Houston Independent School District

22-23 District Improvement Plan

Goals and Measurable Objectives, By Department

Houston Independent School District

CCMR

2022-2023 Goals and Measurable Objectives, By Board Goal

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.

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.

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Goal 1: Increase the percentage of graduates who meet Texas Success Initiative (TSI) and meet CCMR via SAT, ACT, TSIA2 (Texas Success Initiative Assessment)

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: Increase the percentage of seniors from the Class of 2023 who meet Texas Success Initiative (TSI) via SAT, ACT, TSIA2 (Texas Success Initiative Assessment) by 2 percentage points from 25% to 27%.

Evaluation Data Sources: College Board Score Portal for TSIA2 and SAT, ACT Score Portal for ACT scores, Reports from Copilot and A4E TSI Analyzer

HB3 Board Goal

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Goal 2: Increase student achievement in postsecondary programs across HISD.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: 90% of Pre-AP, AP, IB and UT OnRamps teachers will participate in Professional Development related to their course.

Evaluation Data Sources: registration records

HB3 Board Goal

Measurable Objective 2: 50% of AP-enrolled students will participate in tutorials or other supplemental learning opportunities specific to their advanced courses.

Evaluation Data Sources: attendance record

Measurable Objective 3: 75% of students in a Pre-AP or AP course at Tier 3 schools will also be enrolled in the AVID elective course

Evaluation Data Sources: Power School & Cognos

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Goal 3: Increase the number of students meeting CCMR indicators via Postsecondary Programming (AP, IB, DC, DE).

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: Increase the number of native Spanish speakers who take the AP Spanish Language exam utilizing the exam-only option

Evaluation Data Sources: Power School & Cognos

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Goal 4: Expand student access to Postsecondary Programming options for campuses and students.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: Student enrollment in UT OnRamps Courses will increase by 90%. The number of campuses offering UT OnRamps courses will double. The number of sections being offered district-wide will increase by 70%.

Evaluation Data Sources: Power School & Cognos

Measurable Objective 2: Increase enrollment in Advanced Placement courses by 12%

Evaluation Data Sources: Power School, Cognos, College Board administrative portal

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Goal 5: Provide a wide array of resources, training, and supports to assist seniors through the financial aid and scholarship process.

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

Measurable Objective 1: The amount of scholarship and financial aid offers to HISD students will increase by 2% from 2022 to 2023.

Evaluation Data Sources: Weekly reports run from the CoPilot Platform will be used to measure efficacy of strategies.

Measurable Objective 2: Students who were advised by a College and Career Readiness Advisor will increase their completed Financial Aid rate by 1% point from 2022 to 2023.

Evaluation Data Sources: Weekly reports run from the CoPilot Platform will be used to measure efficacy of improvement strategies.

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Goal 6: Increase out-of-classroom learning and experiential opportunities for students in College, Career, and Military Readiness programs.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: 90% HISD students participating in Project Explore, Ignite, Wings, and Steps College Advising Programs will engage in a minimum of one college visit and one industry visit.

Evaluation Data Sources: Attendance records for field trips, CoPilot Reports, Basecamp Reports

Board 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.

Houston Independent School District

Coordinated School Health

2022-2023 Goals and Measurable Objectives, By Board Goal

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.

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

Measurable Objective 1: During the 2022-2023 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)

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.

Goal 2: The district's School Health Advisory Council (SHAC) will make recommendations to the Board of Trustees regarding health instruction for K-12.

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

Measurable Objective 1: During the 2022-2023 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.

Evaluation Data Sources: List of programs presented, recommended, and approved attendance records
Attendance of program reviewers

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.

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Board 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.

Houston Independent School District

Career & Technical Education

2022-2023 Goals and Measurable Objectives, By Board Goal

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.

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.

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Goal 1: The CTE department will work with campus administration and CTE teachers to increase the number of industry based certifications earned by 2 percentage points from 22% to 24%.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: The CTE department will provide ongoing professional development and awareness related to aligned to industry-based certification and instructional practices.

