

MEMORANDUM

March 22, 2019

TO: Board Members

FROM: Grenita Lathan
Interim Superintendent of Schools

SUBJECT: **UPDATE TO DISTRICT IMPROVEMENT PLAN FOR SCHOOL YEAR 2018-19**

CONTACT: Noelia Longoria
Interim Chief Academic Officer

Attached is an update to the district improvement plan (DIP) for the 2018-19 school year. Periodic updates to the DIP were requested by trustees upon board approval of the 2018-19 DIP at its November 2018 regular board meeting.

The intent of the district improvement plan is to guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to the achievement indicators. The table below reflects updates to the DIP; details are provided in the attached document.

Problem & Root Cause	Annual Goal(s)	Strategy
<u>Problem:</u> Among SPED students, STAAR EOC passing rate for English Language Arts is 26.8%. <u>Root Cause:</u> Failure to implement specially designed instruction for students with disabilities.	Among SPED students, Increase the STAAR EOC passing rate on English Language Arts by 3.2% to 30.0%.	Campus administrators and teaching staff who serve students with disabilities in English Language Arts will be trained in specially designed instruction delivered through a continuum of services.
<u>Problem:</u> Among SPED students, STAAR 3-8 passing rate for Reading is 41.5% and Writing 27.1%. <u>Root Cause:</u> Failure to implement specially designed instruction for students with disabilities.	Among SPED students, increase the STAAR passing rate in Reading by 13.5% to 55.0% and Writing by 12.9% to 40.0%.	Campus administrators and teaching staff who serve students with disabilities in English Language Arts will be trained in specially designed instruction delivered through a continuum of services.
<u>Problem:</u> CTE students who are classified as EL or Special Education have a significantly lower passing rate on EOC exams in all subjects than the general CTE STAAR passing rate. <u>Root Cause:</u> CTE students with additional needs related to academic performance may not be receiving the differentiated instruction that supports the students' needs.	All CTE teachers who received training will implement at least 2 instructional strategies that target identified skill deficits in students by the end of the 2018-2019 school year.	CTE teachers will implement instructional strategies gain during targeted professional in the CTE classroom to support the academic skill deficits for the students of special populations.

Problem & Root Cause	Annual Goal(s)	Strategy
<p><u>Problem:</u> Based on the 2018 English EOC STAAR results, 18% of ELs met the passing standard</p> <p><u>Root Cause:</u> Lack of a district wide instructional plan to support central office and campus based staff with tools for delivering quality instruction and support to ELs.</p>	<p>The passing rate for ELs on the EOC Reading STAAR will increase from 18% to 25%.</p> <p>The passing rate for ELs on the EOC Reading STAAR will increase by 7% from 18% to 25%.</p>	<p>Provide professional development for teachers and school leaders on one strategic approach to sheltered instruction to implement in all reading classes.</p>
<p><u>Problem:</u> Based on the 2018 STAAR Reading results in grades 3-8, 31% of ELs served in ESL programs met passing standard.</p> <p><u>Root Cause:</u> Lack of a district wide instructional plan to support central office and campus based staff with tools for delivering quality instruction and support to ELs.</p>	<p>The passing rate for ELs served in ESL programs on the STAAR Reading assessment will increase by 6% from 31% to 37%.</p>	<p>Provide professional development for teachers and school leaders on one strategic approach to sheltered instruction to implement in all classes.</p>
<p><u>Problem:</u> Based on the 2018 Social Studies STAAR results, 24% of ELs served in ESL programs and 31% of ELs not served met passing standard.</p> <p><u>Root Cause:</u> Lack of a district wide instructional plan to support central office and campus based staff with tools for delivering quality instruction and support to ELs.</p>	<p>The passing rate for ELs on the Social Studies STAAR will increase by 6% from 24% to 30% and ELs not served will increase by 6% from 31% to 37%.</p>	<p>Provide professional development for teachers and school leaders on one strategic approach to sheltered instruction to implement in all classes.</p>
<p><u>Problem:</u> 57% of 4th and 7th grade migrant students did not meet grade level in Writing.</p> <p><u>Root Cause:</u> Specific support and guidance on the writing strategies and approaches to create "expository/procedural" compositions were not effective.</p>	<p>Reduce the percent of migrant students who did not meet grade level in 4th and 7th grade Writing by 25%.</p>	<p>Targeted one-on-one Writing instruction using research-based teaching/tutoring web program, Study Island.</p>
<p><u>Problem:</u> 47% of 8th grade migrant students did not meet grade level in Social Studies and Social Studies STAAR scores have remained unchanged for Title 1, Part A.</p> <p><u>Root Cause:</u> Targeted one on one instruction to critically analyze and understand US</p>	<p>Reduce the percent of migrant students who did not meet grade level in 8th grade Social Studies by 15%. Title 1, Part</p> <p>The percent of migrant students who</p>	<p>Targeted one-on-one Social Studies instruction using research-based teaching/tutoring web program, Study Island. Provide content/Pedagogic Professional Development for teachers.</p>

