





Houston Independent School District

2020 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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HISD Roadmap to Success for Every Student Strategic Priorities for 2020-2021 and Beyond

Expanding Educational Opportunities

Providing students with quality education requires offering 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 a 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 and Constraints

Current as of August 8, 2020 with New Goal 4

Goal 1: The percentage of students reading and writing at or above grade level as measured by the percent of students at the Meets Grade Level standard on STAAR for grade 3 through English II shall increase by three percentage points annually from 37% to 46% between spring 2017 and spring 2020.

Goal Progress Measure 1.1

End of year reading data collected on the District-wide screener shall annually show a three-percentage point improvement in the percentage of students reading on grade level from 38% to 44% between spring 2018 and spring 2020. Results on the District-wide screener will be presented to the board after the beginning of the year, middle of the year, and end of the year testing windows.

Goal Progress Measure 1.2

Grades 4 and 7 students shall be assessed in writing in the Fall and Spring; the percent of students meeting the grade-level standard shall increase at least three percentage points annually from 22% in spring 2018 to 28% in spring 2020. Results will be presented to the board after the fall and spring testing windows.

Goal 2: The percentage of graduates meeting the Global Graduate standards as measured by the College, and Career, Readiness component of the Texas accountability system shall increase three percentage points annually per year from the 2017 graduates' baseline of 52 percent up to 67 percent by 2022.

Goal Progress Measure 2.1

The percentage of students completing (earning a 70 or better) a career and technical education (CTE) course shall be reported each semester. It shall show improvement of 2 percentage points annually from 63.0 percent in Spring 2017 to 69.0 percent in Spring 2020.

Goal Progress Measure 2.2

The percentage of students completing (earning a 70 or better) an Advanced Placement (AP) or International Baccalaureate (IB) course shall be reported for each semester. It shall show an improvement of 1 percentage point annually from 39.1 percent in Spring 2017 to 42.1 percent in Spring 2020.

Goal Progress Measure 2.3

The percentage of students completing (earning a 70 or better) a dual credit or dual enrollment course shall be reported for each semester and shall show an improvement of 1 percentage point annually from 10 percent in spring 2017 to 13 percent in spring 2020.

Goal 3: 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, shall increase three percentage points annually in reading and math from 57 percent in spring 2017 to 66 percent in spring 2020.

Goal Progress Measure 3.1

The percentage of students identified as needing intervention in reading on the district's screener who demonstrates growth from the beginning to end of year benchmarks shall increase three percentage points annually from 48% in spring 2018 to 57% in spring 2021. Results will be reported after each testing window.

Goal Progress Measure 3.2

The percentage of students identified as needing intervention in math on the district's screener who demonstrates growth from the beginning to end of year benchmarks shall increase three percentage points annually from 58% in spring 2018 to 67% in spring 2021. Results will be reported after each testing window.

Goal 4: The reading and math performance gap between historically underserved and non-historically underserved student groups, as measured by the average of the percentage-point gaps between economically and non-economically disadvantaged student groups at the Meets Grade Level Standard on STAAR between 1) economically and non-economically disadvantaged student groups, 2) African-American and White student groups, 3) Hispanic and White student groups, 4) English Learners (ELs) and non-English Learners (non-ELs), and 5) students receiving special education services and students not receiving special education services, shall annually show a one-percentage-point decrease from an average of 30.3 percentage points in spring 2018 to an average of 27.3 percentage points in spring 2021. Monitoring of student performance for all groups listed above, along with the specified gaps, will be provided to the board. All student groups should make progress; therefore, if this average gap decreases, the percentage of students at the Meets Grade Level Standard on STAAR for any of the student groups listed in this goal declines. This goal shall be considered not met.

Goal Progress Measure 4.1

End of year data collected on the District-wide screener shall annually show a one-percentage-point decrease in the gap between economically and non-economically disadvantaged students performing at or above the benchmark (40th percentile) from 24% to 21% between spring 2018 and spring 2021. Results on the District-wide screener will be presented to the board after the beginning of the year, middle of the year, and end of the year testing windows.

