





Houston Independent School District

2021 Board of Education

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Employees of the District shall not discriminate on the basis of or engage in harassment motivated by age, race, color, ancestry, national origin, sex, handicap or disability, marital status, religion, veteran status, political affiliation, sexual orientation, gender identity, and/or gender expression.

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STRATEGIC PLANNING

Under the leadership of Superintendent House, HISD will develop and deliver a bold strategic plan that cements the path of innovation and excellence. HISD will lay the foundation to deliver excellence in public education to support the whole child, setting high expectations for all stakeholders to ensure our students meet their full potential. The District will embark on a pathway that will align our District Improvement Plan and our School Improvement Plans for cohesive outcomes that will be reflective in the new platform, Plan4Learning. The strategic plan will continue to keep its focus on several comprehensive goals such as:

- Student Academic Achievement
- School Safety
- Purposeful Engagement with Parents and Community
- Equitable practices that are inclusive of all students

MISSION

The Board of Education's mission is to equitably educate the whole child so that every student graduates with the tools to reach their full potential.

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.

BELIEFS

- We believe that equity is a/the lens through which all policy decisions are made.
- We believe that there should be no achievement gap among socio-economic groups or children of ethnic diversity.
- We believe that the district must meet the needs of the whole child, providing wraparound services and social and emotional supports.
- We believe our classrooms/schools should be safe, vibrant, joyful spaces where students are guaranteed access to a challenging and deep educational experience.
- We believe that instruction should be customized/personalized to meet the learning needs for each individual child, including students with disabilities, gifted and talented students, and English Language Learners, so they have the support and opportunity they need to flourish.
- We believe that recruitment and retention of qualified and effective personnel are the keys to enhancing the quality of education and increasing student achievement.
- We believe that the community has a right to transparent operations across the district in all schools, departments, and divisions.
- We believe that meaningful engagement with the community is important in all major decision-making.

HISD Roadmap to Success for Every Student Strategic Priorities for 2021-2022 and Beyond

Expanding Educational Opportunities

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

Ensuring Student Health, Safety and Well-being

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

Transforming Academic Outreach

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

Increasing Organizational Efficiency

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

Cultivating Team HISD Talent

Human capital is one of our district's greatest assets. As we move toward increased academic achievement, we must attract dynamic teachers and cultivate the leaders among us.

Houston Independent School District Goals

GOAL 1

The percentage of 3rd grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

GOAL 2

The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

GOAL 3

The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017–18 graduates to 71% for 2022–2023 graduates reported in 2024.

GOAL 4

The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3–8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.

District Overview

The Houston Independent School District, with more than 196,000 students and encompassing 333 square miles within greater Houston, is the seventh-largest public-school system in the nation and the largest in Texas. There are 276 campuses in the district. Six area superintendents oversee HISD elementary, middle, high, and alternative/charter schools (respectively). Approximately 41 school-support officers report to the six area superintendents. These individuals provide leadership to principals, align resources and support for teachers, and ensure that the district provides equitable and quality educational opportunities to students. Parent liaisons are available to answer questions and address matters regarding district schools. HISD's organization is designed to emphasize teaching and learning, align school goals and programs for sustained improvement, eliminate duplicated services, and provide greater oversight of data and compliance with state laws and regulations.

State Accountability Data Needs Assessment

Texas Education Agency Preliminary Accountability Ratings Report 2019

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

Domain 1 – Student Achievement

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

Domain 2 – School Progress

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

Domain 3 – Closing the Gaps

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

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

2019 Scaled Score Targets	
Overall score	Overall Rating
90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
0 – 59	F

Campuses received an A–F letter grade for the first time in the 2018–2019 school year. In prior school years, campuses were either labeled *Met Standard* or *Improvement Required*.

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

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

***Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2020 and 2021 accountability ratings. ***

Key findings of 2021 STAAR Assessments include:

- Reading performance at the Meets Grade Level standard ranged from 26% in grade 6 to 40% in grade 5 with an overall participation rate of 72% for all students tested.
- Math performance at the Meets Grade Level standard ranged from 15% in grade 8 to 33% in grade 5 with an overall participation rate of 71% for all students tested.
- Writing performance at the Meets Grade Level standard was 20% in grade 4 and 24% in grade 7 with an overall participation rate of 72% for all students tested.
- Science performance at the Meets Grade Level standard was 21% in grade 5 and 27% in grade 8 with an overall participation rate of 67% for all students tested.
- Eighth grade social studies performance at the Meets Grade Level standard was 15% with a participation rate of 57%.
- The percentage of HISD students scoring at or above the Approaches, Meets, and Masters Grade Level standards was lower than students at the State level across all grades and subjects.
- The percentage of Economically Disadvantaged Students performing at or above the Approaches Grade Level standard ranged from 30% in social studies to 52% in reading.
- The percentage of English Learners performing at or above the Approaches Grade Level standard ranged from 14% in social studies to 45% in reading.
- The percentage of Students with Disabilities at the Approaches Grade Level standard ranged from 11% in social studies to 21% in reading.

HISD Four-Year Longitudinal Graduation Rates by Group: Grades 9-12 with Exclusions: 2011-2019

- From 2011 to 2019, The longitudinal four-year graduation rates with exclusions increased for the African American, Hispanic, students who were ever coded as English learners in high school (EL 9–12), and Students with Disabilities (SWD) student groups.
- From 2018 to 2019, The longitudinal four-year graduation rates with exclusions increased for the All, African American, and White student groups and decreased for the Asian, Hispanic, Economically Disadvantaged, EL 9– 12, and SWD student groups.

HISD Annual Dropout Rates by Group: Grades 7–8 with Exclusions: 2011–2019

- From 2011 to 2019, the annual dropout rates for students in grades 7–8 without exclusions for federal accountability purposes increased for all student groups from 2011 to 2019.
- From 2018 to 2019, the annual dropout rates without exclusions increased for the Economically Disadvantaged and EL student groups and decreased for the All, African American, Asian, and SWD student groups.

HISD Annual Dropout Rates by Group: Grades 7–8 with Exclusions: 2011–2019

- From 2011 to 2019, the annual dropout rates for students in grades 7–8 without exclusions for federal accountability purposes increased for all student groups from 2011 to 2019.
- From 2018 to 2019, the annual dropout rates without exclusions increased for the Economically Disadvantaged and EL student groups and decreased for the All, African American, Asian, and SWD student groups.

Reasons for Excluded Records as Defined by the Texas Education Agency

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

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

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

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

Safety and Environment

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

Title IX of the Education Amendments Act of 1972 is a federal law that prohibits discrimination on the basis of sex against students and employees of HISD, including sex discrimination, sexual harassment, and other sexual misconduct (such as sexual assault, stalking, and dating or domestic violence) in an educational program or activity. The District shall take all allegations of Title IX violations seriously and will make every reasonable effort to handle and respond to every Title IX complaint filed by students or employees in a prompt, fair, thorough, and equitable manner.

As required by law, the District shall follow the procedures set forth in Board Policies DIA, FB, FFH and the HISD Student Code of Conduct regarding handling of sex-based harassment, including sexual harassment, gender-based harassment, and dating violence, when such allegations, if proved, would meet the definition of sexual harassment under Title IX.

A student who has been or is being subjected to any form of Title IX sexual harassment may bring the matter to the attention of a campus employee, including but not limited to a teacher, the campus nurse, counselor, principal or other campus administrator, District Title IX Coordinator or appropriate Title IX Administrator. The student may report the sex discrimination either verbally or through the District's Title IX Incident Report Form. Campus employees shall report the allegation to District's Title IX Coordinator or appropriate Title IX Administrator within 24 hours of receiving the report.

The Title IX Coordinator is:

Kaneetra Bass, District Title IX Coordinator
Office Mailing Address: Hattie Mae White Educational Support Center
4400 West 18th Street
Houston, Texas 77092
Phone: 713.556.6023
Email Address: TitleIXComplaints@houstonisd.org

Goal: The District, through districtwide and campus-specific training, will build the capacity of all campuses to develop effective campus-specific discipline management systems that will promote the social and emotional development of all students and that will include methodologies to address safety concerns, bullying, and harassment violations and any other violations that may jeopardize the health and safety of the campus community. The District provides a Disciplinary Alternative Education Program (DAEP) for students in elementary through high school grades who are removed from their regular classes for a mandatory or discretionary disciplinary reason and placed in DAEP.