Problem & Root Cause	Annual Goal(s)	Strategy
history events was not effective. Middle School Social Studies teachers lack the content knowledge and pedagogy necessary to address the depth and complexity of the TEKS.	score "Approaches Standard" will increase by 6% from 54% to 60% on the Social Studies Grade 8 STAAR Exam.	
<u>Problem:</u> 53% of migrant students that took EOC did not meet grade level in English I and II. <u>Root Cause:</u> Specific support and guidance on the writing strategies and approaches to create "expository" (English I) and "persuasive" (English II) compositions were not effective.	Reduce the percent of migrant students who did not meet grade level standards on EOC English I and II by 15%.	Targeted one-on-one English I and II instruction using research-based teaching/tutoring web program, Study Island.
<u>Problem:</u> Targeted interventions are needed to address the needs of students at risk of dropping out of school. <u>Root Cause:</u> Lack of a systemic way to provide targeted interventions that address the needs of the whole child.	Decrease the dropout rate and increase the graduation rate.	To decrease the dropout rate by implementing a community schools approach through the Wraparound Services Department. This will improve school culture and climate and increase student engagement.

Should you have any questions, please contact Noelia Longoria, Interim Chief Academic Officer (713) 556-6024.

Noelia Longoria

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Attachment

District Improvement Plan, March 2019 Update
Houston Independent School District

District Name:	Houston ISD	County District Number:	101912	Interim Superintendent Name:	Grenita Lathan		
Campus Name:	NA	Campus Number:	NA	District Coordinator of School Improvement:	Silvia Trinh		
PSP:	NA	Educational Service Center:	Region 4	School Principal:	NA		

Vision:	Every child shall have equitable opportunities and equal access to an effective and personalized education in a nurturing and safe environment. Our students will graduate as critical thinkers and problem solvers; they will know and understand how to be successful in a global society.						
Problem Statement #1:	STAAR EOC passing rate for English Language Arts is 26.8%.			Annual Goal #1:	Will increase the STAAR EOC passing rate on English Language Arts to 30.0%.		
Root Cause #1:	Failure to implement specially designed instruction for students with disabilities.			Strategy #1:	Campus administrators and teaching staff who serve students with disabilities in English Language Arts will be trained in specially designed instruction delivered through a continuum of services.		

Goal #1:	Activity (Actions/Processes)	Activities Timeline	Resources	Person(s) Responsible	Goal for this Activity	Results for this Activity	Status	Next Steps
Short-Term: (training, acquisition of new skills)	Campus Administrators and Teaching Staff will attend professional development on effective models of Co-Teaching and Specially Designed Instruction.	July 2018 - October 2018	Training Cost, Training Materials, Develop Work Plan, Develop a schedule for training	Campus Administrators, IAT, Support personal, Special and General Education Staff and Case Managers	Administrators and Support Staff will observe the General and Special Education teachers demonstrating inclusive culture in the classrooms.		On Track to Meet Goal	
	Campus Administrators and Teaching Staff will train General, CTE and Special Education Staff on effective inclusive practices and targeted interventions through the use of Kurzweil, Lead4ward and General Education initiatives.	July 2018 - November 2018	Lesson Plans, Gradespeed, Data Walls, Easy IEP for Progress Monitoring, Lead4ward	Campus Administrators, IAT, Support personal, Special and General Education Staff and Case Managers	Campus and Support Staff will observe the classroom teacher and case manager utilizing accommodations during instructional time.		On Track to Meet Goal	
Intermediate: (Implementation)	Office of Special Education Services Staff will monitor the fidelity of inclusive practices in the classroom conducting weekly observations and providing feedback to Campus Administrators.	November 2018 - March 2019	Student Achievement, Student Data, Progress monitoring	Campus Administrators and Instructional Specialists	Inclusive practices will be observed and evident in daily instruction.		On Track to Meet Goal	
	Office of Special Education Services Staff will provide Trainer of Trainers Model for effective implementation of accommodations to presented to campuses by Program Specialist.	November 2018 - March 2019	Student Achievement, Student Data, Progress Monitoring	Campus Administrators and Instructional Specialists	Use of accommodations will be observed and evident in daily instruction.		On Track to Meet Goal	
	Office of Special Education Services Staff will audit effective implementation of progress monitoring each grading cycle and provide feedback to campuses.	November 2018 - March 2019	Student Achievement, Student Data, Progress Monitoring	Senior Managers and Program Specialists	IEPs will document progress monitoring for each grading cycle.		On Track to Meet Goal	
Long-Term: (Results)	Campus Administrators and Teaching Staff will monitor and track student progress through the use of Renaissance data.	November 2018 - May 2019	Student Achievement, Student Data, Progress Monitoring	Campus Administrators, Senior Managers and Program Specialists	STAAR EOC passing rate for ELA will increase to 30%.		On Track to Meet Goal	

Vision Status:		Vision Metrics:	
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End of Year Report
Did you meet the annual goal? Why or why not?
Is the root cause resolved? Why or why not?