Goal Progress Measure 4.2

End of year data collected on the District-wide screener shall annually show a one-percentage-point decrease in the gap between English Learners (ELs) and Non-English Learners (Non-ELs) performing at or above the benchmark (40th percentile) from 11% to 8% between spring 2018 and spring 2021. Results on the District-wide screener will be presented to the board after the beginning of the year, middle of the year, and end of the year testing windows.

Goal Progress Measure 4.3

End of year data collected on the District-wide screener shall annually show a one-percentage-point decrease in the gap between students receiving special education services and students not receiving special education services performing at or above the benchmark (40th percentile) from 37% to 34% between spring 2018 and spring 2021. Results on the District-wide screener will be presented to the board after the beginning of the year, middle of the year, and end of the year testing windows.

Constraint 1: The Superintendent shall not permit the District to operate without a community school and feeder pattern framework, including a definition, processes, and goals.

- **Constraint Progress Measure 1.1**

The District shall launch cohort one of Every Community, Every School with a minimum of 15 schools (5 percent) by the end of the 2017–18 school year and shall increase annually until all schools (100 percent) are served in 2022.

- **Constraint Progress Measure 1.2**

The District shall develop tools for campuses to conduct a needs assessment, to access to a provider database, a data tracker, and professional development in 2017–18 and shall increase usage annually from 0 percent in Fall 2017 to 100 percent of campuses access the tools and training by 2022.

Constraint 2: The Superintendent shall not require teachers to administer more than two District-created assessments per semester.

- **Constraint Progress Measure 2.1**

The number of District-required, District-created assessments shall not increase from one per semester in fall 2017 to more than two per semester in spring 2020.

Constraint 3: The Superintendent shall not allow struggling schools to operate without highly qualified leaders and teachers in core subjects. *

*Struggling schools include Improvement Required (IR) schools, formerly IR schools, and schools receiving an overall accountability scale score of 65 or less. Teacher qualifications should consider certification and experience.

- **Constraint Progress Measure 3.1**

The percentage of campus administrators at struggling schools rated as effective or above shall increase by two percentage points annually from 65 percent in 2017 to 73 percent by 2020.

- **Constraint Progress Measure 3.2**

The percentage of first-year teachers at struggling schools shall decrease by two percentage points annually from 10 percent in 2017 to four percent by 2020.

- **Constraint Progress Measure 3.3**

The percentage of teaching positions at struggling schools held by teachers certified in their assigned subject areas and grade levels shall increase each semester from 99 percent in 2017 until 100 percent is reached.

District Overview

The Houston Independent School District, with more than 195,941 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 280 campuses in the district. Six area superintendents oversee HISD elementary, middle, high, and alternative schools (respectively). Approximately 28 school-support officers and 26 lead principals 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. 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 90 – 100	Overall Rating 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**

Key findings include:

- Houston ISD received a grade of B based on an overall score of 88 for 2018–2019.
- 250 out of the 271 campuses that were rated (**92%**) were assigned a grade of *D* or higher, while 21 campuses (**8%**) received an *F*.
- 3 out of the 6 campuses (50%) rated Improvement Required last year were assigned a grade of *D* or higher. Two campuses rated Improvement Required last year were closed, and one received a grade of *F*.
- 6 out of the 10 campuses (60%) labeled Not Rated: Harvey Provision last year and were rated Met Standard for the 2016–2017 school year were assigned a grade of *D* or higher.
- 6 out of the 7 campuses (86%) that received a Not Rated: Harvey Provision label last year and were rated Improvement Required for the 2016–2017 school year were assigned a grade of *D* or higher.
- 6 campuses had a calculated scale score at or above 60 but received an overall rating of *F* due to receiving an *F* in three out of the four areas (Student Achievement, School Progress: Academic Growth, School Progress: Relative Performance, or Closing the Gaps) measured.
- 235 campuses were eligible for Distinction Designations. 142 (60% of those eligible) received at least one, while 24 (10% of those eligible) received all eligible Distinctions.