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

Measurable Objective 2: The CTE department will make the appropriate supplemental resources to provide instruction on IBCs.

Evaluation Data Sources: Data tracking, performance measures on IBC attainment

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Goal 2: The CTE department will implement a planned approach to increase the number of students participating in work-based learning experiences by June 2023.

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

Measurable Objective 1: CTE Advisor Specialists will increase awareness of CTE courses, Programs of Study, and all post-secondary opportunities offered at their respective campuses to 9th & 11th graders at comprehensive & specialty campuses by 5%.

Evaluation Data Sources: Student surveys, schedule of presentations

Measurable Objective 2: Career Advisors will successfully assist students with creating, maintaining, and executing their post-secondary career plan

Evaluation Data Sources: Student products, student surveys, attendance at career and/or college focused experiences.

Board 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.

Houston Independent School District

Elementary Curriculum

2022-2023 Goals and Measurable Objectives, By Board Goal

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.

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 2022 to 50% in spring 2024.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: By June 2023, 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.

Evaluation Data Sources: Ren 360 and STAAR

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.

Goal 1: 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 18 percentage points from 36% in spring 2022 to 54% in spring 2024.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: By June 2022, 100% of all K-5 students will receive high quality instruction aligned with high quality instructional material in an effort to build a strong math literacy foundation.

Evaluation Data Sources: STAAR, Renaissance 360, and Curriculum Based Assessments

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Board 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.

Houston Independent School District

Fine Arts

2022-2023 Goals and Measurable Objectives, By Board Goal

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.

Goal 1: Students enrolled in Fine Arts classes at 3rd grade will perform higher on STAAR than their grade level peers.

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

Measurable Objective 1: Students enrolled in Fine Arts classes at 3rd grade will perform 5% higher in the Meets Grade Level Standard on STAAR than their grade level peers.

> **Evaluation Data Sources:** STARR performance data

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.

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Goal 1: Students consecutively enrolled in high school fine arts courses for 2 or more years will enroll in higher education programs at a rate higher than their grade level peers that do not pursue consecutive years of study in the arts.

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

Measurable Objective 1: Students consecutively enrolled in high school fine arts courses for 2 or more years will enroll in higher education programs(college) at a rate 9% higher than their grade level peers that do not pursue consecutive years of study in the arts.

Evaluation Data Sources: STAAR performance data

Board 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.

Houston Independent School District

Multilingual

2022-2023 Goals and Measurable Objectives, By Board Goal

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.

Goal 1: The percentage of Emergent Bilingual and Migrant 3rd grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

> **Strategic Priorities:**
> Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: Multilingual Department has created Content Based Language Instruction Teacher academy to train teachers on utilizing best practice instructional strategies in the classroom with Emergent Bilingual and Migrant PFS Students.

> **Evaluation Data Sources:** Teacher surveys, teacher attendance, program specialist BI analytics, and student performance data on STAAR.

Measurable Objective 2: Summit K12 was purchased to support teachers of all Emergent Bilingual students including PFS Migrant students with closing the language and literacy gap with an emphasis on 3rd grade students.

> **Evaluation Data Sources:** Summit K12 data reports, TELPAS, and Emergent Bilingual and PFS Migrant student 3rd grade STAAR reading data.

Measurable Objective 3: Campus selected SI Coaches are being utilized to support implementation of CBLI and Summit K12 in classrooms on their specific campuses and will work closely with Multilingual PD, DL, and Instructional teams to ensure students are receiving supports during tier 1 instruction.

> **Evaluation Data Sources:** STAAR performance, BI Analytics, and district assessment data.

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.

Goal 1: The percentage of Emergent Bilingual and Migrant 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: Campus selected SI Coaches are being utilized to support implementation of CBLI and Summit K12 in classrooms on their specific campuses and will work closely with Multilingual PD, DL, and Instructional teams to ensure students are receiving supports during tier 1 instruction.

Evaluation Data Sources: STAAR performance, BI Analytics, and district assessment data

Measurable Objective 2: Multilingual Department has created Content Based Language Instruction Teacher academy to train teachers on utilizing best practice instructional strategies in the classroom with Emergent Bilingual and Migrant PFS Students.