Vision:		Every child shall have equitable opportunities and equal access to an effective and personalized education in a nurturing and safe environment. Our students will graduate as critical thinkers and problem solvers; they will know and understand how to be successful in a global society.						
Problem Statement #2:		STAAR 3-8 passing rate for Reading is 41.5%and Writing 27.1%.		Annual Goal #2:		We will increase the STAAR passing rate in Reading to 55.0% and Writing to 40.0%.		
Root Cause #2:		Failure to implement specially designed instruction for students with disabilities		Strategy #2:		Campus administrators and teaching staff who serve students with disabilities in English Language Arts will be trained in specially designed instruction delivered through a continuum of services.		
Goal #2:	Activity (Actions/Processes)	Activities Timeline	Resources	Person(s) Responsible	Goal for this Activity	Results for this Activity	Status	Next Steps
Short-Term: (training, acquisition of new skills)	Campus Administrators and Teaching Staff who serve students with disabilities will participate in training focusing on observable instructional indicators in General and Special Education classroom settings.	July 2018 - October 2018	Training Cost, Training Materials, Develop Work Plan, Develop a Schedule for Training	Office of Special Education Services Staff, Senior Managers, Managers and Program Specialists	Campus Administrators and Teaching Staff will have completed training.		On Track to Meet Goal	
	Campus Administrators and Teaching Staff will attend training on Developing and Implementing an Effective IEP.	July 2018 - March 2019	Training Cost, Training Materials, Develop Work Plan, Develop a Schedule for Training	Office of Special Education Services Staff, Senior Managers, Managers and Program Specialists	Campus Administrators and Teaching Staff will have completed training.		On Track to Meet Goal	
	Campus Administrators and Teaching Staff in collaboration with Office of Special Education Support Staff will participate in training focusing on inclusive practices, instructional strategies and interventions that support Literacy by 3 and Literacy in the Middle.	July 2018 - November 2018	Training Cost, Training Materials, Develop Work Plan, Develop a Schedule for Training	Office of Special Education Services Staff, Senior Managers, Managers and Program Specialists	Campus Administrators and Teaching Staff will have completed training.		On Track to Meet Goal	
Intermediate: (Implementation)	Office of Special Education Services Staff, Campus Administrators and Teaching Staff will conduct observations and provide feedback for the use of effective instructional strategies and interventions.	November 2018 - March 2019	Aggregate observation data, aggregate coaching data, student achievement data	Campus Administrators, Teaching Staff and Office of Special Education Services Staff	Use of effective instructional strategies and interventions will be observed and evident in daily instruction.		On Track to Meet Goal	
	Office of Special Education Services Staff, Campus Administrators and Teaching Staff will conduct observations and provide feedback for the use of effective models on inclusive practices.	November 2018 - March 2019	Aggregate Observation Data, Aggregate Coaching Data, Student Achievement Data	Campus Administrators, Teaching Staff and Office of Special Education Services Staff	Use of inclusive practices will be observed and evident in daily instruction.		On Track to Meet Goal	
	Office of Special Education Services Staff, Campus Administrators and Teaching Staff will conduct observations and provide feedback on the use of effective implementation of IEPs.	November 2018 - March 2019	Aggregate Observation Data, Aggregate Coaching Data, Student Achievement Data	Campus Administrators, Teaching Staff and Office of Special Education Services Staff	IEPs will be developed based on Presents Levels of Academic Achievement and Functional Performance (PLAAFP) and implementation of IEP goals will be observed in daily instruction.		On Track to Meet Goal	
Long-Term: (Results)	Implementation of specially designed instruction are evidenced by effective IEPs resulting in improved STAAR 3-8 passing rates in Reading and Writing.	June 2019	Progress Monitoring Data, Student Achievement Data, Feedback Data	Campus Administrators, General and Special Education Teachers	STAAR passing rates in Writing will increase to 40.0% and Reading to 55.0%.		On Track to Meet Goal	
Vision Status					Vision Metrics			
End of Year Report								
Did you meet the annual goal? Why or why not?								
Is the root cause resolved? Why or why not?								

Vision:		Every child shall have equitable opportunities and equal access to an effective and personalized education in a nurturing and safe environment. Our students will graduate as critical thinkers and problem solvers; they will know and understand how to be successful in a global society.						
Problem Statement #3:		CTE students who are classified as EL or Special Education have a significantly lower passing rate on EOC exams in all subjects than the general CTE STAAR passing rate.		Annual Goal #3:		All CTE teachers who received training will implement at least 2 instructional strategies that target identified skill deficits in students by the end of the 2018-2019 school year.		
Root Cause #3:		CTE students with additional needs related to academic performance may not be receiving the differentiated instruction that supports the students' needs.		Strategy #3:		CTE teachers will implement instructional strategies gain during targeted professional in the CTE classroom to support the academic skill deficits for the students of special populations.		
Goal #3:	Activity (Actions/Processes)	Activities Timeline	Resources	Person(s) Responsible	Goal for this Activity	Results for this Activity	Status	Next Steps
Short-Term: (training, acquisition of new skills)	CTE district staff will train teachers on instructional strategies that target vocabulary development, prereading, comprehension and expository writing.	June 2018- June 2019	Region IV professional development sessions on instructional strategies and classroom management; Content specific professional development	CTE Staff	CTE will increase the number of opportunities for teachers to engage in professional development to gain pedagogical background to reach students of diverse backgrounds		On Track to Meet Goal	
	CTE district staff will attend training on instructional strategies and differentiation for diverse learners	July 2018- April 2019	Region IV professional development sessions on instructional strategies and classroom management; Content specific professional development	CTE Staff	District staff will gain the skills necessary to support CTE teachers in the classroom with instructional strategies, classroom management and content delivery		On Track to Meet Goal	
Intermediate: (Implementation)	CTE teachers will participate in collaboration with other CTE teachers in the same Program of Study to plan and share lessons and strategies.	August 2018- April 2019	Microsoft TEAMS, sign in sheets	CTE Teachers, CTE staff	CTE teachers are able to get additional support from their peers who teacher similar content.		On Track to Meet Goal	
	CTE staff will work with CTE teachers to receive curricular and material support for the instructional implementation of targeted strategies.	July 2018- May 2019	Lesson plans, observation checklists, Campus follow up emails	CTE Teachers, CTE staff	Career Readiness staff will be able to provide feedback to CTE teachers regarding instruction.		On Track to Meet Goal	
	CTE teachers will utilize 2 newly acquired instructional strategies each six weeks.	September 2018- May 2019	Lesson plans, student work, observation checklists	CTE Teachers	CTE teachers begin utilizing a small number of the strategies that they have been trained on to build their own teaching skills.		On Track to Meet Goal	
Long-Term: (Results)	CTE students will demonstrate skills that have been targeted as they pursue industry certifications or build on the skills needed to be college and career ready	January 2019- June 2019	Lesson plans, student work, Benchmark exams, Industry certification results	CTE Teachers, CTE Advisors, CTE Staff	CTE Teachers will have implemented a variety of instructional strategies that target skills needed for success on the STAAR EOCs.		On Track to Meet Goal	
Vision Status				Vision Metrics				
End of Year Report								
Did you meet the annual goal? Why or why not?								
Is the root cause resolved? Why or why not?								