HISD Four-Year Longitudinal Graduation Rates by Group: Grades 9-12 with Exclusions: 2011-2018

- From 2011 to 2018, the longitudinal four-year graduation rates with exclusions increased for the African American, Asian, Hispanic, students who were ever coded as English learners in high school (Ever EL in HS), and Students with Disabilities (SWD) student groups and decreased for the All, White, and Economically Disadvantaged student groups.
- From 2017 to 2018, longitudinal four-year graduation rates with exclusions increased for the Asian, Hispanic, Ever EL in HS, and All student groups and decreased for the African American and SWD. The White and Economically Disadvantaged student groups remained the same.

HISD Four-Year Longitudinal Dropout Rates by Group: Grades 9-12 with Exclusions: 2011-2018

- From 2011 to 2018, the longitudinal four-year dropout rates with exclusions increased for All students, and each of the groups presented.
- From 2017 to 2018, the longitudinal four-year dropout rates with exclusions decreased for the Asian and Economically Disadvantaged student groups. They increased for the All, African American, Hispanic, White, Ever EL in HS, and SWD student groups.

HISD Annual Dropout Rates by Group: Grades 7–8 with Exclusions: 2011–2018

- From 2011 to 2018, the annual dropout rates with exclusions increased for all student groups.
- From 2017 to 2018, the annual dropout rates with exclusions increased for all 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.

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.

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 or virtual 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 focus 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)
 - Crisis Prevention Institute
 - De-Escalation
 - Restorative Practices
 - Culturally Responsive Classrooms
 - Coaching
 - Mindfulness
 - Sanford Harmony
 - Positive and Proactive Classroom Management (CHAMPS and STOIC)
 - The Tough Kid training
 - Sandy Hook Promise

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 increase academic achievement and reduce the dropout rate for these students by providing supplemental programs and services. The legislature passed Senate Bill 1746, which added a 14th state criterion to the original 13 state criteria. The additional criterion includes a student who 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.

Demographic Characteristics: At-Risk Students

- Of the 209,772 students enrolled in HISD at the fall snapshot for the 2018-2019 school year, 136,849 students (65.2 percent) were identified as being at-risk according to SCE criteria.
- In 2018-2019, a larger proportion of males than females enrolled in HISD (68.0 and 62.4 percent, respectively) were identified as at-risk.
- Hispanic students accounted for the largest total number of at-risk students (95,849) and constituted 70.0 percent of all at-risk students. African Americans made up the next largest group of at-risk students at 30,981, or 22.6 percent of all at-risk students.
- While only 33.3 percent of those who were categorized as not-economically disadvantaged were identified as at-risk, 73.3 percent of those categorized as economically disadvantaged were identified as at-risk.

Key Findings:

- Of the 209,772 students who attended HISD during the 2018-2019 academic year, 136,849 students (65.2 percent) were identified as being at-risk according to SCE criteria. More males than females were identified as at-risk (68.0 percent of males in the district were identified as at-risk and 62.4 percent of females were).
- Relative to students in other grades, a higher proportion of pre-kindergarteners (90.9.8 percent) were identified as at-risk.
- The ethnic composition of at-risk students was 73.6 percent Hispanic, followed by 63.2 percent African American, 30.0 percent white, 38.4 percent Asian/Pacific Islander, and 61.1 percent American Indian and 31.4 mixed-race. Exactly 73.3 percent of at-risk students were economically disadvantaged. Majorities of African American, Hispanic, Asian/Pacific Islander, American Indian, and mixed-race students, as well as those who were economically disadvantaged, were deemed at-risk.
- 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 to 37 percentage points in English II. The gaps in performance between not-at-risk and at-risk high school students decreased slightly from 2018 to 2019 in all subjects except Biology, for which the gap increased slightly.

- For the class of 2018, 84.6 percent of not-at-risk students and 79.3 percent of at-risk students graduated from HISD. The completion rate (which includes graduates, continuers, and GED recipients) for not-at-risk students was 87.9 percent and for at-risk students was 87.1 percent.