Improvement Strategies:

- Mandatory safety and bullying awareness training for all employees through OneSource that addresses the types of bullying, preemptive strategies to curtail bullying incidents, and response techniques that expediently addresses any bullying violation, including communication procedures that address the needs of all stakeholders;
- Districtwide face to face training for all campus administrators on the Texas Educational Code Chapter 37, HISD Code of Student Conduct, and other student discipline related District policies and procedures;
- Classroom management and classroom culture (development items I–9 and I–10) video exemplars and effective practices designed to provide teachers with an opportunity to watch highly effective teachers in action, paired with guidance on how to implement these practices;

- Ongoing job-embedded support provided by Teacher Development Specialists at the campus level;
- New Teacher Academy (new teachers);
- New Leadership Academy;
- The Department of Social and Emotional Learning supports campuses in HISD by providing training that focuses on creating environments that are safe and effective for all students. Training provides skills and framework needed for staff to create environments conducive to student growth and safety, supporting I-9 and I-10 (Classroom Management and Classroom Climate)
 - o Crisis Prevention Institute
 - o De-Escalation
 - o Restorative Practices
 - o Culturally Responsive Classrooms
 - o Coaching
 - o Mindfulness
 - o Sanford Harmony
 - o Positive and Proactive Classroom Management (CHAMPS and STOIC)
 - o The Tough Kid training
 - o Sandy Hook Promise
- DAEP provides a safe and structured learning environment using customized approaches, empowering the student to demonstrate purpose, understanding, respect, responsibility, and engagement.
 - Elementary Disciplinary Alternative Education Program (EL DAEP) provides a structured, rigorous, and individualized behavior and academic curriculum.
 - Secondary Disciplinary Alternative Education Program utilizes individualized computer program-assisted instruction as well as teacher-directed instruction in a low-ratio environment.

State Compensatory Education (SCE)

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

The purpose of the SCE program is to supplement the regular or basic education program with compensatory, intensive, or accelerated instruction. Students are considered at-risk if they meet one or more of the 15 State criteria in accordance with Section 29.081 of the Texas Education Code (TEC).

As described in Section 6.2.2.1 of the TEA FASRG a student at risk of dropping out of school includes each student who is under 26 years of age and who and meets at least one of the 15 State criteria as listed below:

1. If the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year
2. If the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester
3. Was not advanced from one grade level to the next for one or more school years
4. Did not perform satisfactorily on an assessment instrument administered to the student under TEC, Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an alternative education program in accordance with TEC, §37.00613 during the preceding or current school year
7. Has been expelled in accordance with the TEC, §37.00715 during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency as defined by TEC, §29.052
11. Is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official
12. Is homeless, as defined by Title 42 United States Code (USC) Section 11302, and its subsequent amendments
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.
14. Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code.
15. Is enrolled in a school district or open enrollment charter school, or a campus of a school district or open-enrollment charter school, that is designated as a dropout recovery school under Section 39.0548.

The following local criteria identifies students who are considered at risk of dropping out of school:

1. Students who are identified as dyslexic under general education;
2. Students who are parents;

3. Students who are placed in a Disciplinary Alternative Education Program for reasons other than those in §37.006, such as continued misbehavior in the classroom.

The District budgeted \$140 million and \$154 million in State Compensatory Education (SCE) expenditures for fiscal years 2020 and 2021, respectively.

Demographic Characteristics: At-Risk Students – 2020-2021 Fall Collection, Resubmission

- Of the 196,943 students enrolled in HISD for the 2020-2021 school year, 103,808 students (52.71 percent) were identified as being at-risk according to SCE criteria.
- In 2020-2021, a larger proportion of males than females enrolled in HISD (53.1 and 46.9 percent, respectively) were identified as at-risk.
- Hispanic students accounted for the largest total number of at-risk students (80,121) and constituted 77.2 percent of all at-risk students. African Americans made up the next largest group of at-risk students at 16,104 or 15.5 percent of all at-risk students.

Key Findings:

- Of the 196,943 students who attended HISD during the 2020-2021 academic year, 103,808 students (52.71 percent) were identified as being at-risk according to SCE criteria. More males than females were identified as at-risk (53.1 percent of males in the district were identified as at-risk and 46.9 percent of females were).
- The ethnic composition of at-risk students was 77.2 percent Hispanic, followed by 15.5 percent African American, 3.8 percent white, 2.8 percent Asian/Pacific Islander, and .2 percent American Indian and .5 mixed-race.
- Districtwide, on the 2019 English language STAAR, the gaps in the percentage of students who achieved the Approaches Grade Level Performance Standard between not-at-risk and at-risk students were 33 percentage points in reading, 27 percentage points in mathematics, 38 percentage points in writing, 34 percentage points in science, and 40 percentage points in social studies. The gaps increased in all subjects from the 2017–2018 to 2018–2019 academic years.
- Districtwide, on the 2019 Spanish language STAAR, the gaps in the percentage of students who achieved the Approaches Grade Level Performance Standard between not-at-risk and at-risk students were 20 percentage points in reading, 22 percentage points in mathematics, 20 percentage points in writing, and 31 percentage points in science. The gaps decreased in all subjects except mathematics from 2017-2018 to 2018-2019.
- Districtwide, on the 2019 STAAR EOC, the gaps in the percent of not-at-risk and at-risk students who achieved the Approaches Grade Level Performance Standard ranged from 13 percentage points in U.S. History and Algebra I to 37 percentage points in English II. The gaps in performance between not at-risk and at-risk high school students remained unchanged from 2018 to 2019 in all subjects except Biology, for

which the gap increased slightly.

STAAR Performance Grades 3–8

- Overall, 19% of At-Risk and 48% of Not At-Risk students performed at or above the Meets Grade Level standard on the STAAR 3–8 reading assessment with 79% and 66% participation, respectively.
- In spring 2021, 15% of At-Risk and 34% of Not At-Risk students performed at or above the Meets Grade Level standard on the STAAR 3–8 math assessment with 79% and 64% participation, respectively.
- In spring 2021, 9% of At-Risk and 35% of Not At-Risk students performed at or above the Meets Grade Level standard on the STAAR 3–8 writing assessment with 79% and 66% participation, respectively.
- In spring 2021, 10% of At-Risk and 36% of Not At-Risk students performed at or above the Meets Grade Level standard on the STAAR 3–8 science assessment with 76% and 60% participation, respectively.
- In spring 2021, 4% of At-Risk and 25% of Not At-Risk students performed at or above the Meets Grade Level standard on the STAAR 3–8 social studies assessment with 68% and 51% participation, respectively.

STAAR End-of-Course Performance

- Overall, 13% of At-Risk and 42% of Not At-Risk students performed at or above the Meets Grade Level standard on the Algebra I STAAR EOC assessment with 76% and 83% participation, respectively.
- In spring 2021, 20% of At-Risk and 66% of Not At-Risk students performed at or above the Meets Grade Level standard on the Biology STAAR EOC assessment with 78% and 86% participation, respectively.
- In spring 2021, 19% of At-Risk and 70% of Not At-Risk students performed at or above the Meets Grade Level standard on the English I STAAR EOC assessment with 73% and 85% participation, respectively.
- In spring 2021, 27% of At-Risk and 78% of Not At-Risk students performed at or above the Meets Grade Level standard on the English II STAAR EOC assessment with 77% and 88% participation, respectively.
- In spring 2021, 38% of At-Risk and 81% of Not At-Risk students performed at or above the Meets Grade Level standard on the U.S. History STAAR EOC assessment with 84% and 95% participation, respectively.

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

Improvement Strategies:

- SCE direct costs will be spent on direct services for educationally disadvantaged and students who meet one of the 14 state criteria.

- Campuses will support their at-risk students by providing supplemental programs and services with their at-risk funds in their campus budgets.
- Disciplinary Alternative Education Program (DAEP) funds will provide services to students who are referred to those programs.
- Provide Pregnancy-Related services to students who are pregnant or parenting.
- Support the Pre-kindergarten program with ½ day teachers to complete the full-day program.
- Provide supplemental support with Wraparound Services, Family and Community Engagement, and the Achieve 180 program.