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Problem Statement #4:		Based on the 2018 English EOC STAAR results, 18% of ELs met the passing standard			Annual Goal #4:		The passing rate for ELs on the EOC Reading STAAR will increase from 18% to 25%	
Root Cause #4:		Lack of a district wide instructional plan to support central office and campus based staff with tools for delivering quality instruction and support to EL's			Strategy #4:		Provide professional development for teachers and school leaders on one strategic approach to sheltered instruction to implement in all reading classes.	
Goal #4:	Activity (Actions/Processes)	Activities Timeline	Resources	Person(s) Responsible	Goal for this Activity	Results for this Activity	Status	Next Steps
Short-Term: (training, acquisition of new skills)	Develop and plan for one strategic approach to sheltered instructionB12:F21	August 2018-September 2018	Title III funds	Multilingual Assistant Superintendent, ML Managers, ESL/DL TCS Team	Develop a training to communicate the district's one strategic approach to sheltered instruction	Completed on 9/28/2018 and ready to launch for October 2018	On Track to Meet Goal	Continue to improve upon the strategic plan.
	Provide SI training to all schools (teachers & leadership teams)-2 day institute; Provide SI training on SI strategies during early release days for teachers and leadership teams	October 2018-December 2018	Title III funds	Multilingual Assistant Superintendent, ML Managers, ESL/DL TCS Team	Train school teams with district's strategic approach to sheltered instruction	During the month of October SI training was offered for Schools Office and Leadership Teams. A total of 471 leaders/ teacher leaders were trained up to Dec 2018	On Track to Meet Goal	Offer trainings again in the Spring
	District Teacher Development Specialists and ML staff will participate in SI training from Seidlitz Education	October 2018-March 2019	Title III funds	Multilingual Assistant Superintendent, ML Managers, ESL/DL TCS Team	Train school teams with district's strategic approach to sheltered instruction	During the month of October SI training was offered for Schools Office and Leadership Teams. A total of 471 leaders/ teacher leaders were trained up to Dec 2018	On Track to Meet Goal	Offer Seidlitz training again in the Spring/Summer
	Develop campus support plans with campus principals and LPAC Administrators.	September 2018-November 2018	Title III funds	Multilingual Assistant Superintendent, ML Managers	To ensure that data is used to provide campuses with the support they need.	Developed Campus Support Plans using current formative data	On Track to Meet Goal	Completed--Plans are updated as needed
Intermediate: (Implementation)	50% of schools would have participated in SI training	October 2018-February 2019	Title III funds	Multilingual Assistant Superintendent, ML Managers, ESL/DL TCS Team	To increase the number of teachers/leaders trained in SI best practices.	A total of 150 schools have participated in the SI training (54%)	On Track to Meet Goal	Offer trainings again in the Spring
	TDS and ML Staff will coach school staff to plan and use SI strategies.	October 2018-May 2019	Title III funds	Multilingual Assistant Superintendent, ML Managers, ESL/DL TCS Team	To increase the number of central office staff trained in SI best practices.	Number of Elementary and Secondary TDS who participated in SI training increased	On Track to Meet Goal	Continue to provide coaching and feedback
	John Seidlitz will present to principals and central office staff and provide optional breakout sessions to learn about high yield SI strategies to share with their staff.	November 2018-December 2018	Title III funds	Multilingual Assistant Superintendent, ML Managers, ESL/DL TCS Team	To increase the number of central office staff trained in SI best practices.	John Seidlitz presented during the Principal's Meeting on October 3rd, 2018	On Track to Meet Goal	Work with Seidlitz to return to meet with principals and central office staff for PLS
	Schools with large population of ELs and in need of assistance according to Accountability system will participate in SI training with Seidlitz Education	November 2018-April 2018	Title III funds	Multilingual Assistant Superintendent, ML Managers, ESL/DL TCS Team	To increase the number of teachers/leaders trained in SI best practices at targeted schools in need of assistance.	11 Elementary schools, 3 Middle Schools and 4 High Schools participated in Seidlitz Training (Sheltered Instruction in Texas with Carol Salva & Tina Beene)	On Track to Meet Goal	Seidlitz will follow up principals and central office staff once schools are trained
Long-Term: (Results)	75% of schools would have participated in SI training.	January 2019-May 2019	Title III funds	Multilingual Assistant Superintendent, ML Managers, ESL/DL TCS Team	To increase the number of teachers/leaders trained in SI best practices at targeted schools in need of assistance.	Schools are continuing to send personnel to SI training this Spring.	On Track to Meet Goal	Offer trainings again in the Spring
	95% of Central Office Instructional Coaching staff would have been trained on SI best practices to coach teachers at their assigned campuses.	January 2019-May 2019	Title III funds	Multilingual Assistant Superintendent, ML Managers, ESL/DL TCS Team	To increase the number of central office staff trained in SI best practices.	Trainings continue to be offered in the spring	On Track to Meet Goal	Trainings continue to be offered in the summer to accomplish goal
Vision Status					Vision Metrics			
End of Year Report								
Did you meet the annual goal? Why or why not?								
Is the root cause resolved? Why or why not?								

