. The focus of our campus visits also addressed the results of the of the BOY and MOY and DLA and ensuring that campuses were utilizing accommodations and designated supports with fidelity as they prepared students to take the STAAR assessments. The OSES also collaborated with the Achieve 180 Cross-functional teams to conduct visits to campuses to follow through on commitments made during COP/Instructional Rounds visits. On-going training, classroom visits, reviews of current data, and compliance monitoring were done during regular campus visits in the face-to-face and virtual learning environments.

## **Campus Visits and Support**

The Achieve 180 special education team conducted weekly face-to-face and virtual classroom visits to provide targeted support in the areas of instruction, behavior, and compliance. Specific focus was placed on the set of campuses that were identified as meeting the Improvement Required status. These campuses included Bruce, C. Martinez, High School Ahead, Highland Heights, Sugar Grove, Thomas, and Wheatley. Bonham, Madison, Highland Heights, Sugar Grove Cullen, Wesley, Thomas received the greatest number of contact hours due to behavioral and academic concerns that required individual coaching of teachers and staff. In an effort to support student outcomes on Achieve 180 campuses, much of the work was concentrated around ensuring that all students with disabilities are receiving their designated supports/accommodations and specially designed instruction while accessing the general education and alternate curriculum during the COVID-19 period.

The team also ensured that all instructional decisions were data-driven and met with campuses after each major assessment to review the current and historical data. Emphasis was placed on individualized coaching and individualized teacher support, along with direct support for Special Education Department Chairpersons and campus leaders. For the reporting period of January-June, 2020, the Achieve 180 special education team provided over 1877 hours of virtual support centered around the areas of instruction, compliance and behavior. The program specialists and the senior manager conducted classroom observations and attended PLCS during this period.

The graph below represents the number of Achieve 180 campus contact hours of support provided to each Achieve 180 campus by the special education support team for the reporting period.



### Campus Vacancies

The program specialists and the senior manager were committed to ensuring that the OSES staff were kept aware of campus vacancies and updates on the hiring of teachers and teacher assistants. The Senior Managers provided campus principals with potential teacher candidate lists from the Human Resources department, assisted with the reviews of resumes, and checked to ensure that candidates met the Highly Qualified criterion. The OSES also provided direct support from the Intensive Intervention Team (IIT) to Attucks and Thomas’ BSC classes due to the teacher vacancies. Direct support was also provided to Madison’s PSI class by the IIT.

The chart below illustrates the number of campus vacancies of paraprofessionals and of special education teachers by program on Achieve 180 campuses by the end of the reporting period

Area	Posting Title	Location
Achieve 180	Teacher, Special Ed SBSC	Attucks Middle School
Achieve 180	Teacher, Special Education Life Skills	Attucks Middle School
Achieve 180	Teacher, Special Education Pre-School (PALS)	Seguin Elementary School
Achieve 180	Chair, Special Education - 10M	Thomas Middle School
Achieve 180	Teacher, Special Education Lifeskills	Thomas Middle School
Achieve 180	Teacher-Co, Special Education	Washington High School
Achieve 180	Teacher, Special Education (Skills for Learning and Living)	Wesley Elementary School
Achieve 180	Co-Teacher, Special Education	Williams Middle School
East	Teacher, Special Ed Deaf	Milby High School
East	Teacher, Special Ed Deaf	Milby High School
East	Teacher, Special Ed Deaf	Milby High School
East	Teacher, Special Ed Deaf	Milby High School

East	Teacher, Special Ed Deaf	Milby High School
East	Teacher, Special Ed Deaf	Milby High School
South	Teacher, Special Education SC BSC	Shearn Elementary School
West	Teacher, Autism Self-Contained (2020-2021)	Fondren Elementary School

## COMPLIANCE AND MONITORING

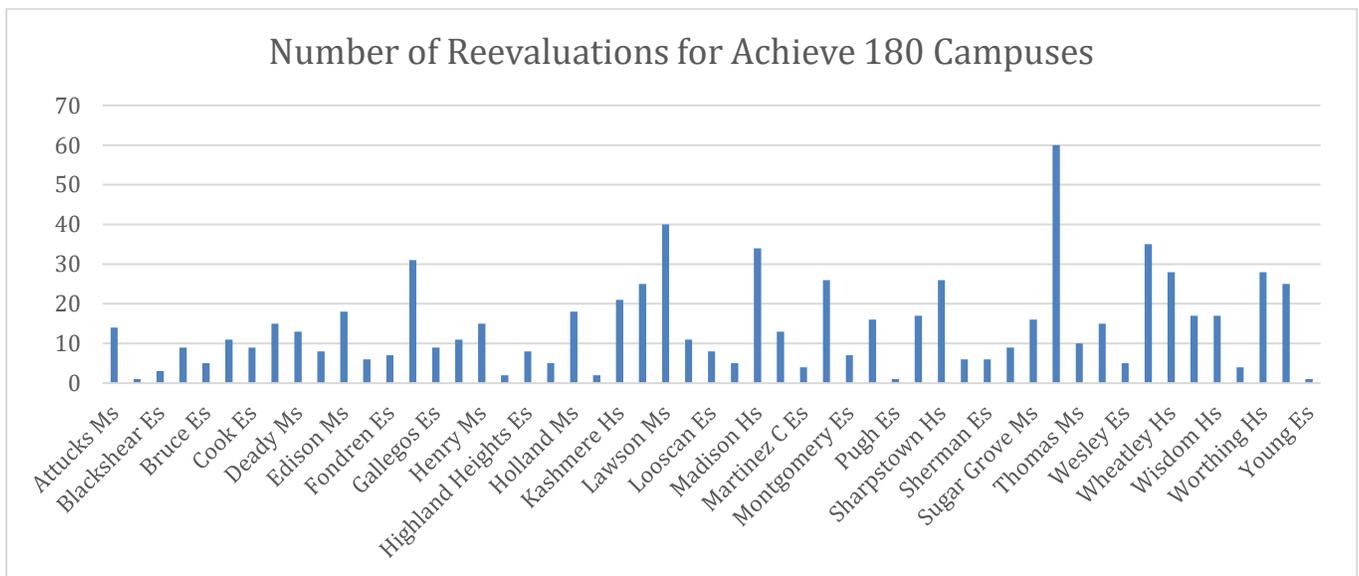
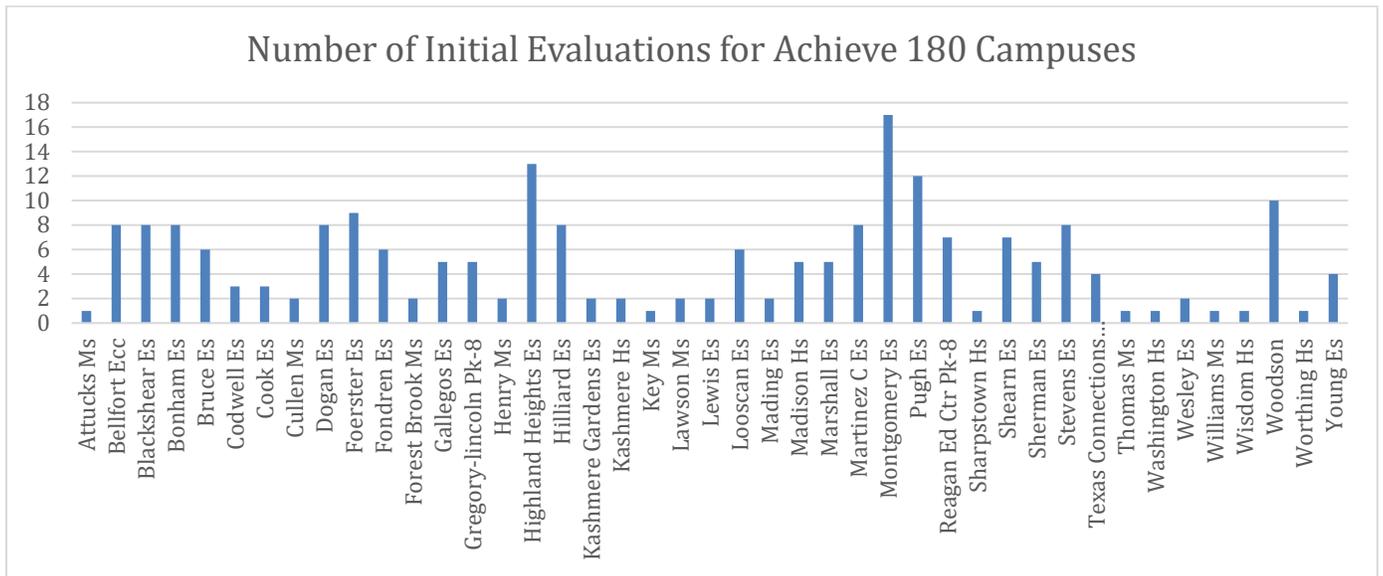
The Achieve 180 team continuously conducted desktop monitoring of Admission Review and Dismissal/ Individual Education Plan (ARD/IEP) compliance for each campus. Compliance and monitoring served as the foundation for supporting students from prevention and early identification through the development of high-quality Individualized Education Programs (IEPs) when students are identified to receive specialized services. A great part of the work centered around the evaluation process, monitoring ARD/IEP meeting compliance, and monitoring the progress of students via the use of data that are gathered from various sources like OnTrack, A4E, and Easy IEP. The Achieve 180 special education team conducted on-site and desktop audits and findings showed that progress monitoring, parent communication, documentation of the receipt of the Procedural Safeguards were not consistent, and that goals and objectives were not always written standards-based. Desktops audits during this reporting period from March-June 2020 surrounded reviewing the schedule of services for SWDs to determine if the IEP could be supported during virtual learning. If campuses determined that IEP could not be met, then they were required to add IEP Amendments to the current Annual ARD meetings for those students or to conduct ARD meetings to address learning during the COVID-19 period.

As of 4/14/20, there were current 12 Speech and Language Therapists (SLPs) vacancies on Achieve 180 campuses. The following campuses do not have an assigned SLP: Attucks MS, Blackshear ES, Codwell ES, Cullen MS, Foerster ES, Holland MS, Liberty HS, Mading ES, Milby HS, Sugar Grove MS, and Westbury HS. These vacancies existed because there is a national shortage of school-based Speech-Language Pathologists due to the increasing demand on the field. To address the void that these vacancies created in the delivery of speech and language services to students, the Office of Special Education Services had a strategic year-round recruiting program and worked with several contract agencies who recruit to bring more SLPs into HISD. A letter was disseminated to principals in January that addressed compensatory services that began on January 11<sup>th</sup> and continued until March 7<sup>th</sup>, 2020. Saturday Speech compensatory time was conducted from 8:30 a.m. until 11:30 a.m. each Saturday and concluded when the COVID-19 period started.

## Evaluations

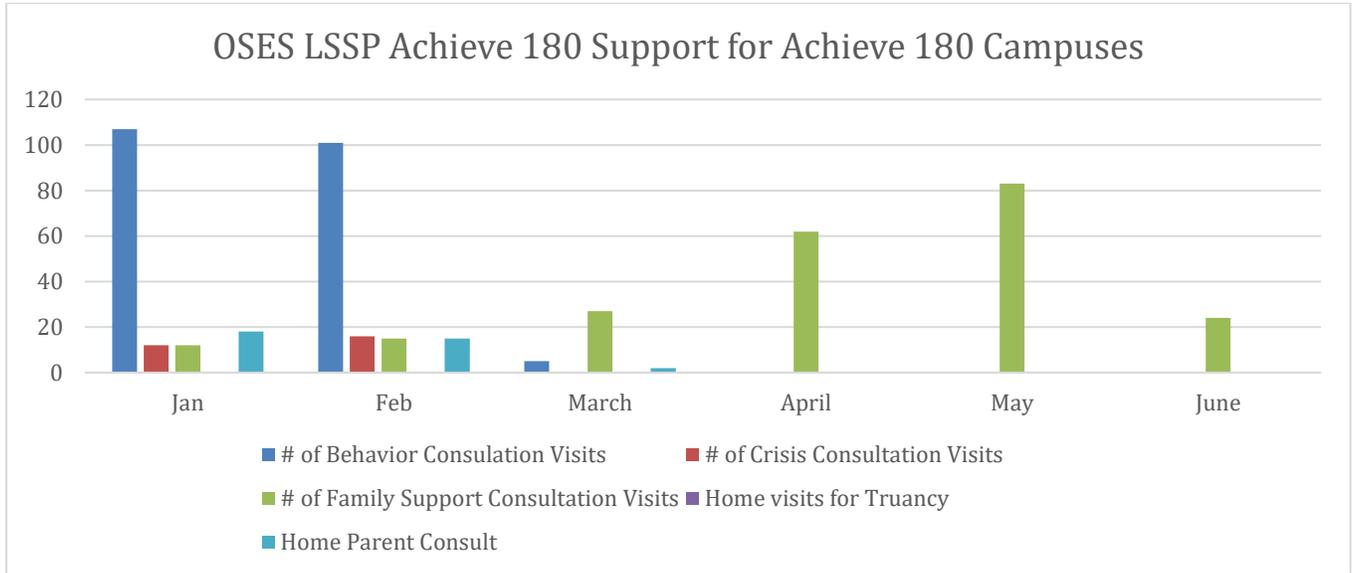
Achieve 180 campuses were also supported by Educational Diagnosticians, Licensed Specialists in School Psychology (LSSPs), and Speech-Language Pathologists (SLPs) that partner with the Intervention Assistance Teams, campus administrators, parents, and teachers to proactively identify struggling learners who may require a Full and Individual Evaluation. Assistive Technologists (AT), Physical Therapists (PT), and Occupational Therapists (OT) also support Achieve 180 campuses providing Related Services, direct teacher support and they also conduct screeners. The OSES worked diligently to ensure that all evaluations were in-compliance each month. However, face-to-face evaluations were suspended during the COVID-19 period. The evaluation team conducted a total of 214 initial evaluations and a total of 756 reevaluations on all Achieve 180 campuses for the reporting period.

The graphs below represent the number of initial and reevaluations completed by the Evaluation Specialists, LSSPs and Speech Therapists for the January-June reporting period for all Achieve 180 campuses.