2021 – 2022 Budget Information:

Total Full-Time Equivalents (FTES) - 1,108

Campus - Total Dollar Amount - \$ 108,667,165

District - Total Dollar Amount- \$ 50,180,827

Grand Total - \$ 158,847,992

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

Houston Independent School District
Elementary Curriculum
2021-2022 Department Plan

Board Goals

Board Goal 1: The percentage of 3rd grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

Goal 1: Elementary Curriculum and Development: By June 2022, the percent of students reading at or above grade level for grades three through five will increase by at least three percentage points as measured by STAAR and monitored by district wide universal screener

Strategic Priorities: Expanding Educational Opportunities

Summative Evaluation: Some progress made toward meeting Goal

Measurable Objective 1 Details
<p>Measurable Objective 1: By June 2022, 100 % of all K-3 students will receive research based phonics instruction daily as part of their Reading Language Arts instructional block in an effort to build strong literacy foundation.</p> <p>Evaluation Data Sources: Renaissance 360 and STAAR 2022</p>

Board Goal 2: The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

Goal 1: Elementary Curriculum and Development: The percentage of 3rd grade students performing at or above grade level level in math as measured by The Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details
Measurable Objective 1: By June 2022, 100% of 2nd grade students at targeted Math Academy campuses will receive instruction on foundational math skills to increase conceptual understanding, fluency development, number concepts and problem solving. Evaluation Data Sources: STAAR and Renaissance 360

Houston Independent School District
Secondary Curriculum And Development And Literacy
2021-2022 Department Plan

Board Goals

Board Goal 3: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.

Goal 1: The percentage of students who receive special education services and perform at the Meets Grade Level Standard on STAAR 6 Reading, STAAR 7 Reading, STAAR 8 Reading, STAAR EOC English I, and STAAR EOC English II assessments, will increase by 8 percentage points from Spring 2021 to Spring 2024. The targeted percentage points growth for each assessment are as follows:

- * STAAR 6 Reading: 4% to 12%
- * STAAR 7 Reading: 7% to 15%
- * STAAR 8 Reading: 8% to 16%
- * STAAR EOC English I: 7% to 15%
- * STAAR EOC English II: 11% to 19%

Strategic Priorities: Transforming Academic Outreach

Measurable Objective 1 Details
<p>Measurable Objective 1: By June 2022, 80% of secondary teachers (Grades 6 to 12) will be trained to effectively implement content-based literacy strategies as measured by Professional Development participation logs, formative, and summative assessment data.</p> <p>Evaluation Data Sources: Campus Visit Log OneSource Teacher Attendance Reports Campus PLC Attendance Reports Formative assessment data Summative assessment data</p>
Measurable Objective 2 Details
<p>Measurable Objective 2: By June 2022, 80% of secondary teachers (Grades 6 to 12) will be trained to effectively implement Specially Designed Instruction (SDI), Universal Design for Learning (UDL), Co-Teaching, and Designated Supports and Accommodations as measured by Professional Development participation logs, teacher lesson plans, and teacher moves within the Master Course Lessons.</p> <p>Evaluation Data Sources: Campus Visit Log OneSource Teacher Attendance Reports Campus PLC Attendance Reports Formative assessment data Summative assessment data</p>

Board Goal 4: The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

Goal 1: The percentage of students who perform at the Meets Grade Level Standard on STAAR 6 Reading, STAAR 7 Reading, STAAR 8 Reading, STAAR EOC English I, and STAAR EOC English II assessments, will increase by 4 percentage points from Spring 2021 to Spring 2024. The targeted percentage points growth for each assessment are as follows:

- * STAAR 6 Reading: 26% to 30%
- * STAAR 7 Reading: 37% to 41%
- * STAAR 8 Reading: 36% to 40%
- * STAAR EOC English I: 42% to 46%
- * STAAR EOC English II: 50% to 54%

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1 Details
<p>Measurable Objective 1: By June 2022, 80% of secondary teachers (Grades 6 to 12) will be trained on content-based literacy strategies as measured by Professional Development participation logs.</p> <p>Evaluation Data Sources: Campus Visit Log OneSource Teacher Attendance Reports</p>

Houston Independent School District
Coordinated School Health
2021-2022 Department Plan

Board Goal 1: STRATEGIC PRIORITY: Ensuring Student Health, Safety and Well-Being

Goal 1: Health and Physical Education Department will provide a curriculum framework for teachers to implement in order to increase the number of students/schools participating pre/post-FitnessGram Physical Fitness Assessment.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach

Measurable Objective 1 Details
Measurable Objective 1: During the 2021-2022 school year, the Health and Physical Education Department will offer at least 2 FitnessGram professional development opportunities for 3-12 physical education teachers. Evaluation Data Sources: Attendance forms for professional development, FitnessGram data results (student/school)
Measurable Objective 2 Details
Measurable Objective 2: During the 2021-2022 school year, K-5 campuses will offer daily recess for at least 30 minutes per day. Evaluation Data Sources: Campus class schedules or Master Course Schedule.

Board Goal 1: STRATEGIC PRIORITY: Ensuring Student Health, Safety and Well-Being

Goal 2: The districts School Health Advisory Council (SHAC) will make recommendations to the Board of Trustees.

Strategic Priorities: Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details
<p>Measurable Objective 1: During the 2021-2022 school year, the district's School Health Advisory Council will meet monthly to review, update and recommend health and wellness programs that support students and staff.</p> <p>Evaluation Data Sources: List of programs presented, recommended, and approved attendance records Attendance of program reviewers</p>

Board Goal 2: STRATEGIC PRIORITY: Transforming Academic Outcomes

Goal 1: Campuses will implement a Coordinated School Health Program/ Wellness Teams that focus on the health and well-being of students and staff.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach

Measurable Objective 1 Details
Measurable Objective 1: All K-8 campuses will implement a Coordinated School Health (CSH) Program. Evaluation Data Sources: List of the number of campuses that have CSH/Wellness Team on campus.

Houston Independent School District
Interventions Office
2021-2022 Department Plan

Board Goals

Board Goal 1: The percentage of 3rd grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

Goal 1: Support all HISD campuses with developing and implementing effective RTI/IAT systems and processes to closing academic learning gaps and increase student achievement, in the area of reading for students identified as tier 2 and tier 3 learners.

- a. Increase the number of campuses effectively implementing RtI processes and academic interventions, while providing appropriate small group instruction based on tier 2 and tier 3 students' skill deficits.
- b. Implement a systemic approach to capture tier 2 and tier 3 students' progress monitoring data by incorporating an interventions office monitoring tool for RtI students and HISD Connect monitoring tool to capture student data moving through the IAT process.

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1 Details
<p>Measurable Objective 1: The Interventions Office will continue to support schools by providing an Intervention Office Tiering Report, which identifies students' tiers based on reading and/or math, the targeted skill deficits, the appropriate resources, and the appropriate progress monitoring tool.</p> <p>Evaluation Data Sources: REN 360 Universal Screener- BOY, PM, MOY, EOY (students performing one to two years below their grade level on deficit skills triggers the need for interventions support.) Interventions Office Tiering Report Progress Monitoring data captured in HISD Connect.</p>
Measurable Objective 2 Details
<p>Measurable Objective 2: All HISD campuses will implement an effective progress monitoring system, in order to track tier 2 and tier 3 progress and close academic learning gaps.</p> <p>Evaluation Data Sources: BOY, PM, MOY, EOY Interventions Office Tiering Report Progress Monitoring captured in HISD Connect</p>
Measurable Objective 3 Details
<p>Measurable Objective 3: The Interventions Office will provide monthly Professional Development (Virtual) and Face to Face trainings targeting providing interventions, based students' skill deficits and interventions tools and strategies, implementing an effective RtI program and progress monitoring.</p> <p>Evaluation Data Sources: Office of Special Populations PD Tracker Interventions Office PD Tracker Interventions Office Attendance Tracker</p>

Board Goal 1: The percentage of 3rd grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

Goal 2: Increase the population of students identified with dyslexia in grades K-12.

Strategic Priorities: Transforming Academic Outreach

Measurable Objective 1 Details
<p>Measurable Objective 1: HISD will increase identification of students with dyslexia from 6,000 to 7,000 by end of school year 2021-2022.</p> <p>Evaluation Data Sources: Continue with the kindergarten screener and 1st grade screener to identify students at risk or who demonstrate characteristics of dyslexia. Support campuses IAT process for referrals that might be appropriate to identify students with dyslexia.</p>

Board Goal 2: The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

Goal 1: Support all HISD campuses with developing and implementing effective RTI/IAT systems to closing academic learning gaps and increase student achievement in mathematics for students identified as tier 2 and tier 3 learners.

- a. Increase the number of campuses effectively implementing RtI processes and academic interventions, while providing appropriate small group instruction based on tier 2 and tier 3 students' skill deficits.
- b. Implement a systemic approach to capture tier 2 and tier 3 students' progress monitoring data by incorporating an interventions office monitoring tool for RtI students and HISD Connect monitoring tool to capture student data moving through the IAT process.