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Problem Statement #5:		Based on the 2018 STAAR Reading results in grades 3-8, 31% of ELs served in ESL programs met passing standard.			Annual Goal #5:		The passing rate for ELs served in ESL programs on the STAAR Reading assessment will increase from 31% to 37%.	
Root Cause #5:		Lack of a district wide instructional plan to support central office and campus based staff with tools for delivering quality instruction and support to EL's			Strategy #5:		Provide professional development for teachers and school leaders on one strategic approach to sheltered instruction to implement in all classes.	
Goal #5:	Activity (Actions/Processes)	Activities Timeline	Resources	Person(s) Responsible	Goal for this Activity	Results for this Activity	Status	Next Steps
Short-Term: (training, acquisition of new skills)	Develop and plan for one strategic approach to sheltered instruction	August 2018-September 2018	Title III funds	Multilingual Assistant Superintendent, ML Managers, ESL/DL TCS Team	Develop a training to communicate the district's one strategic approach to sheltered instruction	Completed on 9/28/2018 and ready to launch for October 2018	On Track to Meet Goal	Continue to improve upon the strategic plan.
	Provide SI training to all schools (teachers & leadership teams)-2 day institute; Provide SI training on SI strategies during early release days for teachers and leadership teams	October 2018-December 2018	Title III funds	Multilingual Assistant Superintendent, ML Managers, ESL/DL TCS Team	Train school teams with district's strategic approach to sheltered instruction	A total of 150 schools have participated in the SI training (54%), with a total of 621 leaders and teachers trained by Dec 2018	On Track to Meet Goal	Offer trainings again in the Spring
	District Teacher Development Specialists and ML staff will participate in SI training from Seidlitz Education	October 2018-March 2019	Title III funds	Multilingual Assistant Superintendent, ML Managers, ESL/DL TCS Team	Train school teams with district's strategic approach to sheltered instruction	Secondary TDS and ML Staff trained with John Seidlitz on October 26th. Elementary TDS and ML Staff trained with Nancy Motley from Seidlitz Education team on November 2nd.	On Track to Meet Goal	Offer Seidlitz training again in the Spring/Summer
	Develop campus support plans with campus principals and LPAC Administrators.	September 2018-November 2018	Title III funds	Multilingual Assistant Superintendent, ML Managers	To ensure that data is used to provide campuses with the support they need.	By October 26th, 2018, all 280 campuses received a Campus Support Plan created in collaboration between ML Staff and campus LPAC Administrator	On Track to Meet Goal	Completed--Plans are updated as needed
Intermediate: (Implementation)	50% of schools would have participated in SI training	October 2018-February 2019	Title III funds	Multilingual Assistant Superintendent, ML Managers, ESL/DL TCS Team	To increase the number of teachers/leaders trained in SI best practices.	A total of 150 schools have participated in the SI training (54%) by Dec 2018	On Track to Meet Goal	Offer trainings again in the Spring
	TDS and ML Staff will coach school staff to plan and use SI strategies.	October 2018-May 2019	Title III funds	Multilingual Assistant Superintendent, ML Managers, ESL/DL TCS Team	To increase the number of central office staff trained in SI best practices.	Ongoing meetings, PLCs, afterschool trainings, walkthroughs, etc., with leaders and teachers. Especially in highly EL populated/priority campuses.	On Track to Meet Goal	Continue to provide coaching and feedback
	John Seidlitz will present to principals and central office staff and provide optional breakout sessions to learn about high yield SI strategies to share with their staff.	November 2018-December 2018	Title III funds	Multilingual Assistant Superintendent, ML Managers, ESL/DL TCS Team	To increase the number of central office staff trained in SI best practices.	John Seidlitz presented during the Principal's Meeting on October 3rd, 2018	On Track to Meet Goal	Work with Seidlitz to return to meet with principals and central office staff for PLS
	Schools with large population of ELs and in need of assistance according to Accountability system will participate in SI training with Seidlitz Education	November 2018-April 2018	Title III funds	Multilingual Assistant Superintendent, ML Managers, ESL/DL TCS Team	To increase the number of teachers/leaders trained in SI best practices at targeted schools in need of assistance.	11 Elementary schools, 3 Middle Schools and 4 High Schools participated in Seidlitz Training (Sheltered Instruction in Texas with Carol Salva & Tina Beene)	On Track to Meet Goal	Seidlitz will follow up principals and central office staff once schools are trained
Long-Term: (Results)	75% of schools would have participated in SI training.	January 2019-May 2019	Title III funds	Multilingual Assistant Superintendent, ML Managers, ESL/DL TCS Team	To increase the number of teachers/leaders trained in SI best practices at targeted schools in need of assistance.	Schools are continuing to send personnel to SI training this Spring.	On Track to Meet Goal	Offer trainings again in the Spring
	95% of Central Office Instructional Coaching staff would have been trained on SI best practices to coach teachers at their assigned campuses.	January 2019-May 2019	Title III funds	Multilingual Assistant Superintendent, ML Managers, ESL/DL TCS Team	To increase the number of central office staff trained in SI best practices.	Trainings continue to be offered in the spring	On Track to Meet Goal	Trainings continue to be offered in the summer to accomplish goal
Vision Status				Vision Metrics				
End of Year Report								
Did you meet the annual goal? Why or why not?								
Is the root cause resolved? Why or why not?								