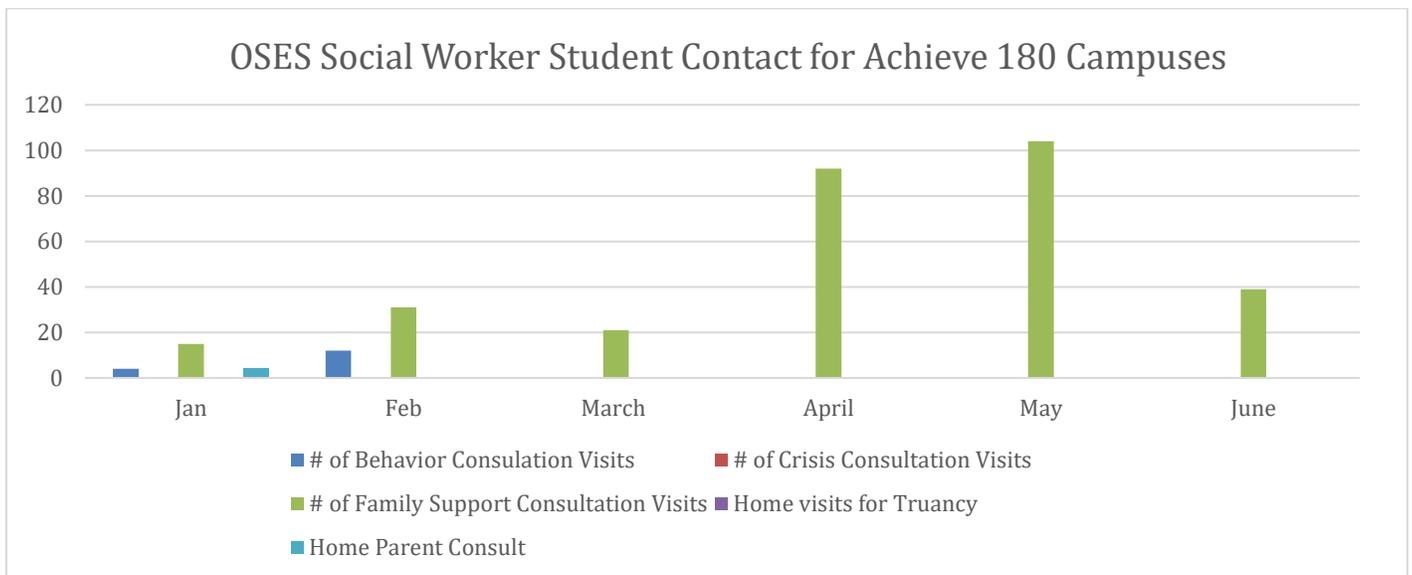
LSSPs have conducted over 200 Behavior Consultation campus visits, 28 Crisis Consultations campus visits, 200 Family Support Consultations, 0 Home Visits for Truancy and 28 Home Parent Consultation visits for Achieve 180 campuses during the current reporting period.

The chart below represents the number of LSSP school and home consultation visits for Achieve 180 campuses for the reporting period.



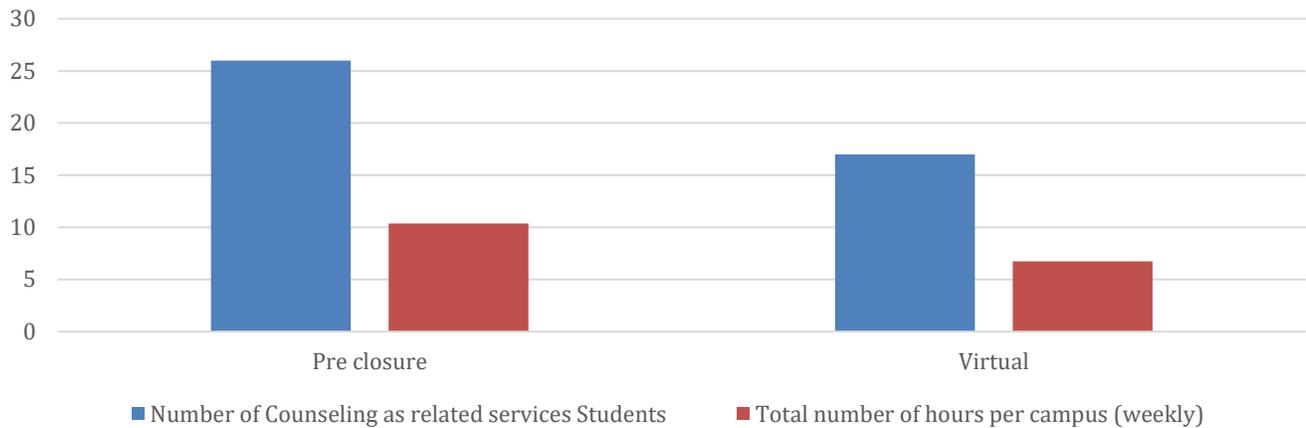
Social Workers have conducted over 16 Behavior Consultation campus visits, 0 Crisis Consultation visits, 202 Family Support Consultation visits, 0 Home Visits for Truancy and 4 Home Parent Consultation visits for Achieve 180 campuses during the current reporting period.

The charts below represent the number of Social Worker school and home consultation visits for Achieve 180 campuses during the reporting period.



The chart below represents the number of students in the Achieve 180 campuses who received Counseling as a Related Service prior to and during the virtual learning period

## Number of Students that Received Spring Counseling as a Related Service



### Behavior

The Intensive intervention Team (IIT), Autism and Behavioral Services teams also supported the Achieve 180 campuses to ensure compliance. There was an IIT team member that supported a student in the Preparing Students for Independence (PSI) class at Madison HS prior to and during the COVID-19 period. These teams also provided support to the Behavior Support Classes (BSC) at Thomas MS and Attucks MS. An IIT team was dispatched to Attucks since there is no BSC teacher. The Autism Team also provided behavioral support to the Henry MS during the reporting period.

The Achieve 180 special education senior managers approved DAEPs placements for students at Reagan K-8, Key MS, Yates HS, Cullen MS, Thomas MS, Wheatley HS, Washington HS during the reporting period.

There are currently 20 students from Achieve 180 schools that are in contract placements. There are no due process cases pending.

The chart below outlines the number of students from Achieve 180 campuses that were in contract placements and the nature of TEA complaints per campus.

Campus Name	Number of Student(s) in Contract Placement (SOAR)	Student Referrals to Contract Placement by Campus	TEA Complaint(s) by Campus	Due Process Case(s) by Campus	Settlement Agreement(s) by Campus	OCR Mediation by Campus	504 Complaint(s) by Campus reported to OSES
Highland Heights ES	1	River Oaks Academy	<b>Sugar Grove Academy</b> 201914199- Child Find Violation: The LEA does not always ensure that it identifies, locates, and evaluates students in accordance with 34 CFR §300.111  <b>Corrective Action:</b> Compensatory time: 36 hours (18 hours in Reading; 18 hours in Math) due by 8/1/2020  <b>Yates HS</b> 201915163- Full Individual and Initial Evaluations and Timelines: The LEA does not always meet the requirements under 19 TAC §89.1011  <b>Corrective Action:</b> Submitted to TEA 9/13/19 Policy and memos due: 11/8/19 Training agenda and sign in sheet due:12/9/19	0	0	0	0
Sugar Grove	1	Avondale House		0	0	0	0
Thomas MS	1	ABS East		0	0	0	0
Key MS	2	Avondale House		0	0	0	0
Worthing HS	5	ABS East, AH,STC					
Yates HS	2	ABS West & Shiloh					
Madison HS	3	Shiloh, River Oaks, ABS East					
Milby HS	1	Shiloh Treatment Ctr.					
Westbury HS	11	ABS E., ABS W., A.H,PTC.&					
Wisdom HS	2	ROA					
North Forest HS	2	ABS W & Providence					
Forest Brook MS	1	ABS East & Avondale					
Foerster ES	1	Providence Treatment Center					
Lawson MS	2	ABS West					
Dogan ES	1	ABS East					
Kashmere HS	1	ABS East					
Sharpstown HS	1	Bayes Achievement Center					
Young ES	1	Avondale House					
Montgomery ES	1	ABS East					
		ABS West					

## **PROFESSIONAL DEVELOPMENT**

The OSES offered several opportunities for Achieve 180 campus personnel to participate in professional development each month. In addition to the professional development that was offered by the OSES, the Achieve 180 Special Education Program Specialists and Senior Manager provided individual training, coaching and modeling for teachers that centered around the areas of instruction, compliance and behavior based on the campus' tiered level of support prior to and during virtual learning. Throughout the reporting period, the Achieve 180 Special Education team provided targeted professional development and coaching to teachers and staff. Training and coaching focused on the conducting ARD meetings on MS TEAMS, Designated Supports, progress monitoring, developing IEP Amendments documents, adding electronic signatures to ARD meeting documents, accessing resources on the [HISD@H.O.M.E](mailto:HISD@H.O.M.E) pages, and student data review and engagement during virtual learning. The OSES developed a HUB page that served as a repository for all Special Education resources during COVID-19.

On each Achieve 180 campus, the Special Education Department Chairperson drove the work of the special education team. They collaborated with campus-based and district-level staff to ensure that students with disabilities received instructional services that were data-driven and deliberate. They also collaborated with the OSES to ensure that students were placed in the appropriate instructional settings based on their diverse learning needs. To this end, all Special Education Department Chairpersons at all Achieve 180 campuses received ongoing training and support at Special Education Department Chairpersons' meetings. These meetings were conducted weekly during the March- June 2020 period and focused on the following topics:

- Conducting Virtual ARD meetings
- Instruction in the Virtual Environment
- OSES- Instructional Collaboration HUB Course updates
- IEP Amendments
- ESY Services
- Documentation of contact with students
- Transfer Process
- Transportation updates

### **OSES Professional Development**

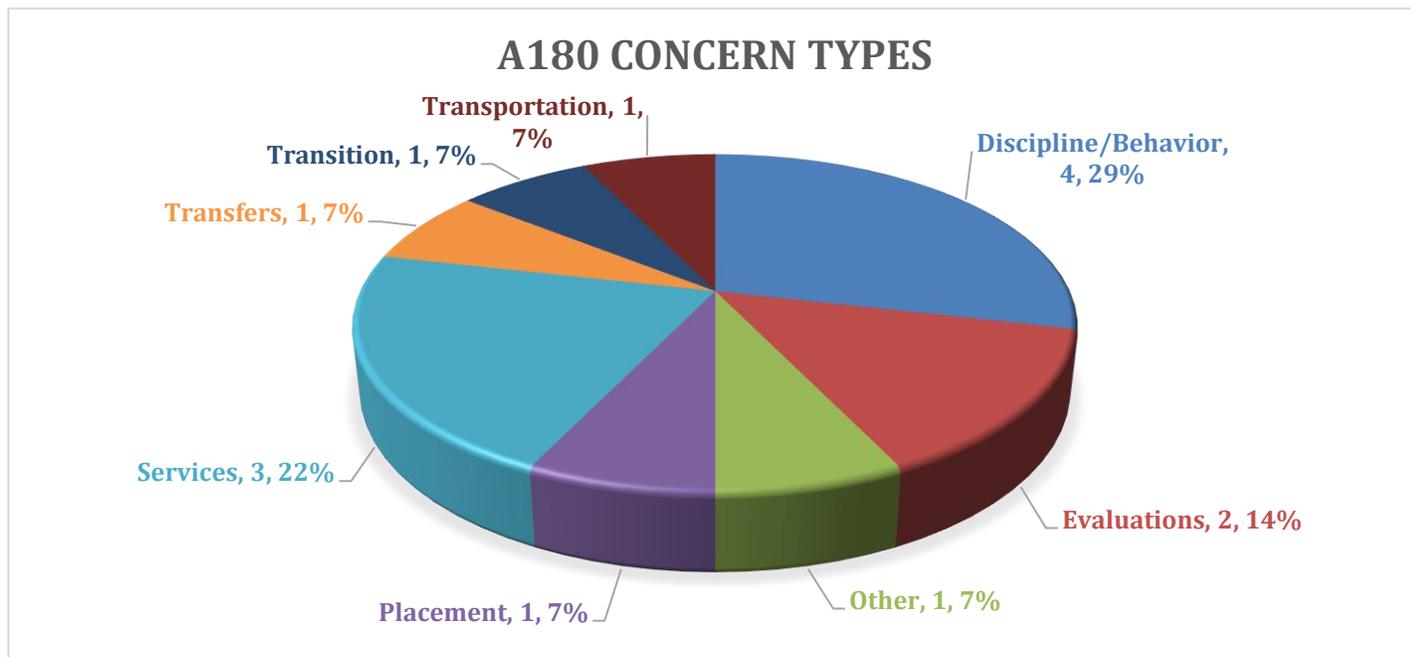
Throughout the months of January to June, the OSES conducted Department Chairpersons meetings and training to address instruction, behavior and compliance concerns. Trainings focused on the use of EasyIEP, Autism and behavior, CPI, STAAR Alt, Accommodations and Designated Supports, Specially Designed instruction, A4E, ESY, transportation and transfer process updated, the use of the OSES and the [HISD@H.O.M.E](mailto:HISD@H.O.M.E) resources, and issues pertaining to the COVID-19 period. Department Chairpersons meetings during this period primarily focused on the development of IEP Amendments, ARD meeting compliance and documentation of services to SWDs.

## **PARENT ADVOCACY AND VOICE**

For parents who needed information and advocacy, the OSES Parent Liaisons intervened and partnered with them to provide support in navigating and understanding the special education process. The OSES Social Workers also provided support to parents of students with disabilities at Achieve 180 campuses to ensure that students and parents had access to Social Services and other community resources. They make several phone calls and home visits as a part of their efforts to support successful student outcomes.

For the reporting period, the Achieve 180 special education Liaisons have responded to several support calls entailing the need for support with the ARD/IEP process, transportation services, transfers and placement requests. Parent Liaisons shared parent complaints that were addressed and resolved or that were in the process of being resolved. Most of the complaints were centered around direct services to SWDs.

The graph below illustrates the areas of concern that are addressed by the OSES Parent Liaisons.



### AREA-SPECIFIC INFORMATION

As a part of the daily work, the Achieve 180 special education team provided direct Tier 1 to Tier 3 support to campuses in the areas of instruction, behavior, and compliance. Tier 1 support comprised of support that is provided for all campuses that is inclusive of professional development and periodic check-ins to ensure that campuses are remaining in compliance and providing quality instructional and behavioral services to students with disabilities. Tier 2 support comprised of more desktop and on-site monitoring of systems on campuses and greater collaboration with campus staff when there is evidence that campuses have presented concerns in the areas of instruction, compliance and behaviors. Consequently, when Tier 1 and Tier 2 supports that are mostly driven and monitored by Program Specialists have been tried and are not successful, Tier 3 supports were put in-place on campuses. These supports entailed providing more laser-focused training followed by coaching and modeling of expectations for staff and more frequent face-to-face or virtual visits to ensure compliance. At the Tier 3 level, not only is the campus' assigned Program Specialist involved, but also the Special Education Senior Manager and other district staff like Teacher Development Specialists (TDSs), and Special Education Services teams. This was to ensure that students with disabilities at Achieve 180 campuses had access to high-quality specially designed instruction, Designated Supports (accommodations) and behavioral supports. The Achieve 180 OSES team continued to collaborate with the Cross-functional Team during the March-June period.



# Department of Interventions Updates

## **A180 IAT Manager Campus Support and COP Visits for 1/6 -6/20**

Elementary IAT Manager assisted campuses with developing a targeted plan for providing effective interventions to remediate with Tier 2 and Tier 3 students within the regular school day. During IAT meetings, the Manager worked with the team at each campus to devise a plan to monitor students' progress and assess the effectiveness of strategies that have been implemented to address all areas of concerns.