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1 Details
<p>Measurable Objective 1: The Interventions Office will continue to support schools by providing an Intervention Office Tiering Report, which identifies students' tiers based on reading and/or math, the targeted skill deficits, the appropriate resources, and the appropriate progress monitoring tool.</p> <p>Evaluation Data Sources: Universal Screener- BOY, PM, MOY, EOY Interventions Office Tiering Report Progress Monitoring data capture in HISD Connect</p>
Measurable Objective 2 Details
<p>Measurable Objective 2: All HISD campuses will implement an effective progress monitoring system, in order to track tier 2 and tier 3 progress and close academic learning gaps</p> <p>Evaluation Data Sources: Universal Screener- BOY, PM, MOY, EOY Interventions Office Tiering Report Progress Monitoring capture in HISD Connect</p>
Measurable Objective 3 Details
<p>Measurable Objective 3: The Interventions Office will provide monthly Professional Development (Virtual) and Face to Face trainings targeting providing interventions, based students' skill deficits and interventions tools and strategies, implementing an effective RtI program and progress monitoring.</p> <p>Evaluation Data Sources: Office of Special Population PD Tracker Interventions Office PD Tracker Interventions Office Attendance Tracker</p>

Houston Independent School District
Gifted And Talented
2021-2022 Department Plan

Board Goals

Board Goal 1: The percentage of 3rd grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

Goal 1: By June 2022, GT students will receive targeted instruction for reading as evidenced by 100% of Grade 3 students having an implemented Gifted Education Plan (GEP).

Strategic Priorities: Expanding Educational Opportunities, Increasing Organizational Efficiency

Measurable Objective 1 Details
<p>Measurable Objective 1: The Gifted/Talented Office will provide virtual training sessions to Campus G/T coordinators to ensure that 100% of Grade 3 GT students will have an implemented GEP by June 2022.</p> <p>Evaluation Data Sources: PowerSchool GEP Completion Report</p>

Board Goal 2: The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

Goal 1: By June 2022, GT students will receive targeted instruction for math as evidenced by 100% of Grade 3 students having an implemented Gifted Education Plan (GEP).

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1 Details
Measurable Objective 1: The Gifted/Talented Office will provide virtual training sessions to Campus G/T coordinators 100% of Grade 3 students having an implemented Gifted Education Plan (GEP). Evaluation Data Sources: PowerSchool GEP Completion Report

Board Goal 3: The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

Goal 1: The percentage of gifted and talented graduates who meet the CCMR as measured in Domain 1 of the state accountability system will be 85%, or better, as evidenced by the Class of 2023 graduates' reporting data in 2024.

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1 Details
<p>Measurable Objective 1: The Gifted/Talented department will utilize the graduates reporting data to determine the percentage of gifted and talented graduates who meet the CCMR as measured in Domain 1 of the state accountability system.</p> <p>Evaluation Data Sources: Class of 2023 graduates' reporting data in 2024</p>

Houston Independent School District
Social and Emotional Learning
2021-2022 Department Plan

Board Goal 1: STRATEGIC PRIORITY: Ensuring Student Health, Safety and Well-Being

Goal 1: Social and Emotional Learning: Establish and support Multi-Tiered Systems of Support (MTSS) models through Positive Behavior Interventions Supports (PBIS) by integrating Social/Emotional practices into academics, including Restorative Discipline Practices (RDP) and Culturally Responsive Teaching (CRT) to address inequities in discipline and behavior.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details
Measurable Objective 1: Decrease the overall number of Code Violations that have resulted in Out-of-School Suspensions (OSS) and In-School Suspensions (ISS). Evaluation Data Sources: Monthly tracking, review and dissemination of ISS (In-School Suspensions) and OSS (Out-of-School Suspensions) by schools, areas, and grade levels.
Measurable Objective 2 Details
Measurable Objective 2: Decrease the overall rate of disproportionality among racial groups and special populations resulting in ISS (In-School Suspensions) and OSS (Out-of-School Suspensions) and DAEP placement approvals. Evaluation Data Sources: Monthly tracking, review and dissemination of ISS (In-School Suspensions) and OSS (Out-of-School Suspensions) by schools, areas, and grade levels.
Measurable Objective 3 Details
Measurable Objective 3: Decrease the overall percentage of approved discretionary DAEP referrals. Evaluation Data Sources: Monthly review through the Social and Emotional Learning Department.

Board Goal 1: STRATEGIC PRIORITY: Ensuring Student Health, Safety and Well-Being

Goal 2: Increase district campaigns, practices, and programs for mental health, substance abuse, and suicide awareness. Promote safe and welcoming campus climates and structured, predictable learning environments through Trauma Informed Practices in Schools initiative.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being, Cultivating Team HISD Talent

Measurable Objective 1 Details
Measurable Objective 1: Increase the overall number of campus crisis teams and build their capacity to respond to crisis events and to manage escalated behavioral concerns. Evaluation Data Sources: Monthly review through the Social and Emotional Learning Department.
Measurable Objective 2 Details
Measurable Objective 2: Increase the number of campus administrative/leadership teams trained in Behavioral Threat Assessment (SB11 Requirement). Evaluation Data Sources: Monthly review through the Social and Emotional Learning Department.
Measurable Objective 3 Details
Measurable Objective 3: Increase number of trainings and supports to build capacity and efficacy for campus administration/leadership on prevention of compassion fatigue and teacher burnout. Evaluation Data Sources: Monthly review through the Social and Emotional Learning Department.

Board Goal 1: STRATEGIC PRIORITY: Ensuring Student Health, Safety and Well-Being

Goal 3: The District, through district-wide and campus specific training, will build the capacity of all campuses to develop effective campus specific discipline management systems that will promote the social and emotional development of all students and that will include methodologies to address safety concerns, bullying and harassment violations, and any other violations that may jeopardize the health and safety of the campus community. HISD campuses and the district will reduce the number of Level II-IV disciplinary offenses and reduce the number of reported bullying instances.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being, Cultivating Team HISD Talent

Measurable Objective 1 Details
Measurable Objective 1: Increase the overall number of employees trained in bullying awareness, prevention, and interventions including David's Law. Evaluation Data Sources: Monthly review through the Social and Emotional Learning Department
Measurable Objective 2 Details
Measurable Objective 2: Increase the number of students trained in the Sandy Hook Say Something/Know the Signs Program. Evaluation Data Sources: Monthly review through the Social and Emotional Learning Department.
Measurable Objective 3 Details
Measurable Objective 3: Increase opportunities and collaborative efforts targeted to Campus Behavior Coordinators designated by Campus Administrators. Evaluation Data Sources: Monthly tracking, review and dissemination of ISS (In-School Suspensions) and OSS (Out-of-School Suspensions) by school, areas, and grade levels.
Measurable Objective 4 Details
Measurable Objective 4: Decrease the overall rate of bullying and sexual harassment, including violence in students' relationships. Evaluation Data Sources: Monthly tracking, review and dissemination of ISS (In-School Suspensions) and OSS (Out-of-School Suspensions) by schools, areas, and grade levels.

Houston Independent School District
Wraparound Services
2021-2022 Department Plan

Board Goals

Board Goal 1: The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

Goal 1: By the end of the 2021-2022 school year, Wraparound Resource Specialists will increase student supports by 10% (691,628 to 760,791) to address barriers to student learning.

Strategic Priorities: Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach

Summative Evaluation: Some progress made toward meeting Goal

Measurable Objective 1 Details
Measurable Objective 1: To collaborate with campus leadership Evaluation Data Sources: Wraparound Campus Plan, Agendas, Site-visit forms Monthly WRS/Manager check-ins with Principal or designee, WRS participation in leadership meetings HB3 Board Goal

Board Goal 1: The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

Goal 2: By the end of the 2021-2022 school year, Wraparound Resource Specialists will increase campus and community partnerships with stakeholders from the 2020-2021 baseline of 87 by 50% to 130 to coordinate infrastructure to address students' needs.

Strategic Priorities: Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach

Summative Evaluation: Some progress made toward meeting Goal

Measurable Objective 1 Details
Measurable Objective 1: Increase student supports by 10% to address barriers to student learning. Evaluation Data Sources: Interventions and Student Assistance Forms (SAFs) HB3 Board Goal

Board Goal 1: The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

Goal 3: By the end of the 2021-2022 school year, Wraparound Feeder Patterns will develop at least 5 internal and at least 3 external feeder partnerships to secure and sustain support for resources and programs.