Evaluation Data Sources: Teacher surveys, teacher attendance, program specialist BI analytics, and student performance data on STAAR.

Measurable Objective 3: Multilingual Instructional team will partner with Math Curriculum Implementation Coaches to support the district implementation of Eureka and Carnegie.

Evaluation Data Sources: STAAR performance, BI Analytics, and district assessment data

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Goal 1: The percentage of Emergent Bilingual and Migrant graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: Multilingual will work with College and Career Readiness department as well as the HISD High School Office to ensure EBs and Migrant students are meeting the criteria for CCMR.

Evaluation Data Sources: CCMR data, BI Analytics

Board 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.

Goal 1: The percentage of Emergent Bilingual and Migrant 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 English II assessments will increase.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: Multilingual department will work closely with office of special education to support teachers, administrators, and district personnel who serve EBs and Migrant students who have been identified as a student with special needs with best instructional practices during tier 1 instruction to increase student achievement on STAAR.

Evaluation Data Sources: STAAR data, district assessment data, BI analytics

Houston Independent School District

Secondary Curriculum

2022-2023 Goals and Measurable Objectives, By Board Goal

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.

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.

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Goal 1: Goal 1: Increase the number of secondary schools achieving A-C in Domain I of the state accountability system.

Measurable Objective 1: Curriculum and Instruction team members will support to ensure 80% implementation with fidelity of HQIM

 Evaluation Data Sources: Campus Visitation Logs (CVL)
 Instructional Rounds
 Assessment Data Reports
 Surveys

Measurable Objective 2: Curriculum and Instruction team members will support to attain 10% achievement gains in all schools implementing Carnegie and Amplify.

 Evaluation Data Sources: Campus Visitation Logs (CVL)
 Instructional Rounds
 Assessment Data Reports
 Surveys

Board 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.

Goal 1: Curriculum and Instruction team members will support with the implementation of HQIM to increase the percentage of students receiving special education services reading at or above grade level as measured by meets grade level standard on STAAR 3-8 and STAAR EOC I and II assessments.

Measurable Objective 1: Curriculum and Instruction team members will support to ensure 80% implementation with fidelity of HQIM

Evaluation Data Sources: Campus Visitation Logs (CVL)
Instructional Rounds
Assessment Data Reports
Surveys

Board 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.

Goal 2: Improve alignment of professional development and provide outstanding customer service to campuses.

Measurable Objective 1: Curriculum and Instruction team members will ensure that 80% of school teachers and leaders will report that professional development offerings effectively advanced their knowledge and skills to improve student outcomes.

> **Evaluation Data Sources:** Campus PLC Attendance Reports
> Campus Visit Logs
> Professional Development Attendance Reports
> Assessment Data Reports

Houston Independent School District

Specialized Learning and Supports

2022-2023 Goals and Measurable Objectives, By Board Goal

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: HISD will increase the population of students identified with dyslexia or other related disorders in grades K - 12 .

Measurable Objective 1: The number of students identified with dyslexia will increase from 5,922 to 7,000 by end of school year 2022-2023.

Measurable Objective 2: The Dyslexia & Section 504 Office will continue to provide support to campus on the implementation of the dyslexia curriculum to support students at risk or who are in the process of dyslexia identification.

> **Evaluation Data Sources:** Results of the first grade and kindergarten screeners will be used by campuses to flag students who may be at risk or who may show characteristics of dyslexia. Data from Ren 360 and TxKEA will be analyzed to determine risk factors and suspicion of dyslexia or other related disorders.

Measurable Objective 3: The Dyslexia and Section 504 Office will continue to provide compliance reports to campuses that address fidelity of implementation and progress monitoring of the dyslexia curriculum.

> **Evaluation Data Sources:** Weekly compliance reports that include students' schedule of services and progress monitoring reports every six weeks.

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: HISD will increase the population of students identified with dyslexia or other related disorders in grades K - 12 .