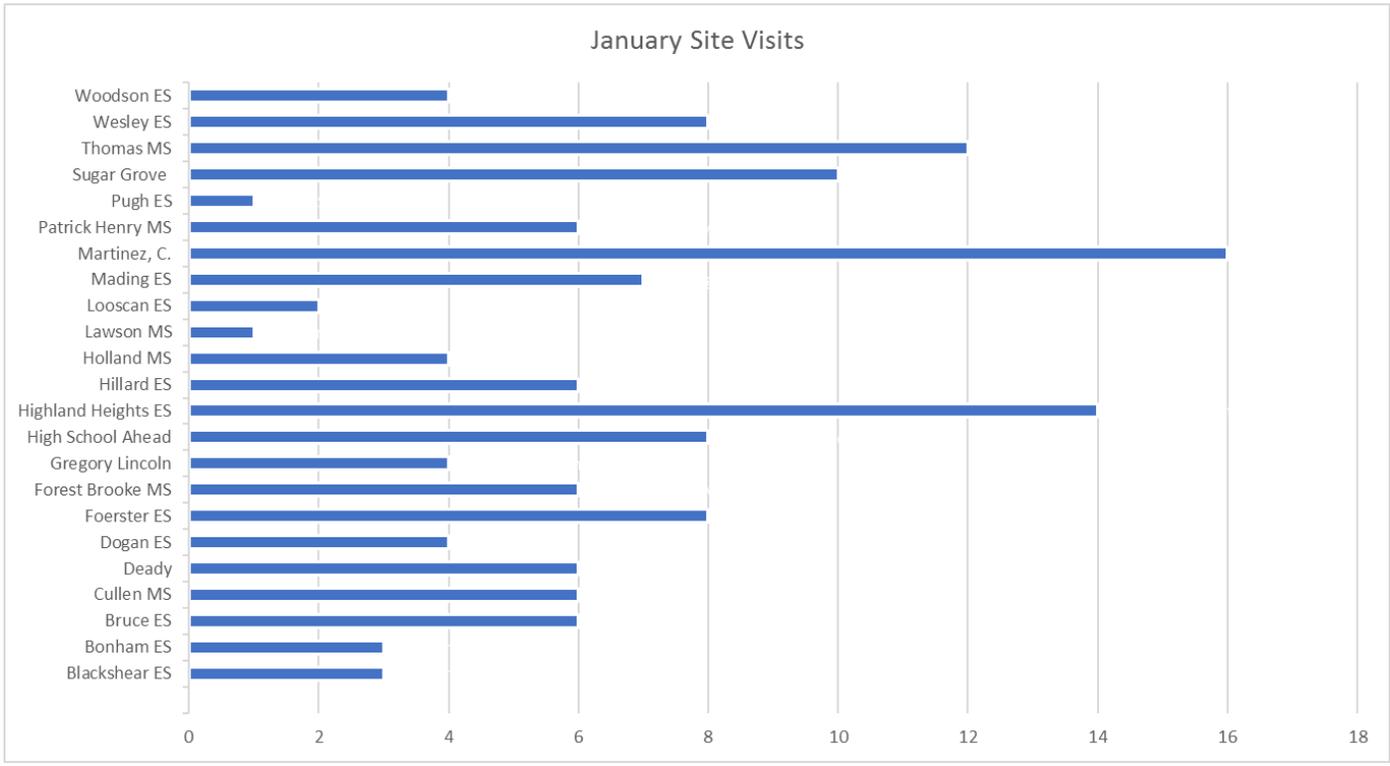
The IAT Manager's goal was to discuss the specific academic and/or behavior concerns, seek to identify ways to address them, and determine how to monitor the progress of the interventions provided.

## **Community of Practice (COP) Visits or Instructional Round Visits**

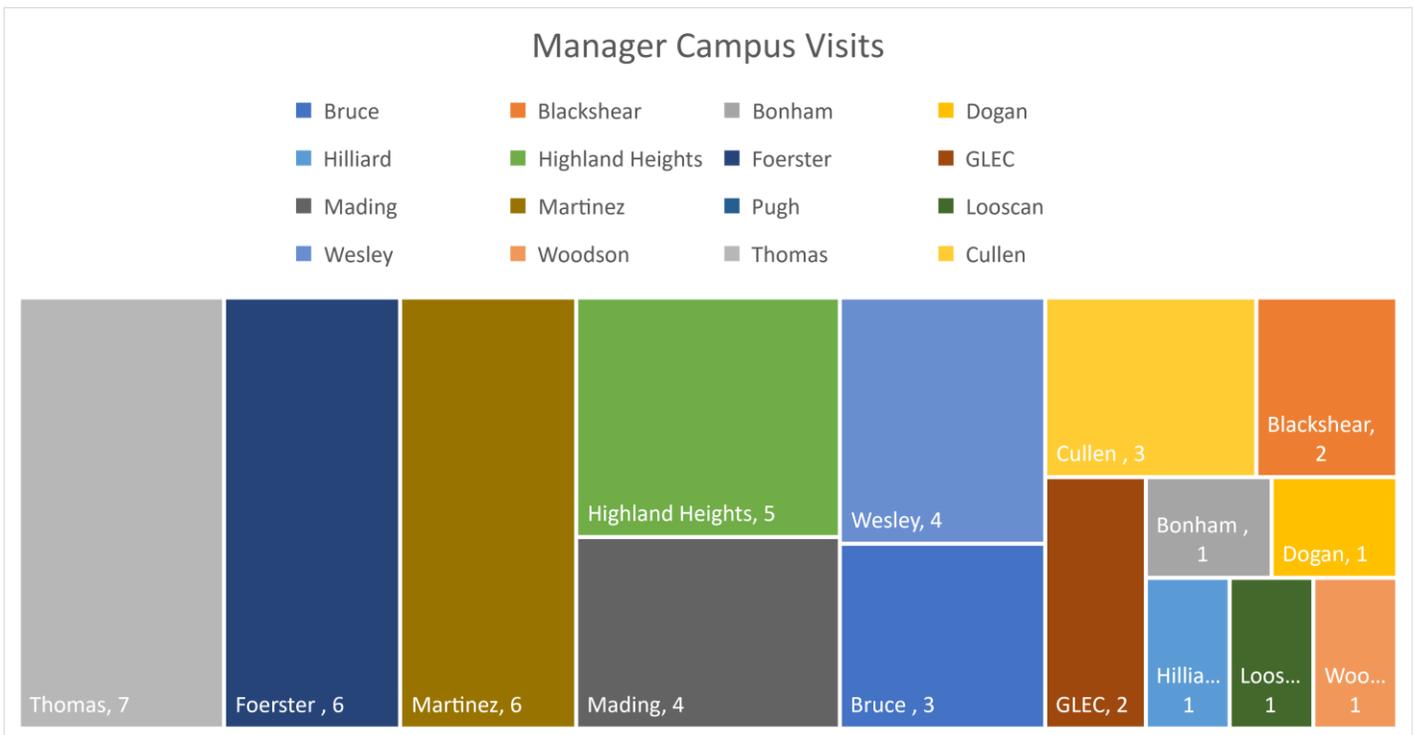
The A180 Interventions Elementary Team Manager participated in the following January/February COP visits with A180 campuses where feedback was provided around best practices and instructional supports.

Campus	COP	Instructional Round
Thomas MS		1/28/20
Sugar Grove MS	1/22/20	
Deady MS	1/15/20	
C. Martinez ES	1/16/20	
Campus	COP	Instructional Round
Highland Heights	2/7/20	
Wesley	2/13/20	
Mading	2/18/20	
Cullen	2/19/20	

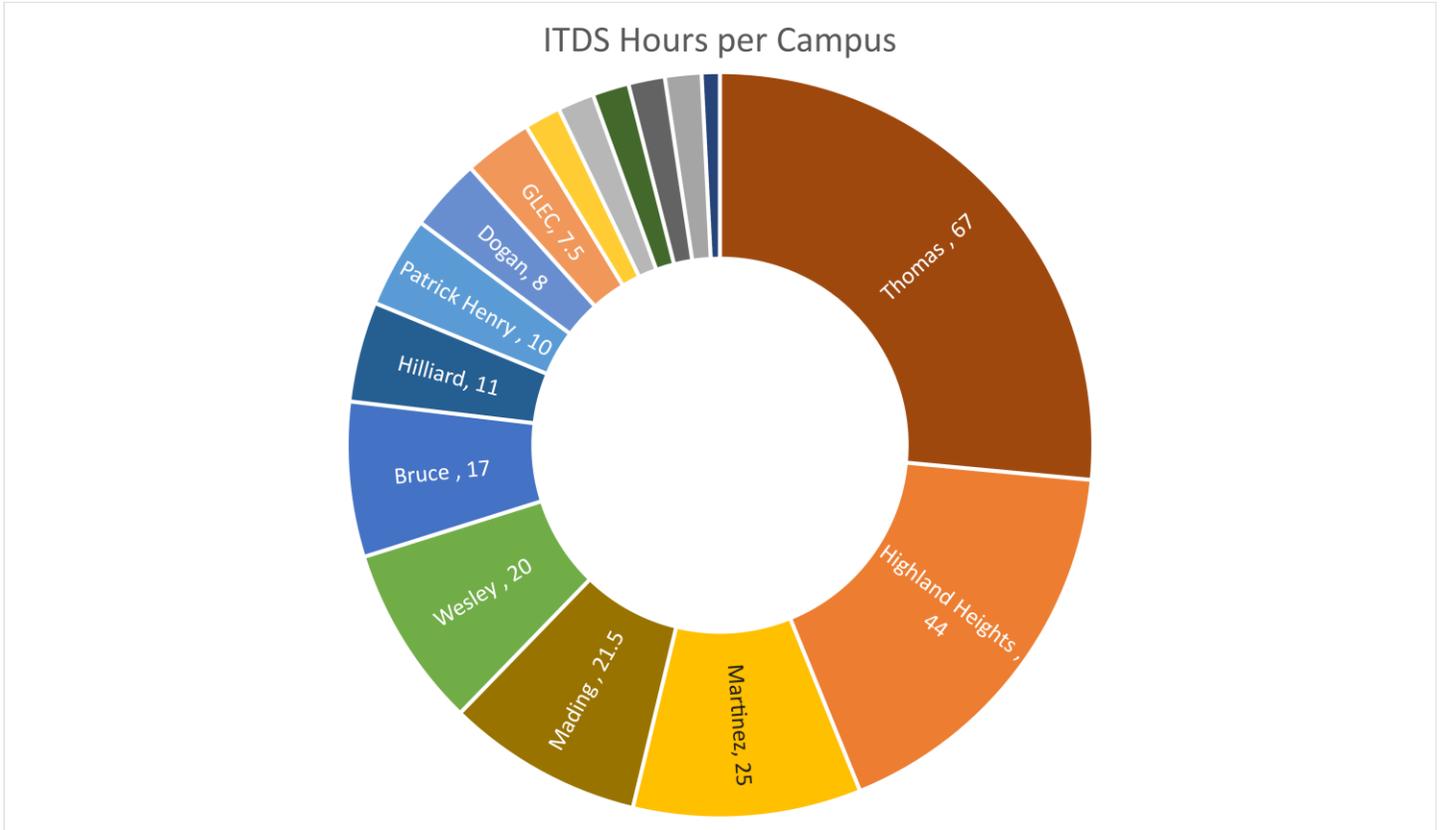
## A180 IAT Team Campus Visit Summary for January 2020



## A180 Manager Campus Visit Summary for February 2020



## A180 ITDS Campus Visits for February 2020



## A180 Campus Visits for March-June 2020

School/Program	Breedlove visits	Peake visits	Baines visits	Bagley visits	Chen visits	Dixon visits	Francis visits	Hunter visits	Sum IAT visits
Blackshear ES	7	0	0	0	0	0	0	0	7
Bonham ES	2	0	0	0	0	0	0	0	2
Bruce ES	7	0	0	0	30	35	0	0	72
Dogan ES	8	0	0	0	0	0	0	0	8
Foerster ES	15	0	0	10	0	0	0	0	25
Gregory-Lincoln PK-8	4	0	0	0	0	0	0	1	5
Highland Heights ES	15	0	0	9	0	16	0	0	40
Hilliard ES	6	0	0	0	0	0	0	9	15
Looscan ES	3	0	0	0	0	0	0	0	3

Mading ES	11	0	0	0	15	11	0	0	37
Martinez C ES	10	0	0	23	0	0	0	8	41
Pugh ES	4	0	0	0	0	0	0	0	4
Wesley ES	10	0	0	31	0	32	0	0	73
Woodson	4	0	0	0	0	0	0	0	4
Attucks MS	0	2	11	0	0	0	1	0	14
Cullen MS	0	2	13	0	0	0	14	0	29
Deady MS	0	2	11	0	0	0	3	0	16
Forest Brook MS	0	2	0	0	0	2	0	0	4
Henry MS	0	3	0	0	10	0	0	0	13
High School Ahead MS	0	2	0	0	0	0	1	0	3
Holland MS	0	4	0	0	0	0	0	0	4
Kashmere HS	0	2	0	0	0	0	0	0	2
Lawson MS	0	2	0	0	0	0	0	0	2
Madison HS	0	3	0	0	0	0	0	0	3
North Forest HS	0	2	0	0	7	0	0	0	9
Sugar Grove MS	0	3	0	0	0	1	5	0	9
Thomas MS	1	4	12	0	13	0	51	0	81
Washington HS	0	1	0	0	1	0	0	0	2
Wheatley HS	0	5	0	0	0	0	0	0	5
Williams MS	0	3	18	0	0	0	5	0	26
Wisdom HS	0	1	0	0	0	0	0	0	1
Worthing HS	0	3	0	0	0	0	0	0	3
Yates HS	0	2	0	1	0	0	0	0	3
A180	107	48	65	74	76	97	80	18	565

## A180 Pillar Support Data Highlights Jan 20/June20

Pillar Support:

- Pillar II: Teacher Excellence: 355
- Pillar III: Instructional Excellence: 575
- Pillar IV: School Design: 85

## ITDS Campus Visit Summary for January -June 2020

**Continued Intervention TDS support campuses weekly. This work included:**

- Modeling lessons for teachers
- Observing intervention classes with feedback conversations to improve targeted instruction
- Providing data driven instruction support with intervention teachers and liaisons by reviewing IAT Triangulation report to assist in forming intervention groups based on BOY data (18-19

STARR data (Did Not Meet) and Ren360 Urgent/Intervention students pending completion of MOY Ren360 data.

- Creating intervention schedules with liaison and teachers
- Monitoring BOY interventions to provide feedback on implementation
- Discussed training needs around intervention resources and provided liaison, interventionist, and campus teachers with information on upcoming Corrective Reading and RTA training.
- Provided Imagine Learning/Imagine Math training/PLC to campus
- Reviewed campus intervention resource (i.e. LLI kit for Reading) with interventionist and provided feedback on best use of resource
- Document teacher support in TDS log.
- Suggesting and providing resources for campus teachers and interventionist to use during interventions based on skills deficits of students.
- Sharing IAT Progress Monitoring form tools to use for PM with interventionist.
- Assisted with department early dismissal PD (Progress Monitoring) at priority campus

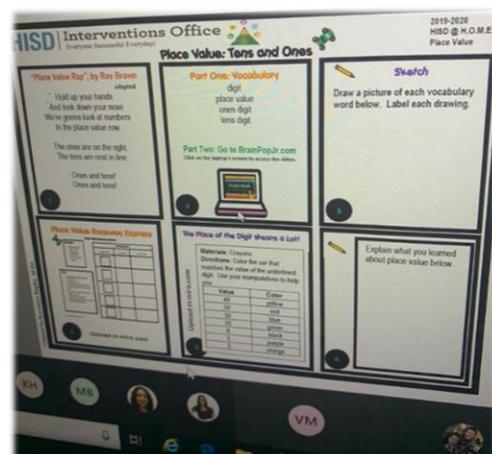
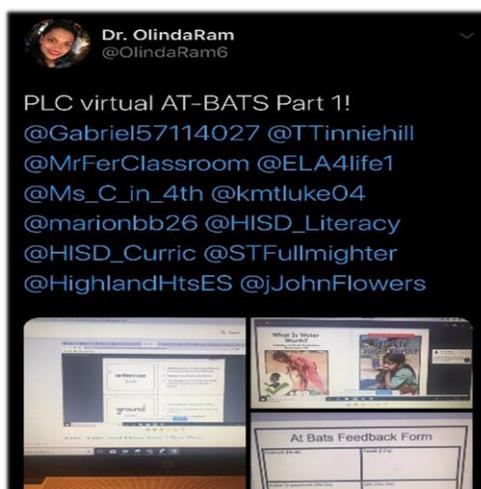
## A180 IAT Manager Campus Support for March-June 2020

IAT Manager assisted campuses with developing intervention resources that will be used during HISD @ H.O.M.E. Virtual IAT meetings were updated to ensure that campuses are aware of the documents that can be utilized during the meetings.