Strategic Priorities: Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency

Measurable Objective 1 Details
<p>Measurable Objective 1: WRS will conduct on-going recruitment of partners.</p> <p>Evaluation Data Sources: Wraparound Campus Plan Enrollment by provider/status report in PurpleSENSE</p> <p>HB3 Board Goal</p>

Houston Independent School District
Family And Community Engagement - FACE
2021-2022 Department Plan

Board Goal 1: STRATEGIC PRIORITY: Expanding Educational Opportunities

Goal 1: By the end of the 2021-2022 academic year, FACE will increase awareness of HISD Learning Resources for Parents by hosting parent workshops in person and virtually.

Strategic Priorities: Expanding Educational Opportunities, Increasing Organizational Efficiency

Measurable Objective 1 Details
Measurable Objective 1: By July 1, 2022, FACE will complete 500 parent workshops focused on HISD district-based Resources and access for Parents Evaluation Data Sources: Number of completed workshops as reported in department's data.

Board Goal 2: STRATEGIC PRIORITY: Increasing Organizational Efficiency

Goal 1: Support the development and legalization of parent advocacy and decision-making skills through parent groups

Strategic Priorities: Expanding Educational Opportunities, Increasing Organizational Efficiency

Measurable Objective 1 Details
Measurable Objective 1: By July 1, 2022, FACE will have supported at least 80 campuses with establishing a parent group focused on developing advocacy and decision-making skills Evaluation Data Sources: Tracking of HISD campuses with the following parent group(s) - PTA/O, PAC, SDMC, Other
Measurable Objective 2 Details
Measurable Objective 2: By July 1, 2022, FACE will have awarded at least 70 PTA/PTO campuses as 501 (C) (3) nonprofit organizations.
Measurable Objective 3 Details
Measurable Objective 3: By July 1, 2022, FACE will have hosted one parent group networking and training event.

Board Goal 3: STRATEGIC PRIORITY: Transforming Academic Outcomes

Goal 1: By the end of the 2021-2022 increase family engagement support within Spanish-speaking families by hosting two interactive events in Spanish.

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1 Details
Measurable Objective 1: Increase the number of campuses offering Family Friendly School Activities by 2 percent from the 2020-2021 academic year .
Measurable Objective 2 Details
Measurable Objective 2: Offer 5 Parent University Sessions across the district.
Measurable Objective 3 Details
Measurable Objective 3: Host two virtual family events fully in Spanish to increase awareness of resources and services to support home-school partnerships.

Houston Independent School District
Student Assistance/Dropout
2021-2022 Department Plan

Board Goal 1: STRATEGIC PRIORITY: Expanding Educational Opportunities

Goal 1: Improve academic success by providing comprehensive services and/or referrals to 100% of identified homeless, unaccompanied, foster care, residential treatment center, students with attendance challenges or dropouts by the end of the 2021 - 2022 school year.

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1 Details
<p>Measurable Objective 1: By June 2022, 100 % of identified homeless, foster care and residential treatment center students will be provided services and supports such as transportation, Metro Money, required dress, school supplies, referrals for dental/medical care and free lunch.</p> <p>Evaluation Data Sources: SA Direct Service Logs ADA Absence Report data SA Transportation Logs</p>
Measurable Objective 2 Details
<p>Measurable Objective 2: By the end of June 2022, at least four local shelters will be provided certified teachers to offer supplemental instruction to students ten hours per week.</p> <p>Evaluation Data Sources: SA Tutorial Logs Student Assessment Data</p>
Measurable Objective 3 Details
<p>Measurable Objective 3: By June 2022, attendance outreach for identified homeless, foster care, and residential treatment students will increase by 10%.</p> <p>Evaluation Data Sources: ADA Absence Report data SA Weekly Logs Interventions Checklist</p>

Board Goal 2: STRATEGIC PRIORITY: Transforming Academic Outcomes

Goal 1: Increase outreach and training to campuses to increase graduation rates in all student groups.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details
Measurable Objective 1: Training and technical assistance implementing an on - going Dropout Recovery Plan, Dropout Tracking System and the three Domains and at each secondary campus. Evaluation Data Sources: Graduation Support Meeting agendas, minutes and sign in sheets SA Weekly Logs
Measurable Objective 2 Details
Measurable Objective 2: Training and technical assistance to campuses in implementing the three-Tiered Attendance Intervention System at campuses Evaluation Data Sources: Graduation Support Meeting agendas, minutes and sign in sheets SA Weekly Logs
Measurable Objective 3 Details
Measurable Objective 3: Training and technical assistance to campuses in implementing campus -based Graduation Support Meetings. Evaluation Data Sources: Graduation Support Meeting agendas, minutes and sign in sheets SA Weekly Logs
Measurable Objective 4 Details
Measurable Objective 4: Training and technical assistance to campuses via six monthly district-wide Graduation Support Meetings Evaluation Data Sources: Graduation Support Meeting agendas, minutes and sign in sheets SA Weekly Logs

Board Goal 3: STRATEGIC PRIORITY: Increasing Organizational Efficiency

Goal 1: Increase staff knowledge of laws that govern the education of homeless and foster care students, students with attendance issues and who have failed to return to an educational setting.

Strategic Priorities: Expanding Educational Opportunities, Increasing Organizational Efficiency

Measurable Objective 1 Details
Measurable Objective 1: By June, 2021 SAS staff will train a representative from each campus on ESSA provisions regarding homeless and foster care students. Evaluation Data Sources: Meeting agendas, minutes and sign in sheets SA Weekly Logs
Measurable Objective 2 Details
Measurable Objective 2: By June, 2021 SA staff will train a representative from each campus on House Bill 2398 under the Texas Education Code. Evaluation Data Sources: Meeting agendas, minutes and sign in sheets SA Weekly Logs
Measurable Objective 3 Details
Measurable Objective 3: Host four community events to connect internal and external community partners to parents and students. Evaluation Data Sources: Vendor and community partner sign in sheets, Direct Service Logs, Student Assistance Questionnaires collected, Number of event attendees

Houston Independent School District

Multilingual

2021-2022 Department Plan

Board Goals

Board Goal 1: The percentage of 3rd grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

Goal 1: The percentage of English learners in 3rd grade will perform at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 3 percentage points from 35% in spring of 2019 to 38% in spring of 2022.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details
<p>Measurable Objective 1: Improve Content Based Language Instruction practices on campuses with designated Sheltered Instruction Coaches who reported ESL waivers, bilingual exceptions or alternative programs by training and supporting SI Coaches to build capacity on how to coach and support teachers of English learners with a focus on staff not certified to support ELs.</p> <p>Evaluation Data Sources: List of Principal appointed SI Coaches, Training Attendance Records, Total Number of Schools Trained, Multilingual Team supports captured in Power BI, state and local assessment data</p> <p>HB3 Board Goal</p>
Measurable Objective 2 Details
<p>Measurable Objective 2: Improve ESL, Dual Language and Transitional Bilingual Programming as measured by TEA's Program Implementation Rubrics through the Multilingual Program's Comprehensive Professional Development Plan the department's Compliance trainings.</p> <p>Evaluation Data Sources: Training Attendance Records, Total Number of Schools Participating, Multilingual Team supports captured in Power BI, state and local assessment data</p>

Board Goal 1: The percentage of 3rd grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

Goal 2: The percentage of English learners in kinder-12th grade who gain one proficiency level will increase 3 percentage points on TELPAS from 48% in spring of 2021 to 51% in spring of 2022.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details
<p>Measurable Objective 1: Improve Content Based Language Instruction practices on campuses with designated Sheltered Instruction Coaches who reported ESL waivers, bilingual exceptions or alternative programs by training and supporting SI Coaches to build capacity on how to coach and support teachers of English learners with a focus on staff not certified to support ELs.</p> <p>Evaluation Data Sources: List of Principal appointed SI Coaches, Training Attendance Records, Total Number of Schools Trained, Multilingual Team supports captured in Power BI, state and local assessment data</p>
Measurable Objective 2 Details
<p>Measurable Objective 2: Improve ESL, Dual Language and Transitional Bilingual Programming as measured by TEA's Program Implementation Rubrics through the Multilingual Program's Comprehensive Professional Development Plan the department's Compliance trainings.</p> <p>Evaluation Data Sources: List of Teachers Participating in the Academy, Training Attendance Records, Total Number of Schools Participating, Multilingual Team supports captured in Power BI, state and local assessment data</p>

Houston Independent School District

Migrant

2021-2022 Department Plan

Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program (MEP). In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

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

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested* or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district’s plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: *This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.*

*The State of Texas Assessments of Academic Readiness (STAAR®) were not being administered during the spring or summer of the 2019–2020 school year.