Measurable Objective 1: The number of students identified with dyslexia will increase from 5,922 to 7,000 by end of school year 2022-2023.

Measurable Objective 2: The Dyslexia & Section 504 Office will continue to provide support to campus on the implementation of the dyslexia curriculum to support students at risk or who are in the process of dyslexia identification.

> **Evaluation Data Sources:** Results of the first grade and kindergarten screeners will be used by campuses to flag students who may be at risk or who may show characteristics of dyslexia. Data from Ren 360 and TxKEA will be analyzed to determine risk factors and suspicion of dyslexia or other related disorders.

Measurable Objective 3: The Dyslexia and Section 504 Office will continue to provide compliance reports to campuses that address fidelity of implementation and progress monitoring of the dyslexia curriculum.

> **Evaluation Data Sources:** Weekly compliance reports that include students' schedule of services and progress monitoring reports every six weeks.

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: 9% to 12%
* STAAR 7 Reading: 17% to 21%
* STAAR 8 Reading: 15% to 16%
* STAAR EOC English I: 10% to 15%
* STAAR EOC English II: 15% to 19%

> **Strategic Priorities:**
> Transforming Academic Outreach

Measurable Objective 1: By June 2023, 100% of elementary and secondary campuses will be trained on the use of accommodations, supplemental aides and designated supports as measured by Professional Development participation logs, and data verification reports.

> **Evaluation Data Sources:** PowerTeacher Pro Reports
> Documentation of Receipt and Implementation of Relevant Portions of the IEP
> OneSource Teacher Attendance Reports
> Campus PLC Attendance Reports

Measurable Objective 2: By June 2023, 75% of students with disabilities will have documented goal progress of their IEPs as measured by completion of Progress Monitoring in EasyIEP for each grading cycle.

> **Evaluation Data Sources:** Progress Track -Goal Progress Track Document
> EasyIEP Progress Report - Grading Period
> Special Education Folder Audits

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 2: 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: 9% to 12%
* STAAR 7 Reading: 17% to 21%
* STAAR 8 Reading: 15% to 16%
* STAAR EOC English I: 10% to 15%
* STAAR EOC English II: 15% to 19%

Strategic Priorities:
Transforming Academic Outreach

Measurable Objective 1: By June 2023, 100% of elementary and secondary campuses will be trained on the use of accommodations, supplemental aides and designated supports as measured by Professional Development participation logs, and data verification reports.

Evaluation Data Sources: PowerTeacher Pro Reports
Documentation of Receipt and Implementation of Relevant Portions of the IEP
OneSource Teacher Attendance Reports
Campus PLC Attendance Reports

Measurable Objective 2: By June 2023, 75% of students with disabilities will have documented goal progress of their IEPs as measured by completion of Progress Monitoring in EasyIEP for each grading cycle.

Evaluation Data Sources: Progress Track -Goal Progress Track Document
EasyIEP Progress Report - Grading Period
Special Education Folder Audits

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: 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.

> **Evaluation Data Sources:** Campus Visit Log
> OneSource Teacher Attendance Reports

Board Goal 5: 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.

Houston Independent School District

Student Support Services

2022-2023 Goals and Measurable Objectives, By Board Goal

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: Social Emotional Learning: Establish and support Multi-Tiered Systems of Support (MTSS) models through Positive Behavior Interventions and Supports (PBIS) by integrating social/emotional practices into academics, including Restorative Discipline Practices (RDP), Trauma Informed Teaching and De-Escalation Techniques to address inequities in discipline and behavior.

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

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: Decrease the overall rate of disproportionately among at-risk 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: Decrease the overall percentage of approved discretionary DAEP referrals.

Evaluation Data Sources: Monthly review through the Social Emotional Learning Department

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 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 will reduce the number of Level II-IV disciplinary offenses and reduce the number of reported bullying incidents.

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

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 Social Emotional Learning Department.

Measurable Objective 2: Increase the number of students trained in Sandy Hook Say Something/Know the Signs Program.