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Problem Statement #6:		Based on the 2018 Social Studies STAAR results, 24% of ELs served in ESL programs and 31% of ELs not served met passing standard.			Annual Goal #6:		The passing rate for ELs on the Social Studies STAAR will increase from 24% to 30% and ELs not served will increase from 31% to 37%.	
Root Cause #6:		Lack of a district wide instructional plan to support central office and campus based staff with tools for delivering quality instruction and support to EL's			Strategy #6:		Provide professional development for teachers and school leaders on one strategic approach to sheltered instruction to implement in all classes.	
Goal #6:	Activity <i>(Actions/Processes)</i>	Activities Timeline	Resources	Person(s) Responsible	Goal for this Activity	Results for this Activity	Status	Next Steps
Short-Term: <i>(training, acquisition of new skills)</i>	Develop and plan for one strategic approach to sheltered instruction	August 2018-September 2018	Title III funds	Multilingual Assistant Superintendent, ML Managers, ESL/DL TCS Team	Develop a training to communicate the district's one strategic approach to sheltered instruction	Completed on 9/28/2018 and ready to launch for October 2018	On Track to Meet Goal	Continue to improve upon the strategic plan.
	Provide SI training to all schools (teachers & leadership teams)-2 day institute; Provide SI training on SI strategies during early release days for teachers and leadership teams	October 2018-December 2018	Title III funds	Multilingual Assistant Superintendent, ML Managers, ESL/DL TCS Team	Train school teams with district's strategic approach to sheltered instruction	A total of 150 schools have participated in the SI training (54%), with a total of 621 leaders and teachers trained by Dec 2018	On Track to Meet Goal	Offer trainings again in the Spring
	District Teacher Development Specialists and ML staff will participate in SI training from Seidlitz Education	October 2018-March 2019	Title III funds	Multilingual Assistant Superintendent, ML Managers, ESL/DL TCS Team	Train school teams with district's strategic approach to sheltered instruction	Secondary TDS and ML Staff trained with John Seidlitz on October 26th. Elementary TDS and ML Staff trained with Nancy Motley from Seidlitz Education team on November 2nd.	On Track to Meet Goal	Offer Seidlitz training again in the Spring/Summer
	Develop campus support plans with campus principals and LPAC Administrators.	September 2018-November 2018	Title III funds	Multilingual Assistant Superintendent, ML Managers	To ensure that data is used to provide campuses with the support they need.	By October 26th, 2018, all 280 campuses received a Campus Support Plan created in collaboration between ML Staff and campus LPAC Administrator	On Track to Meet Goal	Completed--Plans are updated as needed
	50% of schools would have participated in SI training	October 2018-February 2019	Title III funds	Multilingual Assistant Superintendent, ML Managers, ESL/DL TCS Team	To increase the number of teachers/leaders trained in SI best practices.	A total of 150 schools have participated in the SI training (54%) by Dec 2018	On Track to Meet Goal	Offer trainings again in the Spring
Intermediate: <i>(Implementation)</i>	TDS and ML Staff will coach school staff to plan and use SI strategies.	October 2018-May 2019	Title III funds	Multilingual Assistant Superintendent, ML Managers, ESL/DL TCS Team	To increase the number of central office staff trained in SI best practices.	Ongoing meetings, PLCs, afterschool trainings, walkthroughs, etc., with leaders and teachers. Especially in highly EL populated/priority campuses.	On Track to Meet Goal	Continue to provide coaching and feedback
	John Seidlitz will present to principals and central office staff and provide optional breakout sessions to learn about high yield SI strategies to share with their staff.	November 2018-December 2018	Title III funds	Multilingual Assistant Superintendent, ML Managers, ESL/DL TCS Team	To increase the number of central office staff trained in SI best practices.	John Seidlitz presented during the Principal's Meeting on October 3rd, 2018	On Track to Meet Goal	Work with Seidlitz to return to meet with principals and central office staff for PLS
	Schools with large population of ELs and in need of assistance according to Accountability system will participate in SI training with Seidlitz Education	November 2018-April 2018	Title III funds	Multilingual Assistant Superintendent, ML Managers, ESL/DL TCS Team	To increase the number of teachers/leaders trained in SI best practices at targeted schools in need of assistance.	11 Elementary schools, 3 Middle Schools and 4 High Schools participated in Seidlitz Training (Sheltered Instruction in Texas with Carol Salva & Tina Beene)	On Track to Meet Goal	Seidlitz will follow up principals and central office staff once schools are trained
Long-Term: <i>(Results)</i>	75% of schools would have participated in SI training.	January 2019-May 2019	Title III funds	Multilingual Assistant Superintendent, ML Managers, ESL/DL TCS Team	To increase the number of teachers/leaders trained in SI best practices at targeted schools in need of assistance.	Schools are continuing to send personnel to SI training this Spring.	On Track to Meet Goal	Offer trainings again in the Spring
	95% of Central Office Instructional Coaching staff would have been trained on SI best practices to coach teachers at their assigned campuses.	January 2019-May 2019	Title III funds	Multilingual Assistant Superintendent, ML Managers, ESL/DL TCS Team	To increase the number of central office staff trained in SI best practices.	Trainings continue to be offered in the spring	On Track to Meet Goal	Trainings continue to be offered in the summer to accomplish goal
Vision Status				Vision Metrics				
End of Year Report								
Did you meet the annual goal? Why or why not?								
Is the root cause resolved? Why or why not?								