School District: Houston ISD
Region: 4

Priority for Service (PFS) Action Plan

School Year: 2021-2022

Filled Out By: Houston ISD MEP Staff
Date: 09/01/2021

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).

<p>Goal(s): To implement the required strategies of the Priority for Service (PFS) Action Plan in order to advance the academic growth of students as determined by the Priority for Service criteria.</p>	<p>Objective(s):</p> <ul style="list-style-type: none"> The progress of the student will be monitored by the MEP staff in coordination with teachers and administrators who provide direct instructional services to PFS students at their campuses. Progress will be determined at the end of each grading cycle and will be monitored using the PFS Student Progress Review document and district Contact Log. The services and/or resources provided to the PFS will be aligned with the identified academic needs of the student in order to meet the requirements of the curricula implemented in the state of Texas. The progress and determined needs of the PFS will be disseminated to appropriate personnel identified in the Action Plan in order to support academic success.
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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	09/2021-08/2022	Irasema Gonzalez, NGS	PFS Monthly Report
<ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	09/01/2021	David Glaesemann, Manager	Priority for Service Action Plan Document, PFS

			Student Progress Review document District Contact Log
Additional Activities			
<ul style="list-style-type: none"> At the end of each grading cycle, teachers and administrators who provide direct instructional services and support to PFS students will check report card grades and inform parents of their child's academic progress. 	Each grading cycle	Teachers and administrators who provide direct instructional services and Support to PFS students.	Report Cards and Phone Logs, PFS Student Progress Review document
Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. 	On-going throughout the school year	David Glaesemann, Migrant Manager	Emails, HISD SharePoint
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria. 	On-going throughout the school year	Irasema Gonzalez, NGS Isela Anaya, Recruiter Elizabeth Rodriguez, Recruiter David Glaesemann, Migrant Manager	Phone Logs, Parent Notification Letters
<ul style="list-style-type: none"> During the academic calendar, teachers and administrators who provide direct instructional services to PFS students will make phone calls to parents of PFS students to keep them updated of their child's or children's academic progress. 	On-going throughout the school year	Teachers and administrators who provide direct instructional services and Support to PFS students.	Internal SharePoint site, Report Cards, Student Case Files, Parent Notification Letters for PFS
Additional Activities			
<ul style="list-style-type: none"> 			
Provide services to PFS migrant students.			

<ul style="list-style-type: none"> ▪ The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	On-going throughout the school year	David Glaesemann, Manager	Phone Logs, Parent Letters, PFS Student Progress Review document
<ul style="list-style-type: none"> ▪ The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	On-going throughout the school year	Irasema Gonzalez, NGS Isela Anaya, Recruiter Elizabeth Rodriguez, Recruiter David Glaesemann, Manager	Emails, Phone Logs, Parent Letters, PFS Student Progress Review document.
<ul style="list-style-type: none"> ▪ The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	On-going throughout the school year	Irasema Gonzalez, NGS Isela Anaya, Recruiter Elizabeth Rodriguez, Recruiter David Glaesemann, Manager	NGS Reports, TMIP, Credit Recovery options, Email and Phone Logs, PFS Student Progress Review document
Additional Activities			
<ul style="list-style-type: none"> ▪ 			

Houston Independent School District
Title I - External Funding
2021-2022 Department Plan

Board Goal 3: STRATEGIC PRIORITY: Transforming Academic Outcomes

Goal 1: Among students who exhibit below satisfactory performance on state assessments, the percentage who demonstrate at least one year of academic growth, as measured by the STAAR progress measure, will increase at least five percentage points annually in reading, social studies, and math by Spring 2024.

Strategic Priorities: Transforming Academic Outreach

Measurable Objective 1 Details
Measurable Objective 1: The percentage of 3rd grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

Houston Independent School District
Title II - Human Resources
2021-2022 Department Plan

Board Goal 5: STRATEGIC PRIORITY: Cultivating Team HISD Talent

Goal 1: HISD will increase the number of teacher and leader pool approved candidates for all positions by 10% between the 2021-2022 and 2022-2023 school years.

Strategic Priorities: Cultivating Team HISD Talent

Measurable Objective 1 Details
Measurable Objective 1: HISD will produce a 5:1 ratio of teacher and campus leader pool approved candidates for all vacant positions by the 2022-2023 school year. Evaluation Data Sources: Applitrack data to track number of pool approved candidates to number of vacancies.
Measurable Objective 2 Details
Measurable Objective 2: HISD will produce a 3:1 ratio of teacher and campus leader pool approved candidates for all vacant critical shortage positions by the 2022-2023 school year. Evaluation Data Sources: Applitrack data to track number of pool approved candidates in critical shortage areas to number of vacancies in critical shortage areas (Bilingual Education, Special Education, Secondary Math, Secondary Science, and Secondary Spanish).

Board Goal 5: STRATEGIC PRIORITY: Cultivating Team HISD Talent

Goal 2: HISD will reduce the district-wide turnover rate by 1.5% from 11.3% (2019-2020 to 2020-2021) to 9.8% (2021-2022 to 2022-2023).

Strategic Priorities: Cultivating Team HISD Talent

Measurable Objective 1 Details
Measurable Objective 1: HISD Talent Acquisition team will reduce the turnover rate of the 25 identified hard-to-staff campuses in the HISD District Improvement Plan 5% from 30.91% (2020-2021 to 2021-2022) to 25.91% (2021-2022 to 2022-2023). Evaluation Data Sources: HRIS Data pulled from Applitrack and OneSource data.
Measurable Objective 2 Details
Measurable Objective 2: HISD Talent Acquisition team will assist in decreasing the gap in retention rates of newly recruited teachers between 25 identified campuses in HISD DIP and all other campuses by six percentage points by July 2022. Evaluation Data Sources: HRIS Data pulled from Applitrack and OneSource data.

Houston Independent School District
Title II - Leadership Development
2021-2022 Department Plan

Board Goal 5: STRATEGIC PRIORITY: Cultivating Team HISD Talent

Goal 1: By the end of the 2021-2022 school year, 100% of eligible and recommended participants in all aspiring cohorts will be screened or considered for campus leadership vacancies.

Strategic Priorities: Cultivating Team HISD Talent

Measurable Objective 1 Details
Measurable Objective 1: By the end of the 2021-2022 school year, 100% of eligible APCDO candidates will be considered to fill vacant assistant principal positions.
Measurable Objective 2 Details
Measurable Objective 2: By the end of 2021-2022 school year, 100% of eligible recommended PCDO candidates will be screened for district principal vacancies.

Board Goal 5: STRATEGIC PRIORITY: Cultivating Team HISD Talent

Goal 2: By the end of the 2021-2022 school year, 100% of Leadership Development programs will have a Leader Tracking System (LTS) to offer insights into rising talent and emerging leadership needs.

Strategic Priorities: Cultivating Team HISD Talent

Measurable Objective 1 Details
Measurable Objective 1: Each induction cohort--first-year principals, assistant principals, and instructional specialists--will have a tracking system by the end of May 2022.
Measurable Objective 2 Details
Measurable Objective 2: All leadership development programming will be reviewed for alignment with district wide leadership needs. Evaluation Data Sources: Customer satisfaction surveys; facilitator feedback surveys

Houston Independent School District
Title II - Teacher Development
2021-2022 Department Plan

Board Goal 5: STRATEGIC PRIORITY: Cultivating Team HISD Talent

Goal 1: By June 2022, HISD Effective Practices Quick Reference Guide will be updated and expanded to reflect effective practices that include instructional technology, differentiated audiences (i.e. content area, grade level and proficiency), and high-leverage strategies.

Strategic Priorities: Cultivating Team HISD Talent

Measurable Objective 1 Details
Measurable Objective 1: By November 2021, a new Professional Development Council will be established inclusive of key inter-departmental stakeholders with scheduled quarterly meetings. Evaluation Data Sources: Attendance reports, meeting minutes
Measurable Objective 2 Details
Measurable Objective 2: High-leverage Effective Practices will be identified and aligned to the Instructional Practice Rubric at the indicator level for performance levels "3" and "4" by June 2022.

Board Goal 5: STRATEGIC PRIORITY: Cultivating Team HISD Talent

Goal 2: By June 2022, 82% of Novice Teachers believe their teaching practice was positively impacted from the support received by their Teacher Leaders according to EOY survey results.