Evaluation Data Sources: Monthly review through the Social Emotional Learning Department

Measurable Objective 3: Increase the number of students trained in Sandy Hook Say Something/Know the Signs Program.

Evaluation Data Sources: Monthly review through the Social Emotional Learning Department

Measurable Objective 4: Increase opportunities and collaborative efforts to build competency of Campus Behavior Coordinators designated by Campus Administrators.

Evaluation Data Sources: Monthly tracking, review and dissemination of ISS (In-School Suspension) and OSS (Out-Of-School Suspension) by school, areas, and grade levels.

Measurable Objective 5: Decrease the overall rate of bullying and sexual harassment, including student dating violence.

Evaluation Data Sources: Monthly tracking, review, and dissemination of ISS (In-School Suspension) an OSS (Out-Of-School Suspension) by schools, areas, and grade levels.

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 3: Improve academic success by providing comprehensive services and/or referrals to 100% of identified homeless, unaccompanied, foster care, residential treatment center, parenting students, military connected students and scholars with attendance challenges or dropouts by the end of the 2022 - 2023 school year.

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

Measurable Objective 1: By June 2023, 100 % of identified homeless, foster care and residential treatment center, parenting students, military connected students will be provided services and supports such as transportation, Metro Money, required dress, school supplies, referrals for dental/medical care and free lunch.

Evaluation Data Sources: Evaluation Data Sources: SA Direct Service Logs ADA Absence Report data SA Transportation Logs

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 1: At- risk student populations (such as students with incarcerated parents, parenting students, military connected students, and homeless and foster care students) require programs to address non - academic barriers to attendance and achievement to promote academic success. **Root Cause**: High mobility and lack of stable housing causes students with incarcerated parents, children, military connected parents, and those who are experiencing homelessness and living in foster care to encounter attendance issues and/or drop out of school.
Student Learning
Problem of Practice 1: There remains a need to address learning loss and re - engage missing students as a result of the COVID 19 pandemic. **Root Cause**: As a result of the pandemic, many students failed to engage and/or have dropped out of school.

Measurable Objective 2: By the end of June 2023, at least six local shelters and five residential treatment centers will be provided certified teachers to offer supplemental instruction to students.

Evaluation Data Sources: SA Tutorial Logs and Student Assessment Data

Measurable Objective 2 Problems of Practice:

Demographics
Problem of Practice 1: At- risk student populations (such as students with incarcerated parents, parenting students, military connected students, and homeless and foster care students) require programs to address non - academic barriers to attendance and achievement to promote academic success. **Root Cause**: High mobility and lack of stable housing causes students with incarcerated parents, children, military connected parents, and those who are experiencing homelessness and living in foster care to encounter attendance issues and/or drop out of school.

Student Learning
Problem of Practice 1: There remains a need to address learning loss and re - engage missing students as a result of the COVID 19 pandemic. **Root Cause**: As a result of the pandemic, many students failed to engage and/or have dropped out of school.

Measurable Objective 3: By June 2023, attendance outreach for identified homeless, foster care, residential treatment, military connected and parenting students will increase by 10%.

    Evaluation Data Sources: ADA Absence Report data
    SA Weekly Logs
    Attendance Interventions Checklist

Measurable Objective 3 Problems of Practice:

Demographics
Problem of Practice 1: At- risk student populations (such as students with incarcerated parents, parenting students, military connected students, and homeless and foster care students) require programs to address non - academic barriers to attendance and achievement to promote academic success. **Root Cause**: High mobility and lack of stable housing causes students with incarcerated parents, children, military connected parents, and those who are experiencing homelessness and living in foster care to encounter attendance issues and/or drop out of school.

Student Learning
Problem of Practice 1: There remains a need to address learning loss and re - engage missing students as a result of the COVID 19 pandemic. **Root Cause**: As a result of the pandemic, many students failed to engage and/or have dropped out of school.

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 4: Wraparound Services: By the end of the 2022-2023 school year, the Wraparound Services Department will increase campus and community partnerships with stakeholders to provide non-instructional direct services from the 2021-2022's baseline of 151 by 10% to 166.