STAAR Performance Grades 3–8

- Overall, on the 2019 English language STAAR, the gap in the percentage of students who achieved the Approaches Grade Level Performance Standard between not-at-risk students and at-risk students was 23 points at the low end (grade 3 math) and 41 points at the high end (grade 6 reading) across all tests and at all grade levels. The range for the previous year was 5 to 37.
- Taking all grades combined, not-at-risk students outperformed at-risk students on each subtest of the English language STAAR: the gap was 33 percentage points for reading, 27 percentage points for mathematics, 38 percentage points for writing, 34 percentage points for science, and 40 percentage points for social studies.
- From the 2017-2018 to the 2018-2019 academic years, the gaps in the percentage of students who achieved the Approaches Grade Level Performance Standard between not-at-risk students and at-risk students increased on each of the English-language STAAR tests.
- On the 2019 Spanish language STAAR, not-at-risk students performed better than at-risk students on all subtests at all grade levels. The gap was 20 percentage points for reading, 22 percentage points for mathematics, 20 percentage points for writing, and 31 percentage points for.
- From 2017-2018 to 2018–2019, gaps decreased on the Spanish-language STAAR reading, mathematics, and writing tests, but increased on the Spanish-language STAAR science test.

STAAR End-of-Course Performance

- In 2018, the districtwide difference between at-risk and not-at-risk students who achieved the Approaches Grade Level Performance Standard was 36 percentage points on the English I test, 37 percentage points on the English II test, 13 percentage points on the Algebra I test, 18 percentage points on the Biology test, and 13 percentage points on the U.S. History test.
- The gap in performance between not-at-risk and at-risk students decreased by one percentage point on the STAAR EOC English I and Algebra I tests, and three percentage points on the STAAR EOC Biology and US History tests from the 2016–2017 to the 2017–2018 academic years. The gap in performance between not-at-risk and at-risk students on the STAAR EOC English II test remained the same over the same period. The three-year trend, however, shows a closing gap on all STAAR EOC tests.

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.

Budget Information:

Total Full-Time Equivalents (FTES) - \$1,115.74

Campus - Total Dollar Amount - \$ 123,316,792.56

District - Total Dollar Amount- \$ 41,347,821.24

Grand Total - \$ 164,664,613.80

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 – District Improvement Plan 2020-2021

Department Name: Elementary Curriculum and Development

Data/ Needs Assessment (include your problem statement and root cause based on your data): Elementary Curriculum and Development recognizes gains in grades 3-5 mathematics, grades 3-5 reading, and grade 5 science student achievement; however, much more work needs to be done around early literacy, grades 3–5 reading and writing to increase student achievement and to close the achievement gap.

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

Strategic Priority:

1. Ensuring Student Health, Safety and Well-Being
2. Transforming Academic Outcomes
3. Increasing Organizational Efficiency
4. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

- Transforming Academic Outcomes

Summative Evaluation (Year-End): 2020 STAAR Reading and Writing

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
By June 2021, 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 the district-wide universal screener.	Implement a phonics manual for kindergarten to 3rd grade teachers that systematize phonics instruction across the district and aligns to HB3 requirements. Will provide suggested TEKS, Vocabulary, word study block,	August 2020 – May 2021	HISD Curriculum, lead4ward, Title II - Teacher Development and GF - Curriculum Specialists	Elementary Curriculum Officer and Elementary Literacy Manager	Benchmark Running Records and Universal Screener			

	Provide Reading Academy training for Kinder, Special Education, Principals, and Teacher Development Specialist	August 2020 – May 2021	TEA Reading Academies Modules and Cohort Leaders	Elementary Curriculum Officer and Early Literacy Reading Specialist Manager	Benchmark Running Records, Universal Screener			
	Provide district wide professional development to address the New Reading Texas Essential Knowledge and Skills and process standards. Systematic	August 2020 – May 2021	HISD Curriculum, Scholastic leveled library, and Reading Specialist	Elementary Curriculum Officer and Early Literacy Reading Specialist Manager				
	Literacy by 3 Reboot Continue training and monitoring of the implementation of strategies to help improve early literacy. SG with a specific TEK to teach	August 2020 – May 2021	Principal, Tier 2, Staff development by area, Lead Teacher	Elementary Curriculum Officer and Early Literacy Reading Specialist Manager				
By June 2021, the percent of students writing 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 the district-wide universal screener	Provide a structured writing plan supported by curriculum documents with a focus on effective writing strategies at every grade level (K-5). Provide principals and administrators resources and support through weekly walkthrough documents	August 2020 – May 2021	HISD Curriculum, Scholastic leveled library, Reading Specialist, HMM - \$831,000.00-Reg. GF1 funds	HISD Curriculum, and Lead4Ward				

Department Goal 2: The percentage of 3rd grade students performing at or above a grade level in math as measuring by the Meets Grade Level Standard on STAAR will increase 4 percentage points from 46% in spring 2019 to 50% in spring 2024.