Measurable Objective 1 Details
Measurable Objective 1: 95% of beginning teachers will be assigned a mentor of record by June 2022. Evaluation Data Sources: Mentor Activity System (MAS) Demographics Report; Teacher Hires, Transfers and Separations Report
Measurable Objective 2 Details
Measurable Objective 2: On the 2021-22 EOY New Teacher Needs Assessment, 82% of novice teacher responses will agree that their teaching practice was positively impacted from the support received by their Teacher Leaders. Evaluation Data Sources: 2021-22 EOY New Teacher Needs Assessment Results

Board Goal 5: STRATEGIC PRIORITY: Cultivating Team HISD Talent

Goal 3: Based on formative assessment of needs, Teacher Leaders will receive differentiated training and support from their School Support Manager(s) increasing their teacher leadership proficiency rating by 1.0 point by June 2022.

Measurable Objective 1 Details
Measurable Objective 1: School Support Managers will conduct needs assessment of their teacher leaders leadership growth areas Evaluation Data Sources: Teacher Leadership Proficiency Assessment (Pre- and Post)
Measurable Objective 2 Details
Measurable Objective 2: School Support Managers will differentiate and prioritize teacher leaders' training and job-embedded support based upon the outcomes of the Teacher Leadership Proficiency Assessment. Evaluation Data Sources: SIBME ePortfolio, TLCC minutes, Time Tracking Data, Teacher Leadership Proficiency Results (Pre and Post)

Houston Independent School District
Title IV - Fine Arts
2021-2022 Department Plan

Board Goal 1: STRATEGIC PRIORITY: Expanding Educational Opportunities

Goal 1: By June 2022, all HISD students will have equity of access to Certified Fine Arts teachers and curriculum.

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

Measurable Objective 1 Details
Measurable Objective 1: As measured by Human Capital Department, all HISD campuses will have a minimum of 1 FTE fine arts certified teacher. Evaluation Data Sources: District Authorized Position Report

Board Goal 2: STRATEGIC PRIORITY: Ensuring Student Health, Safety and Well-Being

Goal 1: By June 2022, students engaged in Fine Arts curriculum by certified fine arts teachers will see an increase of Social Emotional Learning competency and understanding as measured by district SEL Assessment of 8% from the BOY assessment data.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details
Measurable Objective 1: There will be an 8% increase in SEL competency understanding and knowledge as measured by the district assessment. Evaluation Data Sources: District SEL Assessment data from district and campus dashboards

Board Goal 3: STRATEGIC PRIORITY: Transforming Academic Outcomes

Goal 1: As measured by STAAR and District Assessment data, students engaged in fine art enrichment core contents will be engaged at higher levels thereby seeing a 6% higher average assessment score in reading and math as compared to their district grade level counterparts by June 2022.

Strategic Priorities: Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach

Measurable Objective 1 Details
<p>Measurable Objective 1: STAAR reading and math student achievement data reflecting students reading at or above grade level will show a 6% higher performance rate for students engaged in Fine Arts Enrichment Core content taught by certified fine arts teachers.</p> <p>Evaluation Data Sources: STAAR Reading and Math</p>

Board Goal 4: STRATEGIC PRIORITY: Cultivating Team HISD Talent

Goal 1: The Fine Arts Department working with Schools Offices, campus leadership and human capital, will increase equity of access for all HISD students to certified fine arts teachers to 100% by August 2022.

Strategic Priorities: Expanding Educational Opportunities, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Measurable Objective 1 Details
Measurable Objective 1: 100% of all HISD campuses will have a minimum of 1 FTE Fine Arts Certified teacher. Evaluation Data Sources: District and Campus authorized position reports.

Houston Independent School District
Title IV -Transportation
2021-2022 Department Plan

Board Goal 1: Strategic Priority: Ensuring Student Health, Safety and Well-Being

Goal 2: Ensuring all transportation personnel that have direct contact with students will obtain certification in the following two areas:

- 1.) Crisis Prevention Institute(Strategies and techniques focus on the Care, Welfare, Safety, and Security of all students and staff with evidenced based de-escalation and crisis prevention approaches.)
- 2.) First Aid and CPR (Techniques to ensure our employees can display basic first aid and CPR to students in moments of need.)

Strategic Priorities: Cultivating Team HISD Talent

Measurable Objective 1 Details
Measurable Objective 1: Accrediting through proper training over 600 employees in direct contact with students with CPI and CPR certification. Evaluation Data Sources: Training Calendar, Sign-in Sheets and Skill Assessments.

Houston Independent School District
Special Education
2021-2022 Department Plan

Board Goal 2: STRATEGIC PRIORITY: Ensuring Student Health, Safety and Well-Being

Goal 1: By October 2022, the risk ratio of suspending and expelling African American students with disabilities at a greater rate than other racial and ethnic groups will be reduced from a risk ratio of 3.2 to 2.4.

Strategic Priorities: Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details
Measurable Objective 1: OSES will conduct 9 monthly reviews of suspension and expulsion data to target need for intensive behavioral intervention by June 2022. Evaluation Data Sources: HISD Connect - Power Schools Discipline Reports HISD Discipline Reports Review 360 Student Progress Data
Measurable Objective 2 Details
Measurable Objective 2: OSES will provide three (3) additional professional development sessions on each of the following topics: The Student Code of Conduct and Tools for Managing Problem Behaviors by June 2022. Evaluation Data Sources: HISD One Source for PD Attendance Utilization of Managing Tools for Problem Behaviors toolkit Campus Monitoring for Implementation HISD Discipline Reports Review 360 Student Progress Data
Measurable Objective 3 Details
Measurable Objective 3: OSES will provide three professional development sessions on each of the following topics: Positive Behavior Intervention Supports, Behavior Intervention Plans, and A4E Early Warning Indicators to Suspensions by June 2022. Evaluation Data Sources: HISD One Source for PD Attendance HISD Discipline Reports Utilization of Tools (PBIS, Behavior Intervention Plans, A4E Early Warning Indicators) Campus Monitoring for Implementation Student Progress Data

Board Goal 3: STRATEGIC PRIORITY: Transforming Academic Outcomes

Goal 1: By October 2022, 45% of students with disabilities will meet the minimum level of satisfactory performance on STAAR (3-8) in Reading, Math, Science, Social Studies, and Writing.

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Measurable Objective 1 Details
<p>Measurable Objective 1: OSES will provide four (2 per semester) Accelerated Instruction Plans trainings to all Elementary and Middle School department chairs and special education teachers by June 2022.</p> <p>Evaluation Data Sources: HISD One Source PD Attendance Appropriate utilization of Accelerated Instruction Plans Student Achievement Data Survey feedback data</p>
Measurable Objective 2 Details
<p>Measurable Objective 2: OSES will provide four (2 per semester) Specially Designed Instruction (SDI) follow-up trainings to all special and general education teachers by June 2022.</p> <p>Evaluation Data Sources: HISD One Source PD Attendance Classroom observations (virtual/face-to-face) Student Achievement Data</p>
Measurable Objective 3 Details
<p>Measurable Objective 3: OSES will conduct monthly (9) desktop audits.</p> <p>Evaluation Data Sources: Audit Tracker Audit Documents Student Progress Data</p>
Measurable Objective 4 Details
<p>Measurable Objective 4: OSES will collaborate with Imagine Learning to provide a minimum of 4 PD trainings for teachers during the 2021-2022 school year, for instructional support in math and reading.</p> <p>Evaluation Data Sources: HISD One Source PD Attendance Classroom Observations (face-to-face/virtual) Student Achievement Data</p>

Board Goal 3: STRATEGIC PRIORITY: Transforming Academic Outcomes

Goal 2: By October 2022, 50.0% of students with disabilities will meet the minimum level of satisfactory performance in STAAR EOC English Language Arts.

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Measurable Objective 1 Details
<p>Measurable Objective 1: OSES will provide four (2 per semester) Accelerated Instruction Plans trainings to all High School department chairs and special education teachers by June 2022.</p> <p>Evaluation Data Sources: HISD One Source PD Attendance Appropriate utilization of Accelerated Instruction Plans Student Achievement Data Survey feedback data</p>
Measurable Objective 2 Details
<p>Measurable Objective 2: OSES will provide four (2 per semester) targeted Inclusive Practices (Inclusion and Co-Teach) professional development trainings by May 2022.</p> <p>Evaluation Data Sources: HISD One Source PD Attendance Utilization of Curriculum Supports and Materials Student Achievement Data Survey feedback data</p>
Measurable Objective 3 Details
<p>Measurable Objective 3: OSES will conduct monthly (9) desktop audits.</p> <p>Evaluation Data Sources: Audit Tracker Audit Documents Student Progress Data</p>

Houston Independent School District
Innovation & Post-Secondary
2021-2022 Department Plan

Board Goals

Board Goal 3: The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

Goal 1: Increase student achievement in postsecondary programs across HISD.