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

Measurable Objective 1: Wraparound Services will facilitate partnerships recruitment by hosting a fall and spring semester events to increase internal and external partnerships across the district to serve the non-instructional needs of students.

Evaluation Data Sources: PurpleSENSE Approved Service Provider /List
MOU tracking sheet
Event participation list

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 5: Wraparound Services: By the end of the 2022-2023 school year, the Wraparound services Department in collaboration with campus leaders will implement at least three Expanded Learning Time Opportunities and/or programs to at-risk students in the district.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: Wraparound Services managers and senior managers will conduct biweekly campus visits and collaboration between campus and district leaders to ensure quality programming for students.

Evaluation Data Sources: Managers and Senior Managers biweekly check-ins with campus leaders logs.
Monthly attendance participation reports

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 6: Wraparound Services: By the end of the 2022-2023 school year, the Wraparound Services Department will provide quarterly professional development for all staff by offering internal and external experiences with a focus on customer service and enhancing job-related skills.

Strategic Priorities:
Increasing Organizational Efficiency, Cultivating Team HISD Talent

Measurable Objective 1: Wraparound Services will collaborate with HISD internal departments and external organizations to offer on-going training and professional development to all staff.

Evaluation Data Sources: OneSource Registration and Attendance report to track offerings
Professional development participation feedback survey

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: Increase district campaigns, practices, and programs for mental health, substance abuse, and trauma-informed practices. Reduce the risk of suicide through awareness and prevention.

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

Measurable Objective 1: Expand programming to increase mental health, suicide awareness, and prevention programs for students with notification to parents to reduce the risk of suicide.

> **Evaluation Data Sources:** Monthly review of ReThink Ed and Panorama Survey Assessment data

Measurable Objective 2: Increase the number of campus administrative/leadership teams trained in Behavioral Threat Assessment (SB11 Requirement)

> **Evaluation Data Sources:** Monthly review through Social Emotional Learning Department

Measurable Objective 3: Increase number of trainings and supports to build capacity and efficacy for campus administration/leadership on prevention of compassion fatigue and educator burnout.

> **Evaluation Data Sources:** Monthly review through the Social Emotional Learning Department

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 2: Wraparound Services: By the end of the 2022-2023 school year, the Wraparound Services Department will increase campus and community partnerships with stakeholders to provide non-instructional direct services from the 2021-2022's baseline of 151 by 10% to 166.

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

Measurable Objective 1: Wraparound Services will facilitate partnerships recruitment by hosting a fall and spring semester events to increase internal and external partnerships across the district to serve the non-instructional needs of students.

Evaluation Data Sources: PurpleSENSE Approved Service Provider /List
MOU tracking sheet
Event participation list

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 3: Wraparound Services: By the end of the 2022-2023 school year, the Wraparound services Department in collaboration with campus leaders will implement at least three Expanded Learning Time Opportunities and/or programs to at-risk students in the district.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: Wraparound Services managers and senior managers will conduct biweekly campus visits and collaboration between campus and district leaders to ensure quality programming for students.

Evaluation Data Sources: Managers and Senior Managers biweekly check-ins with campus leaders logs.
Monthly attendance participation reports

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 4: Wraparound Services: By the end of the 2022-2023 school year, the Wraparound Services Department will provide quarterly professional development for all staff by offering internal and external experiences with a focus on customer service and enhancing job-related skills.

Strategic Priorities:
Increasing Organizational Efficiency, Cultivating Team HISD Talent

Measurable Objective 1: Wraparound Services will facilitate partnerships recruitment by hosting a fall and spring semester events to increase internal and external partnerships across the district to serve the non-instructional needs of students.

Evaluation Data Sources: PurpleSENSE Approved Service Provider /List
MOU tracking sheet
Event participation list

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: 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.

    Evaluation Data Sources: Campus Visit Log
    OneSource Teacher Attendance Reports
    Campus PLC Attendance Reports
    Formative assessment data
    Summative assessment data

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.