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Problem Statement #7:	57% of 4th and 7th grade migrant students did not meet grade level in Writing.	Annual Goal #7:	We will reduce the percent of migrant students who did not meet grade level in 4th and 7th grade Writing by 25%.
Root Cause #7:	Specific support and guidance on the writing strategies and approaches to create "expository/procedural" compositions were not effective.	Strategy #7:	Targeted one-on-one Writing instruction using research-based teaching/tutoring web program, Study Island.

Goal #7:	Activity (Actions/Processes)	Activities Timeline	Resources	Person(s) Responsible	Goal for this Activity	Results for this Activity	Status	Next Steps
Short-Term: (training, acquisition of new skills)	Migrant tutors will attend Study Island training.	September-October 2018	Study Island	Migrant Education Program Tutors	Migrant tutors will be equipped to develop and implement strategies that focus on the development of ideas of effective writing of "expository/procedural" texts.		On Track to Meet Goal	
Intermediate: (Implementation)	Migrant tutors will implement Study Island techniques to address the individual needs of students being tutored.	October-May 2019	Study Island	Migrant Education Program Tutors	Monitor campus benchmarks.		On Track to Meet Goal	
Long-Term: (Results)	Migrant Education Program staff will track student progress using data tools.	October-May 2019	A4E Analytics for Education (Principal Dashboard)	Migrant Education Program Tutors	Migrant students will meet grade-level Writing expectations.		On Track to Meet Goal	

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End of Year Report			
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Problem Statement #8:	47% of 8th grade migrant students did not meet grade level in Social Studies and Social Studies STAAR scores have remained unchanged for Title 1, Part A.	Annual Goal #8:	We will reduce the percent of migrant students who did not meet grade level in 8th grade Social Studies by 15%. Title 1, Part A scores will move from 54% met "Approaches Standard" to 60% met "Approaches Standard" on the Social Studies Grade 8 STAAR Exam.
Root Cause #8:	Targeted one-on-one instruction to critically analyze and understand US history events was not effective. Middle School Social Studies teachers lack the content knowledge and pedagogy necessary to address the depth and complexity of the TEKS.	Strategy #8:	Targeted one-on-one Social Studies instruction using research-based teaching/tutoring web program, Study Island. Provide content/Pedagogic Professional Development for teachers.

Goal #8:	Activity (Actions/Processes)	Activities Timeline	Resources	Person(s) Responsible	Goal for this Activity	Results for this Activity	Status	Next Steps
Short-Term: (training, acquisition of new skills)	Migrant tutors will attend Study Island training.	September-October 2018	Study Island	Migrant Education Program Tutors	Migrant tutors will be equipped to implement strategies that help students to develop critical thinking skills and understand important events in US history.		On Track to Meet Goal	
	Book studies, lectures, Professional Learning Communities, PD targeting special populations, i.e. ELLs.	August 2018 through May 2019	Content specific/pedagogical texts. Digital portfolios. Targeted PD. Title I funds.	Title I Grant Administrators. S. Studies Secondary personnel and the Director of Secondary S. Studies	Secondary Social Studies Teacher Development Specialists will begin to shift their thinking to a coaching model that is focused on student achievement rather than "fixing" a teacher.		On Track to Meet Goal	
Intermediate: (Implementation)	Migrant tutors will implement Study Island techniques to address the individual needs of students being tutored.	October-May 2019	Study Island	Migrant Education Program Tutors	Monitor campus benchmarks.		On Track to Meet Goal	
	Title I will provide funding for book studies, lectures and Social Studies PD. Using a book study, two professional development sessions centered around the examination of content aligned with TEKS to improve content knowledge among secondary social studies teachers.	August 2018 through May 2019	Title I funds. Using Meenoo Rami Thrive to underpin this work, social studies department chairpersons will participate in a four-part professional development series around the notion of campus based instructional leadership and coaching.	Title I Grant Administrators. S. Studies Secondary personnel and the Director of Secondary S. Studies	Teachers will become more skilled at understanding how to identify student's proficiency level on Social Studies Benchmark assessments and provide additional strategies that will allow students to perform proficiently on the Grade 8 STAAR Exam.		On Track to Meet Goal	
Long-Term: (Results)	Migrant Education Program staff will track student progress using data tools.	October-May 2019	A4E Analytics for Education (Principal Dashboard)	Migrant Education Program Staff	Migrant students will meet grade-level Social Studies expectations.		On Track to Meet Goal	
	The Secondary Social Studies Dept. will provide intensive and consistent support in the forms of curriculum and assessment guidance as well as instructional coaching to secondary social studies teachers to increase teacher capacity and improve instructional practice.	August 2018 through May 2019	Title I funds. Content specific/pedagogical texts. Digital portfolios. Targeted PD. Title I funds.	Title I Grant Administrators. S. Studies Secondary personnel and the Director of Secondary S. Studies	Teacher Development Specialist will expand their content knowledge and increase their insight regarding instructional practices to support teachers to increase student achievement and close achievement gaps.		On Track to Meet Goal	