The IAT Manager's goal was to discuss the specific academic and/or behavior concerns, seek to identify ways to address them, and determine how to monitor the progress of the interventions provided during remote learning.

Intervention office worked collaboratively to address how to support campuses during distance learning:

- Create a protocol for virtual IAT Meetings
- ITDS were reassigned back to original campuses
- IAT Managers were to continue to provide weekly support to each area office and priority campuses as well as meeting regularly with other campuses
- Intervention office will be documenting support to the areas
- IAT Managers will support 504 virtual re-evaluation meetings
- ELA and math teams in our department were established to produce at H.O.M.E. intervention lessons
- Weekly communication resumed to provide campuses resources and updated support





## Postsecondary Programming Spring Updates

### Postsecondary Programming Achieve 180 Updates (Spring 2020)

#### Key Department Updates

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The Department of Innovation & Postsecondary Programming provided valuable training sessions and related programming throughout the Spring semester to administrators, teachers, and students associated with Achieve 180 campuses. The following narrative includes a summary of those activities along with important postsecondary programming milestones and campus outreach specific to Spring 2020.

#### Early Release Professional Development

The Postsecondary Programming department held Professional Learning Communities that included AP teachers during Early Dismissal dates in the spring semester. IPP offers support for 28 different AP courses across all content areas, providing a Lead Teacher to facilitate sessions focused on improving student achievement in AP coursework and exams.

The department also utilized these early release dates to provide PLCs for Dual Credit Coordinators designed to help campuses, including Achieve 180, how to grow and sustain their dual credit program with an emphasis on recruiting, deadlines, and program implementation.

#### IB Coordinator Professional Learning Communities

The Postsecondary Programming department hosted monthly meetings for IB coordinators for the PYP, MYP, DP, and CP programmes. The meetings are designed to help coordinators at various stages of the IB implementation continuum, from Application through Authorization, to complete necessary documentation, training, and program supports for their campus.

#### Parent University

The IPP team highlighted their postsecondary programming options during multiple spring Parent University sessions. The resource fair that preceded the general assembly presentation gave students and parents an opportunity to better understand the college-credit options at the host campuses as well as other high schools across the district.

### **Early College High School Consortium**

The Postsecondary Programming team and Early College High School leadership team from Worthing High School participated on Jan 30, 2020 in the Houston Regional Convening of Texas College and Career Readiness School Models. This one-day workshop addressed accountability measures, professional development, and networking opportunities specific to Early College High Schools and other pathways-focused dual credit programs (e.g., Pathways in Technology Early College High Schools (P-TECH)).

### **Culinary Arts**

HISD's Confucius Institute in concert with Career Readiness hosted the first ever Chinese Cookoff at Milby High School, on January 15, 2020 which featured culinary students' Asian dishes from across the district, including Wheatley High School and Milby High School. These amazing dishes were later showcased at a Chinese Tasting Expo during the 2020 Chinese New Year Festival at Hattie Mae White on Feb 7, 2020.

### **AP Saturday Academies**

The Postsecondary Programming continued to provide AP Academies throughout the Spring of 2020 to help students prepare for AP exams. These academies were attended by high school students across the district including Achieve 180 campuses. The academies also included breakout sessions specific to Khan Academy, Official SAT Practice, voter registration, as well as creating a competitive college application.

During the first two Saturdays in May, the Postsecondary Programming Department hosted its first ever Virtual AP Saturday Academies entitled AP Cram. These Saturday sessions focused on understanding the AP online exams, test strategies, and key tips and content for the specific AP exam questions for 2020. Over 500 students from across the district including A180 campuses came.

### **EMERGE**

EMERGE operates in all Achieve 180 high schools, supporting students in grades 10-12. When schools closed after Spring Break in March, we continued on with virtual sessions and advising for all grade levels. We also began distributing COVID-19 financial assistance. To date, we have distributed \$28,500 in COVID-19 financial assistance to students at Achieve 180 high schools. I will go into more detail on outcomes and support by grade level below.

#### *Class of 2020*

In our Class of 2020, EMERGE served a total of 37 students at Achieve 180 high schools. We set goals around the number of applications students submit to selective colleges and universities. 100% of our Achieve 180 students submitted an application to a TX selective school, which includes the University of Texas at Austin, Texas A&M, and the University of Texas at Dallas. The average number of applications that an Achieve 180 high school student submitted to an EMERGE target school, which are colleges and universities who meet 90% or higher of a student's financial need and graduate students at 75% or higher in six years, was seven, which resulted in 92% of them receiving at least one acceptance from an EMERGE target school. 89% of Achieve 180 high school students submitted an early application to an EMERGE target school. This resulted in ten students being accepted Early Decision to EMERGE target schools, including five students at Milby, two at Sharpstown, and one at Booker T. Washington, North Forest, and Yates. They will be attending Carleton College, Haverford College, Lafayette College, two at Mount Holyoke College, Skidmore College, Swarthmore College, Union College, University of Notre Dame, and Wake Forest University. Overall, 73% of

Achieve 180 high school students in this class will be attending either an EMERGE target school or a Texas selective school; 19 will be attending an EMERGE target school and 8 will be attending a Texas selective school. Of the ones not attending an EMERGE target school or a Texas selective school, the majority of them will be attending University of Houston and received scholarships, such as the Rodeo Scholarship, Dream scholarship, and the KPRC scholarship.

### *Class of 2021*

In the Class of 2021, EMERGE serves a total of 71 students at Achieve 180 high schools. When schools closed after Spring Break, staff continued sessions by conducting them virtually. 90% of Achieve 180 students attended both of the virtual sessions we offered to juniors, and 96% of them participated in a 1-1 check-in in March or April. In terms of our summer support, 89% have attended at least one summer check-in. For our junior class, a goal was set around summer opportunity applications. In terms of the students at Achieve 180 campuses, 82% of them applied to at least one summer opportunity, and they, on average, submitted three applications to summer opportunities. Based on what we have collected, students at Achieve 180 campuses participated in (or were accepted to) the below list of summer programs:

- Babson Summer Program
- Bank of America Student Leadership Program
- Baylor College of Medicine
- Camp Enterprise
- Carnegie Mellon Pre-College Art Program
- CIEE Language Program
- Design Connect Create Physics Camp for Young Women
- Genesys Works Summer Program
- Girls Who Code
- GirlVentures On the Rise
- Health Science in Great Britain
- Hire Houston Youth
- HISD Summer Leadership Program
- John Hopkins: Summer @ Hopkins
- MD Anderson Summer Research Internship
- MD Anderson Volunteer Program
- Medicine in Mexico
- NASA's Texas High School Aerospace Scholars
- National Outdoor Leadership School (NOLS) Gateway Program
- Pepperdine Summer Preview
- Pre- College Program-Global Youth Summit on the Future of Medicine (Brandeis)
- Pre-College Programs- Queer Academics & Activism (Brandeis)
- Questbridge College Prep Scholars Program
- SCS Noonan Scholars
- Summer Engineering Experience for Kids (SEEK) Junior Mentor Internship
- Summer Springboard @UC Berkeley
- Texas A&M Sports Medicine Camp
- This Way Ahead Houston Internship Program
- Wellesley Summer Focus
- Young Leaders Institute @ the Asia Society
- Youth Advocacy Summit 2020

Another area the program focuses on with juniors is SAT preparation. 99% of our students at Achieve 180 campuses successfully completed a Testmasters SAT prep class. 92% of them took the actual SAT before the spring semester of their junior year.

Lastly, in May 2020, we nominated students for Posse. 24/37 students we nominated for Posse were students from Achieve 180 campuses. 10/24 students we originally nominated have already moved to the semifinalist round.

### *Class of 2022*

In our Class of 2022, we serve a total of 82 students at Achieve 180 high schools. We onboarded the Class of 2022 on Saturday, March 7th at our New Student Orientation. We were intending on taking the sophomores on our overnight bootcamp, as well as summer college tours. Unfortunately, due to COVID, both events were canceled. To keep our sophomores engaged, EMERGE hosted two virtual sessions. About 50% of our Achieve 180 students completed both of the sophomore sessions we offered. This summer, staff focused on advising, as well as SAT prep. 73% of students at Achieve 180 campuses have signed up for a Testmasters SAT prep class. EMERGE offered students a session on "Course Rigor and Testing" this summer, and 85% of students at Achieve 180 schools attended this session. Lastly, Program Managers have been conducting welcome conferences with students and their parent(s)/guardian(s). These welcome conferences are continuing into September. Thus far, EMERGE staff has met with 51% of the students at Achieve 180 campuses.

- Class of 2020:
  - EMERGE served a total of 37 students at Achieve 180 high school
  - 100% of them submitted an application to a TX selective college
  - 10 of the 37 were accepted Early Decision to selective colleges and universities, including five students at Milby, two at Sharpstown, and one at Booker T. Washington, North Forest, and Yates. They will be attending Carleton College, Haverford College, Lafayette College, two at Mount Holyoke College, Skidmore College, Swarthmore College, Union College, University of Notre Dame, and Wake Forest University.
  - 27/37 (73%) will be attending either an EMERGE target school or a Texas selective school.
    - 19 will be attending a top-tier college on generous scholarships
    - 8 will be attending a Texas selective school
  - Of the ones not attending an EMERGE target school or a Texas selective school, the majority of them will be attending University of Houston and received scholarships, such as the Rodeo Scholarship, Dream scholarship, and the KPRC scholarship.
  - Average # of applications submitted to EMERGE target schools = 7
  - 33/37 (89%) submitted an early application to an EMERGE target school.
  - 34/37 were accepted to at least one EMERGE target school.

### **Project Explore**

- Project Explore currently serves 2100 students (700 on each grade level) at 28 campuses, 13 of which are Achieve 180 middle school campuses. The program also serves 100 elementary school students at 4 campuses, one is which is Achieve 180.
- In fall 2019, over 10,000 8<sup>th</sup> grade students received a College & Career Readiness exploration curriculum at their campuses; 12,104 8<sup>th</sup> grade students completed their Personal Graduation

plans (2434 students attended A180 campuses); over 8,000 7<sup>th</sup> grade students received a Spring semester College & Career Readiness curriculum prior to March 2020.

- Since transitioning to virtual learning in March 2020, 27 Project Explore cohort meetings took place, 282 one-on-one advising sessions occurred, and 10 virtual college and industry exploration events took place.
- Mading Elementary is a campus served by the Project Explore Elementary School pilot program. In the 2019-20 school year, 53 5<sup>th</sup> grade students received four lessons through the Cirtual Job Shadow elementary curriculum. One field trip to the Longhorn Project at NASA took place. Since transitioning to virtual learning, 14 individual conferences with Mading students were held in the spring.



# College Readiness Updates

## Department Overview

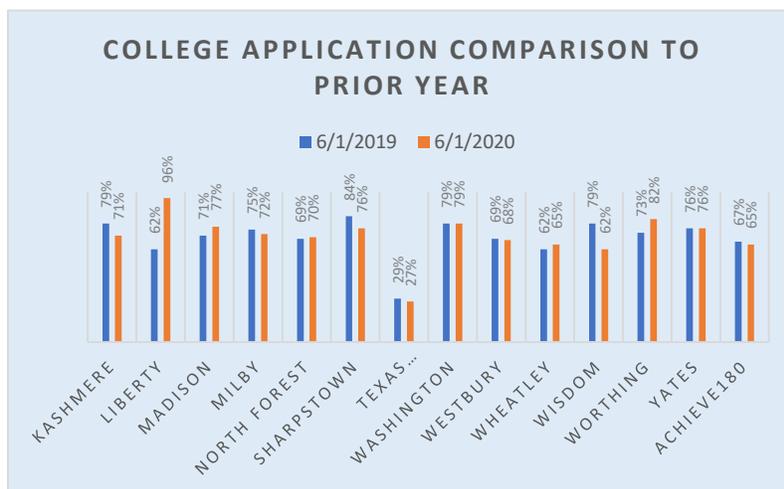
The College Readiness Department has been working extensively with the Achieve 180 campuses to increase the college-going rates among the students. On all comprehensive A180 campuses, advisors and other staff worked with students on post-secondary advising, college applications, and FAFSA/TASFA applications. Considering the unique circumstances facing the entire district in the Spring, College Readiness is pleased with the progress at the Achieve 180 campuses.

College Readiness’s work can be divided into three broad areas:

1. Launch Senior, which focuses on advising and assisting seniors complete their work to transition into college.
2. Launch IGNITE, which works with students in grades 9 through 11 to help build a college-going mindset and to plan for their post-secondary opportunities.
3. Launch ACES, which assists students in their transition into local colleges and provides support their freshmen year in college.

## Launch Senior

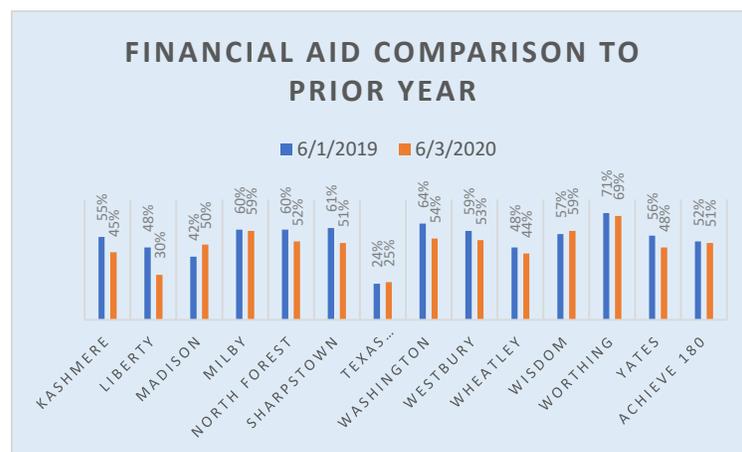
One important prerequisite of going to college is applying for college. The below graph shows overall college application rates at the Achieve 180 campuses.



Total college applications as of June 1<sup>st</sup> were near their total for the prior year. The 4-year application rate was actually higher (40% for 2020 compared to 39% for 2019). The reason for the lower overall application rate is twofold: 1) Strategically, the overall application goal was adjusted for the year because we have found that college application rates do not in themselves drive college enrollment rates. The application rate is nearly triple the college enrollment rate at Achieve 180 campuses. We asked that advisors focus more of their energy ensuring that students who intended to enroll in college did so. 2) The 2-year application rate was lower than it would have because many of the “late deciders” who had not decided to pursue college do so in the Spring semester and apply to 2-year colleges. After HISD went virtual, it was considerably more difficult to work with students in this category. A significant proportion of the students who had an application to a 4-year college decided in the late Spring to add an application to a local community college.