    Evaluation Data Sources: Campus Visit Log
    OneSource Teacher Attendance Reports
    Campus PLC Attendance Reports
    Formative assessment data
    Summative assessment data

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 2: Improve academic success by providing comprehensive services and/or referrals to 100% of identified homeless, unaccompanied, foster care, residential treatment center, parenting students, military connected students and scholars with attendance challenges or dropouts by the end of the 2022 - 2023 school year.

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

Measurable Objective 1: By June 2023, 100 % of identified homeless, foster care and residential treatment center, parenting students, military connected students will be provided services and supports such as transportation, Metro Money, required dress, school supplies, referrals for dental/medical care and free lunch.

Evaluation Data Sources: SA Direct Service Logs ADA Absence Report data SA Transportation Logs

Measurable Objective 2: By the end of June 2023, at least six local shelters and five residential treatment centers will be provided certified teachers to offer supplemental instruction to students.

Evaluation Data Sources: SA Tutorial Logs and Student Assessment Date

Measurable Objective 2 Problems of Practice:

Student Learning
Problem of Practice 1: There remains a need to address learning loss and re - engage missing students as a result of the COVID 19 pandemic. **Root Cause**: As a result of the pandemic, many students failed to engage and/or have dropped out of school.

Measurable Objective 3: By June 2023, attendance outreach for identified homeless , foster care, residential treatment, military connected, and parenting students will increase by 10%

Evaluation Data Sources: ADA Absence Report Data
SA Weekly Logs
Attendance Interventions Checklist

Measurable Objective 3 Problems of Practice:

Demographics
Problem of Practice 1: At- risk student populations (such as students with incarcerated parents, parenting students, military connected students, and homeless and foster care students) require programs to address non - academic barriers to attendance and achievement to promote academic success. **Root Cause**: High mobility and lack of stable housing causes students with incarcerated parents, children, military connected parents, and those who are experiencing homelessness and living in foster care to encounter attendance issues and/or drop out of school.

School Processes & Programs
Problem of Practice 2: At- risk student populations (such as students with incarcerated parents, parenting students, military connected students, and homeless and foster care students) require programs to address non - academic barriers to attendance and achievement to promote academic success. **Root Cause**: High mobility and lack of stable housing causes students with incarcerated parents, children, military connected parents, and those who are experiencing homelessness and living in foster care to encounter attendance issues and/or drop out of school.

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

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

Measurable Objective 1: By June, 2023 Student Assistance 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
Student Assistance Weekly Logs

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 1: At- risk student populations (such as students with incarcerated parents, parenting students, military connected students, and homeless and foster care students) require programs to address non - academic barriers to attendance and achievement to promote academic success. **Root Cause**: High mobility and lack of stable housing causes students with incarcerated parents, children, military connected parents, and those who are experiencing homelessness and living in foster care to encounter attendance issues and/or drop out of school.
Student Learning
Problem of Practice 1: There remains a need to address learning loss and re - engage missing students as a result of the COVID 19 pandemic. **Root Cause**: As a result of the pandemic, many students failed to engage and/or have dropped out of school.
School Processes & Programs
Problem of Practice 2: At- risk student populations (such as students with incarcerated parents, parenting students, military connected students, and homeless and foster care students) require programs to address non - academic barriers to attendance and achievement to promote academic success. **Root Cause**: High mobility and lack of stable housing causes students with incarcerated parents, children, military connected parents, and those who are experiencing homelessness and living in foster care to encounter attendance issues and/or drop out of school.

Measurable Objective 2: Host at least four community events to attract and engage students and parents in special populations

Evaluation Data Sources: Vendor and community partner sign-in sheets, Direct Service Logs, Student Residency Questionnaires collected, and number of event attendees

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

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

Measurable Objective 1: By June, 2023 Student Assistance 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
Student Assistance Weekly Logs

Measurable Objective 2: Host at least four community events at the Student Assistance Re - Engagement Center 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 Residency Questionnaires collected, Number of event attendees

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: 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.

    Evaluation Data Sources: Campus Visit Log
    OneSource Teacher Attendance Reports

Board Goal 5: 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.