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End of Year Report			
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Problem Statement #9:	53% of migrant students that took EOC did not meet grade level in English I and II.	Annual Goal #9:	We will reduce the percent of migrant students who did not meet grade level in EOC English I and II by 15%.
Root Cause #9:	Specific support and guidance on the writing strategies and approaches to create "expository" (English I) and "persuasive" (English II) compositions were not effective.	Strategy #9:	Targeted one-on-one English I and II instruction using research-based teaching/tutoring web program, Study Island.

Goal #9:	Activity (Actions/Processes)	Activities Timeline	Resources	Person(s) Responsible	Goal for this Activity	Results for this Activity	Status	Next Steps
Short-Term: (training, acquisition of new skills)	Migrant tutors will attend Study Island training.	September-October 2018	Study Island	Migrant Education Program Tutors	Migrant tutors will be equipped to develop and implement strategies that focus on higher level reading and writing skills.		On Track to Meet Goal	
							On Track to Meet Goal	
Intermediate: (Implementation)	Migrant tutors will implement Study Island techniques to address the individual needs of students being tutored.	October-May 2019	Study Island	Migrant Education Program Tutors	Monitor campus benchmarks.		On Track to Meet Goal	
							On Track to Meet Goal	
Long-Term: (Results)	Migrant Education Program staff will track student progress using data tools.	October-May 2019	A4E Analytics for Education (Principal Dashboard)	Migrant Education Program Staff	Migrant students will meet grade-level English I and II expectations.		On Track to Meet Goal	

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Problem Statement #10:	Targeted interventions are needed to address the needs of students at risk of dropping out of school.	Annual Goal #10:	To decrease the dropout rate and increase the graduation rate.
Root Cause #10:	Lack of a systemic way to provide targeted interventions that address the needs of the whole child	Strategy #10:	To decrease the dropout rate by implementing a community schools approach through the Wraparound Services Department. This will improve school culture and climate and increase student engagement.

Goal #10:	Activity (Actions/Processes)	Activities Timeline	Resources	Person(s) Responsible	Goal for this Activity	Results for this Activity	Status	Next Steps
Short-Term: (training, acquisition of new skills)	Hire Wraparound Specialists	July - December 2018	Database tracker and professional development for specialists. (GF1)	Wraparound Services Department	Use of a tool for campuses to conduct needs assessments, provider database, data tracker		On Track to Meet Goal	
	Train specialists on the community model approach. Support specialists in developing partnerships with community members and organizations (medical, dental, etc.)	July - December 2018	Professional development provided in onboarding and during the year. (GF1)	Wraparound Services Department	Specialists will implement a Community Schools Model		On Track to Meet Goal	
	Train specialists on how to track interventions	July - December 2018	Professional development provided in onboarding and during the year	Wraparound Services Department	Specialists will use a tracker to identify needs and interventions.		On Track to Meet Goal	
	Provide support during graduation support meetings: Monitor campus based graduation support meetings to ensure that early identification of barriers are being addressed. Organize and facilitate annual Grads within Reach Walk, which includes conducting home visits to students that were enrolled during the last school year at HISD and have not re-enrolled for the current school year.	July - December 2018	Student Assistance Department Outreach Workers (Title 1 and GF1)	Student Assistance	Increase attendance at graduation support meetings.		On Track to Meet Goal	
Intermediate: (Implementation)	Continue training and support for Wraparound Specialists	August 2018-May 2019	Professional development provided in onboarding and during the year. (GF1)	Wraparound Services Department	Specialists will implement a Community Schools Model		On Track to Meet Goal	
	Host parent meetings at schools and community meetings to provide information regarding attendance and truancy prevention.	August 2018-May 2019	Student Assistance Department Outreach Workers	Student Assistance	3-5 events will be held.		On Track to Meet Goal	
Long-Term: (Results)	144 schools will have a wraparound specialist	May 2019	GF1 Funding	Student Support Services and Wraparound Services Department	Student attendance will increase, student discipline will decrease, and dropouts will decrease.		On Track to Meet Goal	
	All secondary schools will be identifying and supporting students and families with reducing barriers to attending school.	May 2019	Wraparound and Student Assistance Departments will monitor and support this (Title 1 and GF1).	Student Support Services and Wraparound Services Department	Student attendance will increase, student discipline will decrease, and dropouts will decrease.		On Track to Meet Goal	
Vision Status		Vision Metrics						

End of Year Report
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