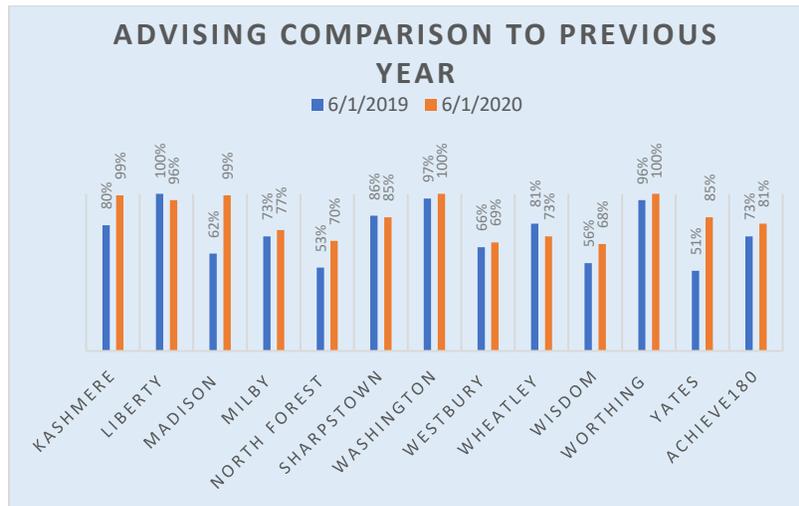
Wisdom is the campus that most concerns us with college applications. While the application number is probably more indicative of the number of students who plan to enroll in college, we found a much higher resistance to the possibility of college than in past years. Students frequently indicated a concern about the political climate and the need to financially support their families as reasons to not pursue higher education. This was exasperated after school moved to a virtual environment.

One final thing to note on college applications is that it has historically been a challenge for HISD to track applications for students at Texas Connections. Every year we find that considerably more Texas Connections graduates enroll in college than we have records of college applications (in the range of 10-15 percentage points). Therefore, the overall college application rate is misleadingly low.



As can be seen in the above graph, overall Achieve 180 schools nearly matched their historical rates for submitting financial aid (the FAFSA or the TASFA). This is largely due to significant improvement at Madison. We were on pace to have significantly higher financial aid submissions throughout Achieve 180 before the affects of Covid19 in March. Since then, we have been developing tools to empower students to complete financial aid virtually. We have far more “walk-through” videos and have been hosting virtual financial aid workshops. These will pick up considerably in the Fall after financial aid applications become available for the next graduating class.

One area of concern we found at several Achieve 180 campuses is that campus-based staff pushed for students to complete their financial aid applications in the Fall semester before students had been advised or even applied to college. Of note, if a student completes financial aid before completing their college application, most of the time, the college does not link the two applications. Over 600 students at A180 campuses completed their applications out of order. Our advisors had to spend an immense amount of time working with students whose colleges did not know the student had submitted financial aid.



Advising was a bright spot at Achieve 180 campuses. Even with reduced access to students after March, the total percentage of seniors who were advised went up. Much of that was due to the concerted efforts put forth in February, but it is also a testament to the efforts of our advisors to not give up on advising, even in a virtual environment. This was particularly important this year as national surveys indicate that 11-16% of graduating seniors were planning to change their post-secondary plans because of Covid19.

College Readiness made several adjustments to compensate for virtual advising.

- We significantly improved the College Readiness website [www.houstonisd.org/collegereadiness](http://www.houstonisd.org/collegereadiness). Among the changes were an improved layout, a drop-down contact menu so people could quickly and easily find the appropriate points of contact for their campuses (including Google Voice Mail phone numbers) and significantly more robust resource pages.
- Each high school college center has a Microsoft Bookings page so students can easily set up appointments with their advisors.
- Various Microsoft Teams Channels were created at each campus to facilitate group presentations and hold virtual meetings.
- We created a series of college readiness lessons for grades 9-12 housed on Naviance.
- We adjusted our advising sessions. Advisors, in the initial touch after moving virtual, empowered students to discuss their lives and their families. In addition to college advising, advisors also connected students with sister departments and other resources to help with things such as job searches and food support.
- Twice per week students received text “nudges” of encouragement and reminders from College Readiness.

- Taking advantage of the extended application deadline UH-Main created, advisors reached out to all students who would be automatically admitted to the university and helped them through the late application process.

While we expect that overall enrollment will go down given this unusual time, our hope is that these extra efforts will help mitigate those losses, especially with students at the Achieve 180 campuses.

## Launch IGNITE

The Launch IGNITE 9<sup>th</sup> – 11<sup>th</sup> grade program seeks to impact students at an early age to help them begin to identify who they are; explore careers of interest and link those to potential long-term goals; identify what makes students more competitive for colleges and careers of interest; and inform and engage parents in assisting their students with postsecondary plans. Among the Achieve 180 campuses, IGNITE serves Kashmere, Madison, Milby, North Forest, Sharpstown, Washington, Westbury, Wheatley, Wisdom, Worthing, and Yates High Schools.

One thing College Readiness has learned over the years is how important it is for students to be thinking about their post-secondary opportunities before their senior year. By their senior year, we have found it is often too late to expose students to their options and work with them on a college-going mindset. It is also too late to affect their academic trajectories. This is why the work that IGNITE does is so vital to increasing the number of HISD graduates enrolling in college, especially those from the Achieve 180 campuses.

Over 200 IGNITE scholars from Achieve 180 campuses received targeted advising regarding their post-secondary opportunities. Each had at least four in-depth conversations with their assigned advisor. They were also exposed to college and workforce activities throughout the year. In addition to advising, over 4,600 students attended in-person classroom presentations at Achieve 180 campuses before the district went virtual.

After everything changed in March, the IGNITE team developed several online resources for students and parents. They are all on the College Readiness website. These include:

- Get to Know Your Strengths
- Connect Interests to Careers
- Texas Reality Check for Desired Salaries
- Calculating Your GPA
- The College Admissions Process
- Paying for College
- Building a College List

IGNITE also hosted virtual junior parent nights in May. Over 300 families from across HISD attended the sessions, including 35 who attended the Spanish language session. The presentations were recorded and are hosted on the College Readiness website. More presentations are being developed and will be on the website soon.

## Launch ACES

ACES is the College Readiness transitional team. They help support students from Achieve 180 campuses transition into local colleges. They have built relationships with every college and university in the Houston Metro area, including individual relationships with each HCC campus. This has proven invaluable for A180 students as they receive personalized assistance in

transitioning into college and support throughout their first year to assure that they successfully return for a second year or complete their workforce certifications.

ACES is also spearheading targeted outreach efforts that will directly affect students at a number of A180 campuses with a focus on culturally-relevant information and activities. The targeted populations include our Dreamer and immigrant students, first generation students whose families who speak another language at home, and other minority students who may need extra support in their high school context.

## **College Readiness Initiatives and Events**

The following are some of the district-wide efforts in the Spring for which College Readiness specifically targeted Achieve 180 campuses.

- Targeted professional development—Since no one has much experience with virtual advising, it was vital that professional development continued this environment. College Readiness developed some in-house training on virtual advising, special considerations in the time of Covid19, and wrap-around and community-based services. Most PD was recorded and available to all advisors in the future. We additionally empowered advisors to attend external virtual professional development and to train their peers on what they learned.
- Higher ed partnerships—HISD participated in a regional ISD/IHE work group sponsored by the Houston Endowment to develop systems to ease the transition of students from high school into college with special focus on Covid-related issues.
- Financial Aid Roadshows—College Readiness brought extra support to campuses to empower students and parents to complete their financial aid applications. More than a dozen sessions were held at A180 campuses.
- All Achieve 180 campuses now have a Houston Community College Advisors who works one to two days on these campuses. HCC advisors are able to troubleshoot in real time enrollment snags and early register students in the spring.

We are continuing to re-think our old practices to take advantage of the new virtual environment. We learned a lot during the Spring semester and are in full gear implementing those lessons as we engage students this Fall. An additional benefit is that the resources being developed now can be used for years to come as we continue to help students at our Achieve 180 campuses attain their college dreams.

## 2019- 2020 A180 FACE EOY Report

### FACE A180 Campus Data

During the period of January 6 – June 1, 2020. FACE supported A180 campuses through 378 campus visits, investing 366 hours, impacting 6,359 families. These visits included support for Climate Survey Results, Family Friendly Walkthroughs, workshops for parents, and providing guidance on establishing parent organizations/groups.

YTD				
Schools	Visits	Hours	Avg. Hrs./ Day	Families Impacted
A180	378	366	1	6,359

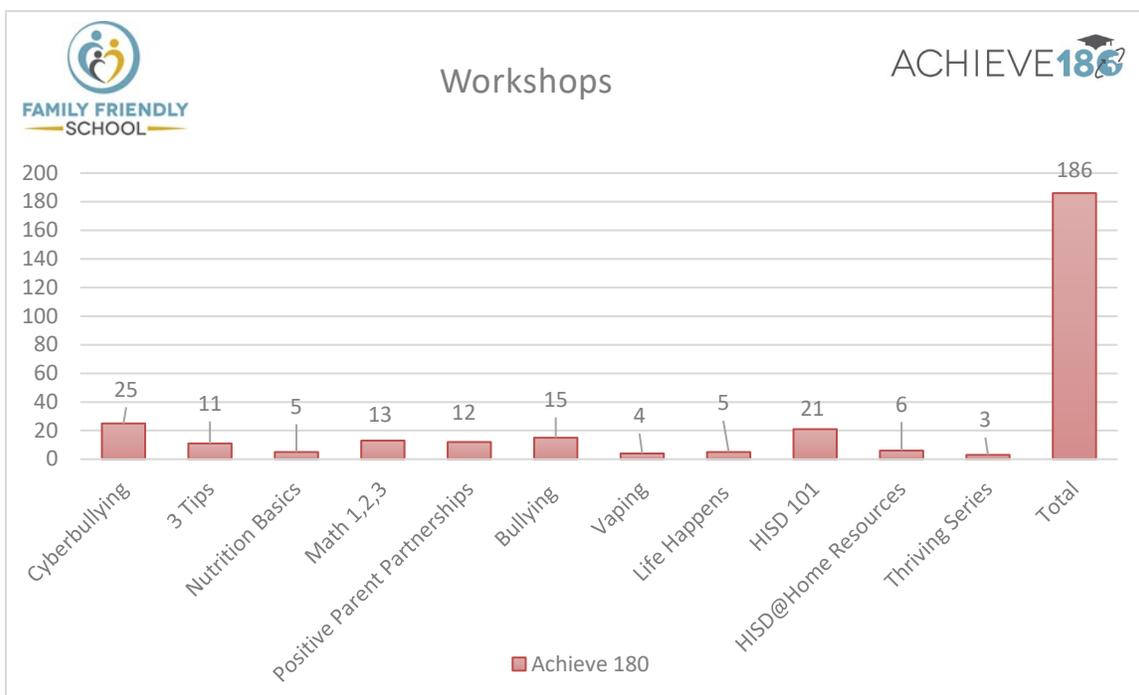
### A180 Family Friendly Schools Foundational Activities



	A180
	Schools
School Climate Survey Results	52
Two-Way Communication	3
PTA/PTO/Parent Organizations Established	30
FACE Workshops	186
	Total Number of Activities
	271

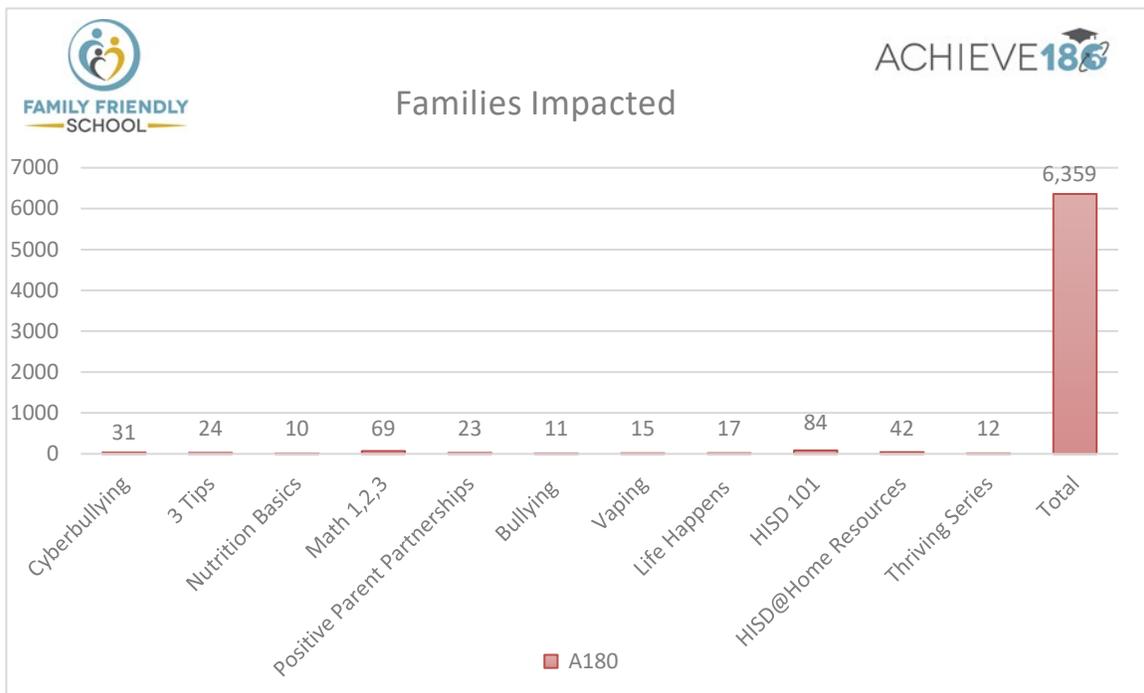
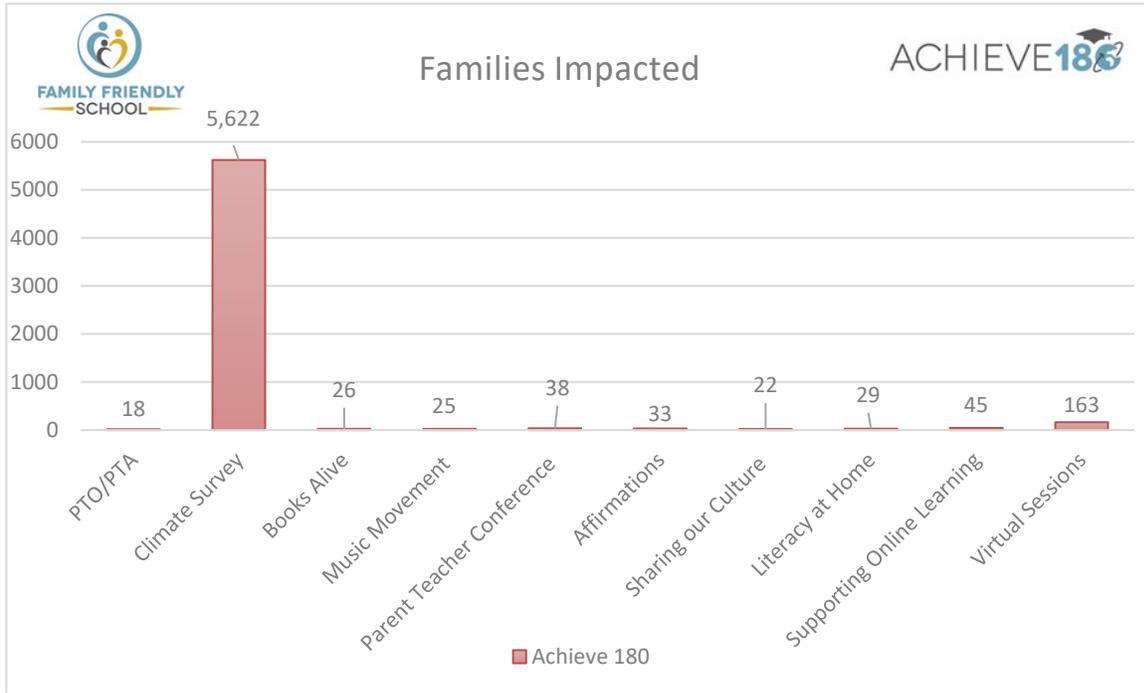
## 2019- 2020 FACE EOY Report