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Summative Evaluation: Significant progress made toward meeting Goal

Measurable Objective 1 Details
Measurable Objective 1: 90% of AP/IB Teachers will have official AP Institute or IBO Category 1 content training who serve as an AP/IB teacher of record. Evaluation Data Sources: Attendance rosters and completion certificates from AP Summer Institute and IB Category 1 Content Training HB3 Board Goal
Measurable Objective 2 Details
Measurable Objective 2: Increase percentage of students successfully earning college credit through the completion of dual credit or dual enrollment (UT OnRamps) courses by 2% over prior year. Evaluation Data Sources: Students' credit earned as reported by postsecondary institution and instructors.

Board Goal 3: The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

Goal 2: Increase the number of students meeting CCMR indicators via Postsecondary Programming (AP, IB, DC, DE, SAT, TSI)

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Summative Evaluation: Significant progress made toward meeting Goal

Measurable Objective 1 Details
<p>Measurable Objective 1: The Post-Secondary department will provide direct student supports for all AP/IB/DC/DE students.</p> <p>Evaluation Data Sources: Student attendance rosters from Virtual Tutoring, and Saturday Academies. Postsecondary programming reports</p> <p>HB3 Board Goal</p>

Board Goal 1: GOAL 3

The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

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

Measurable Objective 1 Details
Measurable Objective 1: Increase awareness of postsecondary programming options for campuses and students. Evaluation Data Sources: Campus enrollment data and Postsecondary Programming department reports. HB3 Board Goal

Houston Independent School District

College Readiness

2021-2022 Department Plan

Board Goal 1: STRATEGIC PRIORITY: Expanding Educational Opportunities

Goal 1: Leverage technology and programming to increase the number of HISD graduates who enroll in and persist to their second year in college.

Strategic Priorities: Expanding Educational Opportunities, Increasing Organizational Efficiency

Summative Evaluation: No progress made toward meeting Goal

Measurable Objective 1 Details
Measurable Objective 1: Over 90% of graduates who request help via texting or other platforms during the summer receive assistance within 2 business days Evaluation Data Sources: CoPilot Reports
Measurable Objective 2 Details
Measurable Objective 2: The percent of HISD graduates who return to a second year of college after enrolling will increase from 81% to 84%. Evaluation Data Sources: National Student Clearing House Data
Measurable Objective 3 Details
Measurable Objective 3: We will increase the number of graduates in targeted groups who receive advising through the summer and into their first year from 42% (1,347 targeted /562 received direct advising) to 80% Evaluation Data Sources: Reports run in CoPilot data tracking/texting platform.

Board Goal 1: STRATEGIC PRIORITY: Expanding Educational Opportunities

Goal 2: Implement a comprehensive college advising strategy for students through high school graduation.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details
<p>Measurable Objective 1: 75% of the Class of 2022 seniors will have applied to either a 2 or 4 year college. 51% to a 4-year program and/or 47% to a 2-year program. This compares to 73% overall application rate for 2021 seniors with 49% applying to 4-year and 46% applying to 2-year.</p> <p>Evaluation Data Sources: Administrative reports in CoPilot will be used to monitor student progress and access to information and applications for admissions, financial aid, and scholarships.</p>
Measurable Objective 2 Details
<p>Measurable Objective 2: 56% of Houston ISD 2022 graduates will enroll in a college or university within one year of graduating from HISD (compared to 46% for class of 2020) with a targeted increase from 18% to 26% enrolling in two-year institutions</p> <p>Evaluation Data Sources: Annual reporting from the National Student Clearinghouse Student Tracker program will be used to measure efficacy of improvement strategies.</p> <p>Rates of applications, financial aid submissions, and advising notes will be continually monitored to ensure we are keeping pace to achieve targets.</p>
Measurable Objective 3 Details
<p>Measurable Objective 3: Of students who indicate they do not intend to go to college at the beginning of their sophomore year but receive targeted advising, over 50% will indicate intention to go to college by the end of their sophomore year.</p> <p>Evaluation Data Sources: Surveys, including questions on post-high school plans, will be given to students in targeted programs at the beginning and end of each school year. Advising session notes will be used to track progress during the school year.</p>
Measurable Objective 4 Details
<p>Measurable Objective 4: Seniors enrolled in the AVID course will maintain their college application rate of 95% and increase their financial aid submission rate from 83% to 90%.</p> <p>Evaluation Data Sources: Administrative reports in CoPilot will be used to monitor student progress and access to information and applications for admissions, and financial aid.</p>

Board Goal 1: STRATEGIC PRIORITY: Expanding Educational Opportunities

Goal 3: Provide a wide array of resources, trainings, and supports to assist seniors through the financial aid and scholarship process.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details
Measurable Objective 1: The amount of scholarship and financial aid offers to HISD students will increase from \$293,827,278 (2021) to \$353,000,000 (in 2022). Evaluation Data Sources: Weekly reports run from the CoPilot Platform will be used to measure efficacy of improvement strategies.
Measurable Objective 2 Details
Measurable Objective 2: The percent of students graduating in 2022 completing the FAFSA/TASFA will increase by 12 percentage points from 58% (class of '21) to 70% Evaluation Data Sources: Weekly reports run from the CoPilot Platform will be used to measure efficacy of improvement strategies.
Measurable Objective 3 Details
Measurable Objective 3: Students who were advised by a college and career readiness advisor will increase their completed FAFSA/TASFA rate by 5 percentage point increase, from 67% to 72% Evaluation Data Sources: Weekly reports run from the CoPilot Platform will be used to measure efficacy of improvement strategies.

Houston Independent School District
Career & Technical Education
2021-2022 Department Plan

Board Goal 3: The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

Goal 1: The CTE department will provide individualized instruction for new and experienced teachers in 7 high need campuses on pedagogy and best instructional practices based on classroom observations and campus requests by May 2022.

Strategic Priorities: Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Measurable Objective 1 Details
<p>Measurable Objective 1: CTE department staff will visit classrooms at least 1 time monthly and observe instructional practices and provide informal feedback and recommendations to teachers.</p> <p>Evaluation Data Sources: A survey from instructors and administrators regarding services received and their impact on instruction. Data analytics performed based on follow up letters and evaluations.</p>
Measurable Objective 2 Details
<p>Measurable Objective 2: CTE department staff will provide at least one opportunity for development of teachers as specified by campus administrators, to attend professional development on various instructional strategies during the school year and summer 2022.</p> <p>Evaluation Data Sources: A survey from instructors and administrators regarding services received and their impact on instruction. Data analytics performed based on follow up letters and evaluations.</p> <p>HB3 Board Goal</p>

Board Goal 3: The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

Goal 2: The CTE department will collaborate with campuses to increase the number of industry-based certifications earned by students by 2% by August 2022.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details
<p>Measurable Objective 1: The CTE department will provide ongoing professional development and awareness related to aligned to industry-based certification and instructional practices.</p> <p>Evaluation Data Sources: Data tracking for Industry-based certifications, performance measures by students and teachers. A survey from instructors and administrators regarding services received and their impact on instruction. Surveys from students following awareness presentations by CTE Advising Specialists Data analytics performed based on follow up letters and evaluations.</p>
Measurable Objective 2 Details
<p>Measurable Objective 2: The CTE department will provide supplemental resources in the form of curriculum, vouchers, industry site visits, updating labs, partnerships, equipment, and supplies to support student outcomes.</p> <p>Evaluation Data Sources: Data tracking for Industry based certifications, performance measures by students and teachers. A survey from instructors and administrators regarding services received and their impact on instruction. Data analytics performed based on follow up letters and evaluations</p> <p>HB3 Board Goal</p>

Board Goal 3: The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

Goal 3: The CTE department will implement a planned approach to ensure that every student commits to a post-secondary plan no later than the student's senior year by June 2022.

Strategic Priorities: Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details
<p>Measurable Objective 1: In collaboration with campus and district stakeholders, the CTE department will work with students that have self identified as undecided on a post-secondary plan.</p> <p>Evaluation Data Sources: Career interest surveys and student PGPs will be utilized to identify targeted students who are undecided. Recommendations from campus stakeholder are also used to identify students.</p>