### Parent Workshops



## 2019- 2020 FACE A180 Report

### A-180 Parent Workshops



School Name	Campus Visits	Total Support Hours
Attucks MS	5	2.5
Bellfort ECC	5	3.75
Blackshear ES	4	1.75
Bonham ES	5	10
Bruce ES	9	9
C Martinez ES	7	7.75
Codwell ES	8	3.75
Cook ES	6	3
Cullen MS	1	0.25
Deady MS	7	5
Dogan ES	5	5.25
Edison MS	5	6.75
Foerster ES	6	9
Fondren ES	5	3.75
Forest Brook MS	6	3.5
Gallegos ES	10	3.75
Gregory-Lincoln	6	3.25
Henry MS	1	0.25
Highland Heights ES	8	8
Hilliard ES	10	6
Holland MS	8	6
HS Ahead MS	9	11.75
Kashmere Gardens	4	4.75
Kashmere HS	8	10.75
Key MS	27	48.25
Lawson MS	5	5
Lewis ES	8	10.75
Liberty HS	7	4
Looscan ES	13	9.5
Mading ES	2	1.25
Madison HS	8	14.75

School Name	Campus Visits	Total Support Hours
Marshall ES	7	3.25
Milby HS	4	4.25
Montgomery ES	4	4.25
North Forest HS	11	17
Pugh ES	4	3.5
Reagan K-8	2	2
Sharpstown HS	0	0
Shearn ES	3	5.5
Sherman ES	8	7
Stevens ES	5	3
Sugar Grove MS	2	2
Thomas MS	7	3.75
Washington HS	9	9
Wesley ES	7	5
Westbury HS	7	13.5
Wheatley HS	6	4.5
Williams MS	12	12.25
Wisdom HS	10	11
Woodson ES	8	3.25
Worthing HS	10	6.5
Yates HS	8	4.75
Young ES	7	3.25
Virtual	19	14.5

## 2019- 2020 FACE EOY Report

### A180- Family Friendly Foundational Activites

The following chart is a breakdown of the four Family Friendly School Foundational Activities with completion dates for each participating school.

School Name	Parent Organization / Parent Group / SDMC		Two-Way Communication		School Climate Survey		School Walkthrough	
	Complete	Type	Complete	Date	Complete	Date	Complete	Date
Attucks MS	X	PTO	X	29-Oct	X	11-Feb	X	17-Dec
Bellfort ECC	X	PTO	X	30-Oct	X	15-Jan	X	2-Dec
Blackshear ES	X	PTO	X	17-Oct	X	10-Feb	X	16-Dec
Bonham ES	X	PTA	X	29-Oct	X	28-Jan	X	29-Oct
Bruce ES	X	PTO	X	24-Sep	X	5-Feb	X	18-Dec
Codwell ES	X	PTA	X	15-Oct	X	19-Feb	X	14-Nov
Cook ES	X	SDMC	X	6-Nov	X	10-Feb	X	11-Dec
Cullen MS	X	PTO	X	8-Oct	X	12-Feb	X	13-Nov
Deady MS	X	PTO	X	10-Sep	X	17-Dec	X	21-Jan
Dogan ES	X	PTO	X	11-Nov	X	16-Jan	X	3-Dec
Edison MS	X	PTO	X	11-Dec	X	7-Feb	X	1-Nov
Foerster ES	X	SDMC	X	3-Oct	X	19-Feb	X	3-Oct
Fondren ES	X	SDMC	X	13-Nov	X	22-Jan	X	13-Nov
Forest Brook MS	X	PTO	X	23-Oct	X	26-Feb	X	12-Nov
Gallegos ES	X	PTO	X	14-Oct	X	13-Jan	X	16-Dec
Gregory-Lincoln PK-8	X	PTO	X	15-Dec	X	30-Jan	X	7-Nov
Henry MS	X	PTO	X	11-Oct	X	12-Feb	X	10-Dec
High School Ahead Acad MS	X	PTO	X	22-Oct	X	27-Jan	X	9-Jan
Highland Heights ES	X	PTO	X	31-Oct	X	23-Jan	X	12-Nov
Hilliard ES	X	SDMC	X	12-Nov	X	26-Feb	X	18-Dec
Holland MS	X	SDMC	X	13-Nov	X	12-Mar	X	18-Dec
Kashmere Gardens ES	X	PTO	X	10-Oct	X	15-Dec	X	10-Dec
Kashmere HS	X	SDMC	X	13-Nov	X	27-Feb	X	13-Nov
Key MS	X	PTO	X	6-Nov	X	13-Feb	X	18-Dec
Lawson MS	X	SDMC	X	4-Nov	X	29-Jan	X	4-Nov
Lewis ES	X	SDMC	X	14-Nov	X	23-Jan	X	3-Dec
Liberty HS	X	SDMC	X	10-Dec	X	29-Jan	X	29-Jan
Looscan ES	X	PTO	X	4-Oct	X	17-Feb	X	24-Oct
Mading ES	X	PTO	X	29-Oct	X	18-Feb	X	10-Dec
Madison HS	X	SDMC	X	7-Nov	X	30-Jan	X	7-Nov
Marshall ES	X	SDMC	X	17-Oct	X	27-Feb	X	23-Jan

Martinez C ES	X	SDMC	X	14-Nov	X	22-Jan	X	16-Dec
Milby HS	X	PTO	X	12-Nov	X	14-Jan	X	20-Nov
Montgomery ES	X	SDMC	X	30-Oct	X	31-Jan	X	30-Oct
North Forest HS	X	SDMC	X	24-Oct	X	10-Feb	X	5-Nov
Pugh ES	X	PTO	X	10-Oct	X	9-Dec	X	9-Dec
Reagan Ed Ctr PK-8	X	PTA	X	19-Sep	X	3-Dec	X	19-Sep
Shearn ES	X	PTO	X	2-Oct	X	30-Jan	X	13-Nov
Sherman ES	X	PTA	X	17-Oct	X	3-Feb	X	18-Nov
Stevens ES	X	PTCO	X	11-Nov	X	18-Feb	X	19-Dec
Sugar Grove MS	X	SDMC	X	31-Oct	X	29-Jan	X	10-Jan
Thomas MS	X	PTO	X	14-Nov	X	19-Feb	X	18-Feb
Washington HS	X	PTO	X	29-Oct	X	4-Feb	X	12-Dec
Wesley ES	X	PTO	X	17-Oct	X	4-Feb	X	17-Oct
Westbury HS	X	PTO	X	7-Oct	X	11-Feb	X	7-Oct
Wheatley HS	X	PTO	X	13-Nov	X	10-Mar	X	17-Dec
Williams MS	X	PTO	X	23-Oct	X	7-Feb	X	7-Feb
Wisdom HS	X	SDMC	X	17-Oct	X	6-Feb	X	1-Oct
Woodson	X	PTO	X	27-Sep	X	10-Feb	X	17-Dec
Worthing HS	X	SDMC	X	3-Oct	X	13-Feb	X	21-Nov
Yates HS	X	PTA	X	30-Oct	X	20-Feb	X	18-Dec
Young ES	X	PTO	X	6-Nov	X	21-Feb	X	24-Oct

2019- 2020 FACE EOY Report  
Appendix- FACE Campus Specialist



Figure 3 Food Distribution with Key Middle School FACE Specialist and Staff



North Forest High School FACE  
@NFHSFACE

Today was a very busy day at #THEFOREST! We had our PD about Affirmations, and a job fair with #Census2020! Everyone in attendance was able to apply for job with @census2020 right on the spot! @NorthForestHigh @csmith4\_smith @NFHSWRS



8:51 PM · 3/10/20 · Twitter for iPhone



Olga E. Hernandez  
@OlgaEHernandez2

Thank you to Principal Tovar, Ms. LaVondia and especially Dogan Parents for participating in the PD "HISD 101" learning what great resources the district has to offer & how to navigate through the website!  
#FACE #HISD #DoganElementary





**Career and Technical  
Education Department  
Achieve 180 Covid - 19  
Response**

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### CTE Summer Grant

The Career and Technical Education division was awarded the CTE Summer Scholarship grant by TEA. The division has created a strategic plan to help the 46 students who will be receiving the fully funded tuition scholarship opportunity. Programming include, phlebotomy, drone, and logistics. Students will begin their courses this starting in September of 2020. Additional dollars have been allocated to provide students with additional programming needs such as PPE, technology, books, and other resources identified by the postsecondary institution.

School	Forklift	Drone	Phlebotomy
Kashmere High School	1	2	3
Milby High School	1	1	2
Wheatley High School	2	2	3
Worthing High School	1	3	3
Yates High School	4	1	0
<b>Totals</b>	9	9	11

## Major Projects and Program Purchases

### Adobe Creative Cloud Suite

Career Readiness provided 7500 Adobe licenses to high school Arts Audio/Visual and Information Technology programs of study throughout the district. Access to this software provides students with the opportunity to earn industry-based certifications. Achieve 180 campuses benefiting from the deployment of this software include: Kashmere HS, Wheatley HS, Yates HS, Worthing HS, and Sharpstown HS.



### Madison HS

Career Readiness is providing for electrical upgrades in the welding lab to enable the operation of a forklift and plate roller. Additionally, Career Readiness is contracting with an approved vendor to transform two classrooms into computer labs to support the school's IT and STEM programs of study.

### Milby HS

Recruitment and planning for the second cohort of the Marek Construction Academy (MCA) took place this spring and summer. The academy is an initiative created in collaboration with MAREK Brothers Systems and Houston Community College in which students are taught by a Marek construction site supervisor. Participating students earn NCCER Core certification and a dual credit

Level 1 certificate. Despite the challenges presented by COVID, students were still able to take part in a planned paid summer internship. This summer, the internship for cohort 1 was held virtually.



### Virtual Job Shadow

This web-based platform benefits all middle and high school teachers and students. VJS is a rich repository of videos that hi-light a day in the life of

more than 200 careers. In addition to the videos, the platform provides engagement tools such as interest surveys, a resume builder, flex lessons, and post-secondary planning. Career Readiness facilitated the deployment of this resource and provides regular training on it. The platform benefits all Achieve 180 middle and high school campuses.



### Wheatley HS

In support of Wheatley's culinary program, Career Readiness acquired a new refrigeration unit and six-burner stove. The department arranged for additional electrical drops to be installed to support this new equipment.

### Wisdom HS

Maintenance and upgrades to Wisdom's welding and construction labs are in the works. The welding lab is receiving upgraded booths, fume evacuation, electrical work, and gas tank storage. The construction lab will receive a new state-of-the-art CNC router.



### New Programming

Kashmere High School is beginning a Entrepreneurship program of study this year to further expand CTE programs that are in line with the interests of the student population. This program is one of only four offered at HISD campuses. The Design and Multimedia Arts program that is a part of their FUTURES programming was revised to align with the TEA program of study standards.

Liberty High School is offering its students a revised Marketing and Sales program that better serves the needs of the unique student population at the campus and reduces the redundancy of technology- related objectives.

North Forest High School moved to a Networking program of study in Information Technology to align with the TEA program of study standards, student interest and certifications available.

Madison High School revised its Advanced Manufacturing and Mechanics program of study to include courses in Robotics and Engineering. The Computer Programming pathway was changed to a Networking Systems program of study in Information Technology to align with the TEA program of study standards and best utilize human capital at the campus.

Washington High School is expanding its Agriculture, Food and Natural Resource offerings to begin a Plant Science program of study in addition to its current Animal Science program of study. This will afford the students an opportunity to participate in fuller experience in the world of Agriculture, Food and Natural Resources.

Wisdom High School students will be able to participate in a new Teaching and Training program beginning this year, which will open opportunities for students to begin exploring options and receive training in the field of Education.

Worthing High School held an in-depth review of all existing programs and is exploring ideas of future programming to best serve the students in the attainment of certifications and dual credit that count toward their College, Career and Military Readiness. The Web Development program of study was revised to meet the TEA program of study standards and continue to serve the interest of students in the field of Information Technology.

Two new programs, Early Learning and Process Technology, are beginning this year at the Barbara Jordan Career Center. Students from Kashmere, North Forest, Wheatley and Yates have the opportunity to pursue these programs if they choose to attend the half day CTE programs at Barbara Jordan while remaining as students at their home campus.

## Preliminary Certification Attainment (July 2020)

Industry based certification testing usually occurs second semester, however some programs have already begun this process and have reportable results.

- Kashmere High School
  - ASE Maintenance Light Repair Entry Level: 1
    - Total of 1
- Madison High School
  - ASE- Refrigerant & Recovery: 59
  - ASE- Heating, Vent, AC (HVAC): 55
  - OSHA 30 Hour General: 1
    - Total of 115

- Milby High School
  - NCCER Core:35
  - MTA Intro Programming Using Python: 3
  - **Total of 33**
- North Forest High School
  - Microsoft Office Specialist-Word: 97
  - Microsoft Office Expert-Word:15
  - Microsoft Office Specialist-Excel:40
  - ASE-Brake: 7
  - ASE-Refrigerant & Recovery: 7
  - ASE Maintenance Light Repair Entry Level: 9
  - OSHA 30 General: 13
  - OSHA 30 Construction: 1
  - Certified Veterinary Assistant: 4
  - **Total of 193**
- Sharpstown High School
  - Certified Billing and Coding Specialist: 1
  - **Total of 1**
- Washington High School
  - NCCER Core: 1
  - ASE Maintenance Light Repair Entry Level: 2
  - **Total of 3**
- Westbury High School
  - Microsoft Office Specialist-Word: 26
  - :Microsoft Office Expert-Word: 8
  - Microsoft Office Specialist-Excel: 11
  - Microsoft Office Master-Word: 1
  - MTA Introduction to Programming using Java: 1
  - ASE-Brake: 5
  - ASE Electrical/Electronic System: 2
  - ASE-Refrigerant & Recovery: 69
  - ASE Suspension and Steering Entry Level: 3
  - ASE-Maintenance Light Repair: 12
  - **Total of 138**
- Wheatley High School
  - Microsoft Office Specialist-Word: 117
  - Microsoft Office Expert-Word: 1
  - Microsoft Office Master-Word: 1
  - Adobe Photoshop: 13
  - ServSafe Manager: 1
  - ASE-Electrical/Electronic Systems: 4
  - ASE-Brakes: 1
  - ASE-Engine Performance: 2
  - ASE-Maintenance Light Repair: 7
  - ASE-Refrigerant & Recovery: 19

- ASE-Suspension and Steering: 3
  - **Total of 169**
- Wisdom High School
  - Microsoft Office Specialist-Word: 55
  - Microsoft Office Expert-Word: 1
  - Microsoft Office Specialist-Excel: 3
  - Microsoft Office Master-Word: 1
  - Entrepreneurship and Small Business: 4
  - NCCER Core: 130
  - NCCER Welding: 6
  - Non-Commissioned Security Officer: 45
  - **Total of 245**
- Worthing High School
  - MTA HTML5 App Development: 12
  - ASE Refrigerant Recovery and Recycling: 1
  - **Total of 13**
- Yates High School
  - Microsoft Office Expert-Word: 1
  - **Total of 1**

## Career and Technical Education Professional Development Offerings June 2020 - July 2020

Courses:

- **Learning Boards for the Classroom:** 1 credit hour (Teachers will learn how to create a learning board to incorporate student choice and differentiate learning.) 6/10/2020 and 7/8/2020
  - Participants: Wheatley, Wisdom, and Yates
- **Soar High with Drones:** 1 credit hour (Teachers will learn about the Unmanned Aircraft System, commonly known as the drone. Participants will also learn how to obtain the FTN (FAA Tracking Number).)
  - Participants: Washington and Wheatley
- **Minecraft Education Cohort: What is Minecraft Education Edition?** 1 credit hour (Participants will explore how Minecraft Education Edition can be used as a tool for supporting pedagogy and as an opportunity for students to build collaboration and creativity skills, and experience learning through play.)
  - Participants: Wisdom, Yates, Wheatley
- **Resume Writing for the Workforce:** 1 credit hour (Teachers will learn strategies for helping students craft resumes for the workforce. (Partnership with Workforce Solutions.)
  - Participants: Wisdom and Wheatley
- **Student Engagement in the CTE Virtual Classroom:** 1 credit hour (Teachers will explore a variety of ways to keep students engaged in a virtual setting.)
  - Participants: Wisdom, Wheatley, Madison, Yates, North Forest

- **Houston Public Library Gale Courses and Lynda.com:** 1 credit hour (Participants will explore the Gale Courses and Lynda.com platforms available on the Houston Public Library website. Participants will be able to take free courses throughout the summer.)
  - Participants: Wisdom, Madison, Yates
- **Texas Works Path to Success Orientation Meeting:** 2.5 credit hour (The Texas Works Path To Success Pilot Program orientation meeting will provide knowledge and relevant tools for Career Prep teachers. This training is geared toward introducing the skills necessary to obtain a job with Texas Health and Human Services.)
  - Participants Wheatley, Worthing
- **Spread Positivity: Building Classroom Culture:** 1.25 credit hours (Teachers will explore a variety of strategies for building a positive learning environment.)
  - Participants: Wheatley, Westbury, Sharpstown, Yates
- **Work-Based Learning:** 2.0 credit hours (Participants will gain knowledge on state and local requirements for work-based learning. Choose one session. Space is limited)
  - Participants: Madison, Wheatley, Wisdom
- **Virtual Handshake:** 1 credit hour (Participants will understand the importance of verbal communication and be able to leverage video technology to allow the discussion to take place remotely.)
  - Participants: Wheatley, Yates
- **Industrial Contractors Committee (ICC) Part 1:** 3.0 credit hours (Participants will focus on: Communication Skills from KBR, Building an Effective Resume from Performance Contractors, and Employability from PCL.)
  - Yates
- **Industrial Contractors Committee (ICC) Part 2:** 3.0 credit hours (Participants will focus on: Communication Skills from KBR, Building an Effective Resume from Performance Contractors, and Employability from PCL.)
  - Wisdom, Yates, Worthing

## Achieve 180

### CTE Teacher Professional Development Data Tracking (2020-2021)

Duration of Professional Development CTE has offered via Microsoft Teams since August 2020  
Highlighted is hourly data showing PD durations that Achieve 180 CTE teachers were offered or attended.

- 5.3 hours (16 sessions) = CTE Academic Day for all Achieve 180 Area Campuses on 8/28/2020
  - 2 hours = "AES Health Center 21" held on 9/15/2020
  - 2 hours = "AES Business & IT Center 21" held on 9/17/2020
  - 1.5 hours = "HCC Engineering Programs Overview" held on 9/1/2020
    - 1 hour = all other Enrichment PD sessions

## Achieve 180 Enrichment Days PD Opportunities September 1st, 2020 & September 3rd, 2020

- **8/28/2020 - "CTE Academic Day by Area"**  
(Achieve 180 campuses scheduled to be in attendance)
- **9/1/2020 - "Virtual Engagement Ideas for CTE High School Students"**  
(Madison High School)
- **9/1/2020 - "Marvy Finger Foundation CTE Career Scholarship Opportunities"**  
(Wheatley High School)
- **9/3/2020 - "Burmax - Cosmetology Beginning of Year Community of Practice & Virtual Resources"**  
(Madison High School & Milby High School)
- **9/1/2020 - "The CTE Talent Pipeline"**  
(No Achieve 180 CTE teachers were in attendance)
- **9/3/2020 - "The CTE Talent Pipeline"**  
(Yates High School)
- **9/1/2020 - "HCC Engineering Programs Overview"**  
(No Achieve 180 CTE teachers were in attendance)
- **9/1/2020 - "Learn How the Discovery Education Experience Supports Flexible Learning Environments"** (No Achieve 180 CTE teachers were in attendance)
- **9/3/2020 - "Learn How the Discovery Education Experience Supports Flexible Learning Environments"** (No Achieve 180 CTE teachers were in attendance)
- **9/15/2020 - "AES Health Center 21"**  
(Milby High School)
- **9/17/2020 - "AES Business & IT Center 21"**  
(Wheatley High School & Worthing High School)

## Elementary and Middle School Outreach

### *Elementary School Outreach*

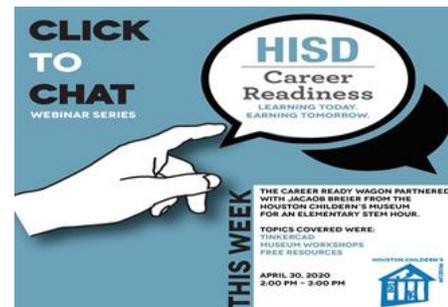
The Career Ready Wagon is a mobile career exploration exhibit that visits Houston ISD elementary schools and provides entertaining, interactive, and informative career experiences for students in pre-kindergarten through 5<sup>th</sup> grade. The Career Ready Wagon offers activity stations and hands-on exhibits to explore different interests and skills related to all 16 CTE programs of study.

- Activity stations and hands-on exhibits are set up in and around the bus for students to personally explore how different interests and skills can link to a future career.
- Career exploration activities, encouraging continued exploration of lessons and activities presented on the bus, are available for students to take with them.
- Career focused interactive performances and presentations featuring music, costumes, and theater are available.
- Customizable career curriculum, based on the needs of the school, is available. The Career Cowboy offers a basic, standard career curriculum, however collaboration with the school regarding both content and format is encouraged.

- Pre and post-visit online resources are available to encourage continued exploration of lessons and activities presented on the bus.

## Achieve 180 campuses and feeder school campuses virtual visits by the Career Ready Wagon-post COVID-19:

- **Elementary STEM Hour** in partnership with the Houston Children’s Museum
  - Participants engaged in a hands-on session learning the inner workings of Tinkercad, an affiliate of Autodesk.
  - Tinkercad is a free, easy-to-use app for 3D design, electronics, and coding.
    - Campuses in attendance on April 30, 2020: *Dogan, Kashmere Gardens, Woodson, Hilliard & Gregory Lincoln*
- The **Career Ready Wagon** launched **Story Time Hour** for our annual Summer Bridge session.
  - This initiative targeted students in **Pre-K to 2nd grade**.
    - CTE Interns hosted virtual read-a longs that introduced career concepts and themes while engaging students and parents in critical thinking.
    - Read a longs where hosted in BOTH [Spanish & English]
    - Story Time intro video is [here](#)
- **Career Scouts** is a new Career Readiness initiative geared towards creating a community for 3rd - 5th grade students, while engaging in career-ready concepts.
  - Career Scouts promote virtual career exploration through career-themed activities.
  - Scouts can earn career-ready merit badges at their own pace by completing and submitting Career and Technical Education cluster activities.
  - Activities will guide students through the 16 career clusters and pathways offered in HISD and for every four badges received, scouts will graduate to the next The Career Ready level.
- **Career Ready YouTube Channel:**
  - Career Ready Wagon is in the process of launching its first YouTube Channel featuring student work videos.
  - Videos will cover career-ready themes, such as what it means to be career-ready, pathways, course selection, and more.
    - The first video can be found [here](#).
    - The newest career video can be found [here](#).

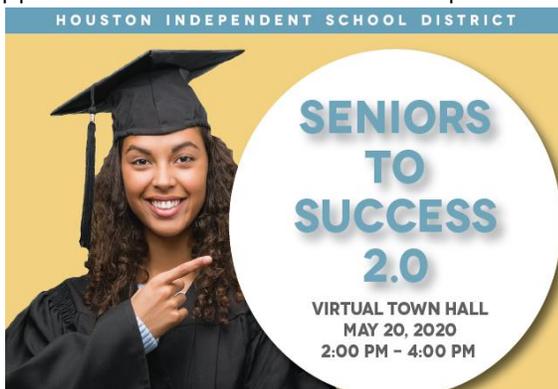


## Career and Technical Education Special Projects

Initiatives implemented post COVID-19 are highlighted below:

- **Seniors to Success 2.0**

- This virtual LIVE event was held on May 20, 2020 and targeted graduating seniors from all campuses, in addition to providing one-on-one assistance to students at **[Kashmere, Wheatley, North Forest, Worthing]**. For this event, we were able to partner with 30 local businesses offering 100+ immediate job opportunities. Employment opportunities were also extended to parents impacted by COVID-19.



- **Career and Military Signing Day Documentary**

- CTE's signature event which highlights the accomplishments of students who have successfully completed their chosen program of study.
  - This year, we wanted to ensure that we did not allow COVID-19 to overshadow the accomplishment(s) of our CTE students.
    - <https://vimeo.com/421314703>
      - Time Code: 0:12 Chapter 1 Health Science
      - Time Code: 1:23 Chapter 2 JROTC/Military
      - Time Code: 5:12 Chapter 3 Agriculture, Food, and Natural Resources
      - Time Code. 6:02 Chapter 4 Business Management and Administration
      - Time Code. 7:46 Chapter 5 Law, Public Safety, Corrections and Security

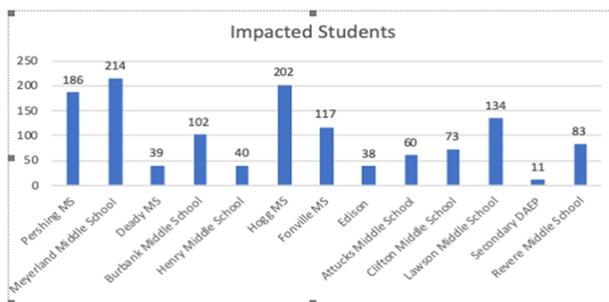
- **Texas Works Path to Success**

- This is a collaborative-partnership with the Texas Health and Human Services Department and Goodwill Houston to provide 40 guaranteed positions to rising seniors at two (2) HoustonISD high schools.
  - This pilot program began September 21, 2020 at the following campuses:
    - **Wheatley & Worthing**
    - The 40 guaranteed positions are with local offices of Texas Health and Human Services as "caseworkers"
      - The starting salary for the guaranteed 40 positions upon graduation is **\$29,520 + benefits**.
        - Each position comes with an automatic 7% increase after 12 months.

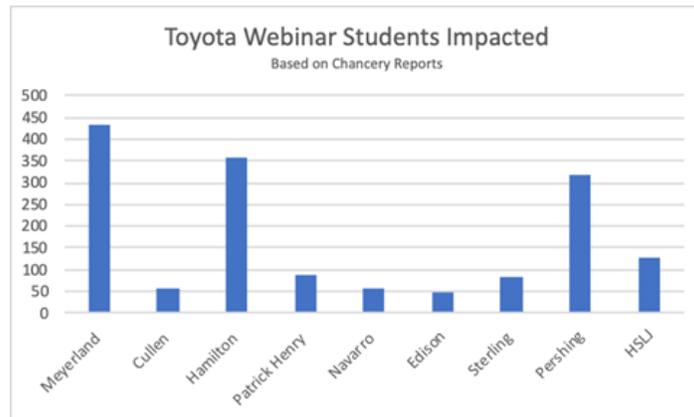
- The capital infusion into those respective communities is approximately **\$1,400,000.00**
  - In addition to the 40 guaranteed positions with Texas Health and Human Services, Goodwill Houston has available positions as case workers with Texas Health and Human Services via their adult track.
    - Current seniors that are not part of the pilot program can apply for these positions post-graduation.
    - They also have positions in *[Construction Technology & Apt. Maintenance]*

## CTE “Click To Chat” Series [Middle School & High School Sessions]

- **Soft Skills in a Virtual World (May 6, 2020)**
  - This “Click to Chat” series featured **Texas Workforce Solutions**, offering a variety of programs, partnerships, support, and invaluable insight into the world of work.
    - Participants learned about career centered resources and growth opportunities to incorporate into their CTE classroom, coupled with the ability to (1) schedule virtual visits, (2) receive resume consultations, and (3) in-depth career exploration planning for students.
      - The campuses in attendance included: **Patrick Henry, Secondary DAEP, Edison, and Attucks**

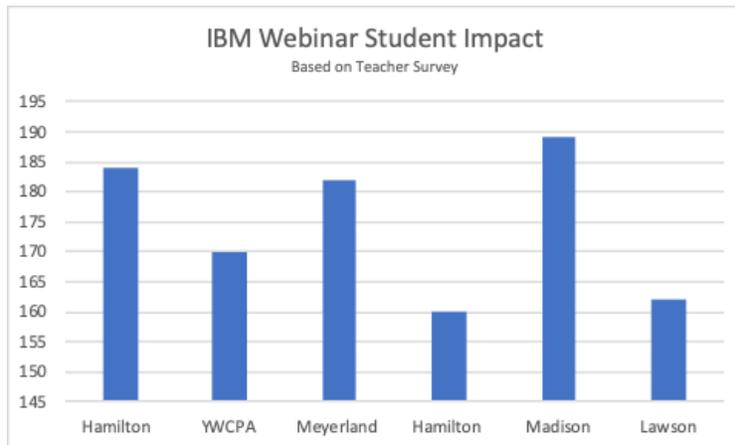


- **Toyota Project Shift Session (June 2, 2020)**
  - This highly engaging session allowed participants to blend STEM concepts and theories with the world of automotive.
    - Participants received access to several free lessons that break down challenging notions of force and velocity into easier to understand interactive modules.
      - The Middle Schools in attendance included: **Cullen, Patrick Henry and Edison.**



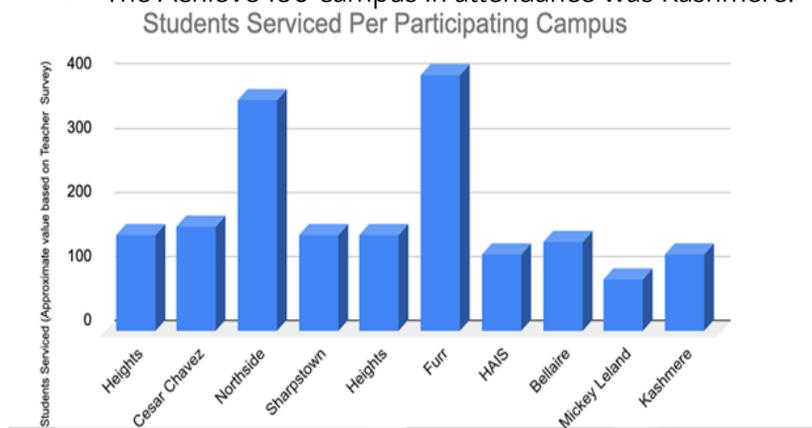
- **IT Series during the Month of April:**

- These series afforded program of study (POS) instructors an opportunity to speak with field expert(s) and address any concerns, learn new strategies coupled with best practices for their industry.
  - Featured guest was Mr. EJ Machicek, Senior Manager of IT Operations for HISD.
    - He discussed technology concerns and provided valuable resources for instructors.
    - Achieve 180 campuses in attendance included: Wheatley, Yates & Kashmere
  - Featured guest was Ms. Heather Leopold of Certiport.
    - Participants engaged in a Q&A regarding log-in and downloading concerns with the **G-Metrix application**.
    - Achieve 180 campuses in attendance included: Kashmere & Wheatley
- In partnership with **IBM**, teachers received **FREE STEM** resources and lessons that can be used to engage students in a variety of tech topics.
  - This webinar provided tools and resources which can be utilized by students and instructors to learn the basics of coding and progressively graduate into more difficult concepts.
    - Madison High School was represented during this session.



- **The Virtual World of Arts/Av**

- In partnership with Houston-TV instructors were able to delve into all things production (May 8, 2020).
  - Featured guest was Mr. Ted Irving, the Director of H-TV.
    - Participants learned how to obtain quality footage while out of your element, immersing participants in what it takes to keep a studio going during lockdowns.
    - This engaging session covered resources for how to set up an in-home studio, composing a course calendar, active video filming, and information on potential partnerships/internships.
    - The Achieve 180 campus in attendance was Kashmere:



- This inaugural virtual Adobe training was held July 29th -July 30th.
  - HoustonISD was the first district to receive training of this type.
    - Participants walked away with strategies to increase student engagement in both a virtual and in-person platform, classroom management tips, student projects, and methods for growing certification numbers to adapt to new classroom demands.
      - Achieve 180 Campus in attendance included: Wheatley, Worthing and North Forest

- **Texas Workforce Career and Education Outreach Specialist Pilot Program**
  - In partnership with Texas Workforce Solutions, we were able to provide virtual career readiness resources.
  - Prior to COVID 19, the Career and Education Specialist (CES) of Workforce Solutions (WFS) provided direct services to the following schools from *November 2019-March 2020*.
    - **McReynolds Middle School:**
      - Direct: 48 students (Classroom workshops)
      - Exposures: 185 students (Cafeteria, Library, etc.)
    - **Northside High School:**
      - Direct: 729 students (Classroom workshops)
      - Exposures: 1,126 students (Cafeteria-table setup)
  - Post COVID-19, TWS was able to provide services to additional campuses:

High School

Middle School indirect

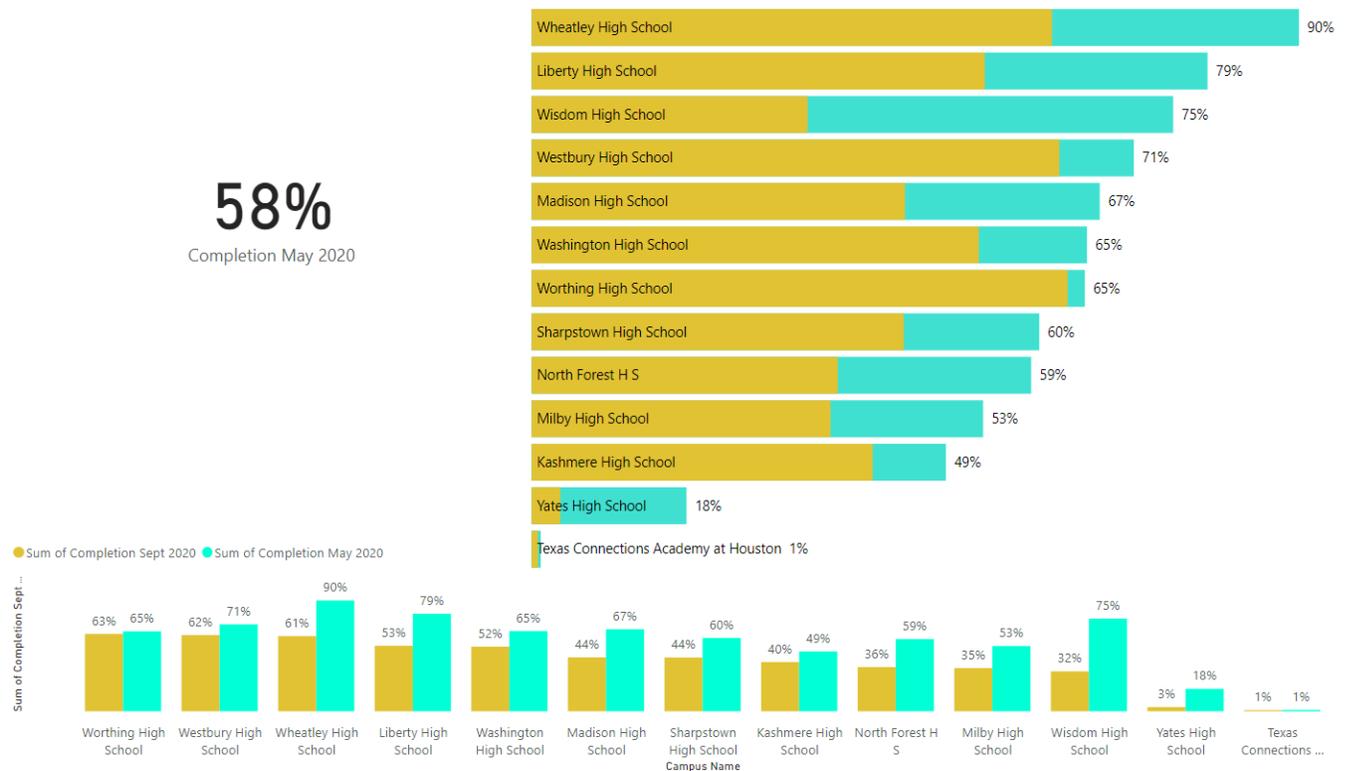
<b>Wheatley</b>	Fonville
<b>Kashmere</b>	MC Williams
<b>Washington</b>	Marshall
<b>Houston MSTC</b>	Burbank
<b>Furr</b>	Patrick Henry
<b>North Forest</b>	Forest Brook
<b>Waltrip</b>	Woodson
<b>Worthing</b>	Key

## Career and Technical Education Advisors

The CTE Advisors work collaboratively with campuses to ensure that the PGP compliance and data for the district is accurate and completed. The Personal Graduation Plan is a tool designed to help a student track their progress during their academic tenure at a campus. The Career Advisors work directly with students to encourage exploration of all post-secondary opportunities. They help

students with career planning and coordinate resources to assist students with their own developing interest. Developed COVID-19 accommodations for campuses to follow regarding Personal Graduation Plans (PGPs). The alternative plan allowed campuses to mail or email a students' PGP to the parent or guardian. The mailed PGP would also need to include a letter of explanation about the PGP and students' endorsement. This process would ultimately require the campuses to develop a drop-off method of the PGP to the campus once students and parents have signed. In spite of COVID 19 the Achieve 180 campuses finished the 2019-2020 school year with an **18% increase from 40% in September to 58% in May**.

Below represents the 2019-2020 PGP data for each of the Achieve 180 campuses served.



The Spring semester before COVID-19 the Advisors provided support to Achieve 180 campuses by meeting with students to follow-up for interviews with industry partners from our Seniors to Success event. They also recruited students who were not hired to attend the virtual Seniors to Success 2.0 in May. Students again received the opportunity to hear directly from partners and different employers that were hiring in the Houston area.

### Wheatley High School

In collaboration with the Special Projects team our Career Advisor Cassandra Antonio recruited over 155 students at Wheatley high school to attend the Texas Works Paths to Success Pilot Program. This partnership will provide students with an opportunity to gain employment with the Texas

Health and Human Services department upon graduation of high school. The team provided four presentations to juniors and their parents regarding the program and acceptance.

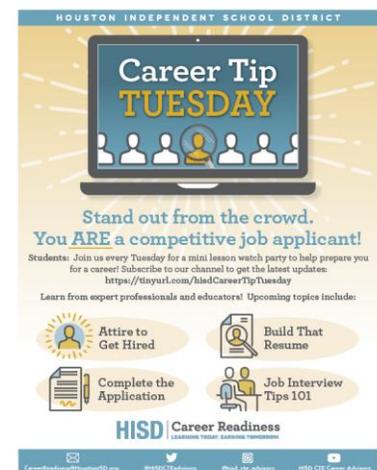
## Washington High School

Our Career Advisor Keisha Smith-Davis coordinated the guest speakers for the Washington CTE EXPO event. The speakers were all engineers who also are alumni of Washington high school. The speakers gave students the opportunity to ask them pre-selected questions about their careers and how they got to where they are. The panelist also provided students with information regarding academics and skills needed beyond high school. The CTE EXO also featured all of the CTE programs, where students were given the opportunity to showcase CTE program projects and accomplishments to parents and the community.



## Career Tip Tuesday

As we began to explore different avenues during COVID-19 to work with students virtually. The Career Advisors launched Career Tip Tuesday. Career Tip Tuesday is a series of mini videos created by Career Advisors that provide students with information on various career topics such as how to apply for a job, job interview tips, build your resume, dress to get hired, etc. These mini videos allowed for the Career Advisors to connect with students who were about to graduate or needed to immediately find jobs to help their family due to COVID-19. The videos were posted to the Career Advisors new YouTube channel and Instagram page for students. When students subscribe they would receive alerts every time a new video was posted. Students can easily access any of the videos using their phone, laptop, or any electronic device.



## The Marvy Finger Scholarship

The Marvy Finger Foundation scholarships are available for a career and technical degree or certificate program in architecture and construction, health science, hospitality and tourism, human services, law and public safety, information technology, and transportation distribution and logistics. Scholarship awards are based on a student's interest in a career and technical program, grades

(minimum 2.0 GPA), activities in which they participated in school, and financial need. Students will enroll in a two-year approved degree/certificate program at a not-for-profit college in the Houston area and the scholarship will provide any educational expenses including books, supplies, tools and equipment required by the college program (excluding transportation, food, and housing).



The CTE Advisors hosted Marvy Finger scholarship presentations at each school. Followed by essay writing workshops on each campus to support students applying for the scholarship. A total of 147 students applied from Achieve 180 campus. Of those 147 students 20 students from Achieve 180 campuses were awarded the Marvy Finger Family Foundation scholarship.

Below are the finalized number of applications received and scholarships awarded by each of the Achieve 180 campuses:

Campus	No.# Applications	Awarded
Kashmere	15	1
Liberty	7	0
Madison	10	3
Milby	16	1
North Forest	13	2
Sharpstown	11	2
Washington	15	1
Westbury	20	5

Wheatley	18	2
Worthing	11	2
Yates	11	1
Total	147	20

### Advisory Committee’s Work with Achieve 180 Campuses

The CTE District Advisory Council meets throughout the school year in support of CTE programming at Houston ISD High Schools. The Council is representative of industry and higher education across the Houston metroplex. Advisory Council members are focused on providing industry relative knowledge to CTE classrooms through onsite classroom visits as guest speakers, participating in campus career events, offering onsite workplace tours, exhibiting at When I Grow Up Expo and providing externship experience for teachers. Participation for events: 120

### A180 - Business Partnerships

#### Virtual Learning Resources:

During this unprecedented time of COVID-19, 14 HISD business partners which include (Gulf Coast Carpenters and Millwrights Training Trust Fund, SciArt, Houston Public Library, City of Houston --Office of Education, Workforce Solutions, Bank of America, Ace Mentors, Oracle Academy, Junior Achievement, MD Anderson --Aspire Program ,Greater Houston Partnership, TDIndustries, Gulf States Toyota and Texas A&M Agrilife Extension) provided online resources to our HISD students and teachers from all the Achieve 180 campuses to assist them with the transition of virtual learning at home so they could continue learning and accessing industry content.

#### Booker T. Washington High School:

A new partnership with the Historic Trades Preservation allowing Construction students to have paid internships over the summer. Students will learn Construction Preservation and work on Historic Landmarks around Houston.

#### Yates High School and Milby High School

Students from the two schools participated in the HCC Logistics Day Event along with several other campuses, granting students scholarship and tuition assistance to enter various TD&L of Maritime industries.



### Wheatley High School and Milby High School:

With the support of the Confucius Institute, Wheatley and Milby were among campuses that participated in a district wide cooking competition. Wheatley HS placed 1<sup>st</sup> for its Asian inspired cuisine.



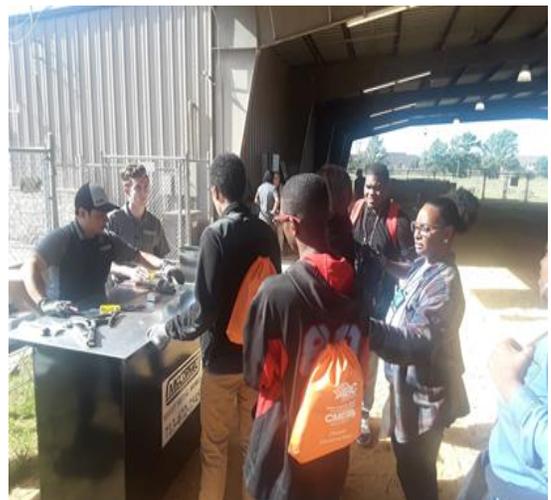
### Houston Rodeo Skid Building Competition:

Thanks to our partners at S&B and HLSR Committee several of our campuses were able to participate in the 2019-2020 Rodeo Competition for Welding/Construction. This project launched at Madison High School Campus as our District Team Lead and Hub school for supplies. We truly appreciate our teachers for getting involved in this and showing just how talented and industrious our students are! They worked on creating an 8x8 skid with a Pit

and several other components outlined by the Rodeo committee and a few of our sponsoring Industry partners.

### NCCER Hosts "Construction Day":

Our NCCER sponsor ABC/CEMF under the leadership of Dr. Horton and his team hosted a district wide event for our students in Welding and Construction pathways. Students from Madison were able to engage in hands-on activities exposing them to various industry trades.



### Houston Livestock Show and Rodeo Black Heritage Gala:

Washington, Worthing, and Madison High School were the three campuses recognized as Bill Pickett Awardees by the Black Heritage Committee of the Houston Livestock Show and Rodeo. These awards were given at the Black Heritage Committee's Annual Gala on February 15, 2020, which was held at the George R. Brown Convention Center. Interim Superintendent Dr. Lathan, the schools' Agriculture teachers, and administrators all received recognition for programming excellence of the pathways.

### Business Advisory Council

Throughout the spring and summer, the CTE department has continued to keep our Business Advisory Council members informed and engaged through meetings in the virtual platform. This practice has been beneficial to our Achieve 180 campuses as it allows the department to keep the local business community apprised of our work; and works as a conduit for the council members to impact individual campuses with specific resources. Past meetings have occurred in June and August; with the next one scheduled for October 8, 2020.