Strategic Priority:

1. Ensuring Student Health, Safety and Well-Being
2. Transforming Academic Outcomes
3. Increasing Organizational Efficiency
4. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

- Transforming Academic Outcomes

Summative Evaluation (Year-End): 2020 STAAR Reading and Math

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
		August 2020 – May 2021	Curriculum Documents, Office of Special Pops, and Title II & III	Elementary Curriculum Officer and Elementary Math Director				
	Provide professional development on small group instruction, focusing on strategies for at-risk-students - Guided Math	August 2020 – May 2021	HISD Curriculum, Title II & III, Teacher Development Specialist, and Lead4ward	Elementary Curriculum Officer and Elementary Math Director				
	Implementation of Math Academies for 3rd grade; Guided	August 2020 – May 2021	Math academies; Guided Math, Kathy Richardson, and Teacher Development Specialist	Elementary Curriculum Officer and	Provide ongoing professional development			

	Math, Math Fluency, and Kathy Richardson			Elementary Math Director				
	Provide resources within the curriculum that support diverse learners; with the collaboration of other department; with a focus on student special populations	August 2020 – May 2021	Curriculum Documents and Office of Special Populations	Elementary Curriculum Officer and Elementary Literacy Director				
	Provide suggested activities for Tiered Learners and Special Populations within the curriculum documents	August 2020 – May 2021	Curriculum Documents	August 2020 – May 2021				
	Provide ongoing Professional Development for targeted Small Group Instruction with a focus on identified TEKS based on data	August 2020 – May 2021	HMH, Literacy by 3, Reading A to Z (RAZ), Teacher Development Specialist, \$1,667,923-Reg GF1 Funds	Elementary Curriculum Officer and Elementary Literacy Director				

Houston Independent School District – District Improvement Plan 2020-2021

Department Name: Secondary Curriculum and Development

Data/ Needs Assessment (include your problem statement and root cause based on your data): The Secondary Curriculum and Development department celebrated STAAR gains in the 2018-2019 school year (due to COVID 19, we do not have STAAR data for the 2019-2020 school year), including gains in student writing scores and gains by all student groups. To ensure that progress is sustained and all achievement gaps continue to narrow, the department proposes a plan that focuses on the needs of all student groups and continues the prioritization of literacy efforts across all secondary content areas, with a special emphasis for writing across the curriculum.

Problem Statement 1: HISD scores, while improved, still are below the state's in many areas.

Root Cause 1: Further development and expansion of literacy practices in tier one instruction, across all content areas, are needed to ensure sustainability of a district literacy culture that advances student proficiency for all student groups.

Department Goal 1: The percentage of students who are economically disadvantaged 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 4 percentage points from 36% in spring 2019 to 40% in spring 2024.

Strategic Priority:

1. Ensuring Student Health, Safety and Well-Being
2. Transforming Academic Outcomes
3. Increasing Organizational Efficiency
4. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

- Transforming Academic Outcomes

Summative Evaluation (Year-End): STAAR Reading and STAAR English I and English II EOC, Spring 2021

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
By June 2021, the percent of economically disadvantaged middle school students (6-8) reading at or above grade level will increase by at least four percentage points	Secondary Curriculum and Development will maintain implementation of Literacy in the Middle/Literacy Empowered program to include a focus on disciplinary literacy. In addition, this focus	Fall 2020-Spring 2021	Digital libraries, Teacher Training (GF, Title I, Title II, Instructional Materials Allotment)	Secondary Curriculum and Development Directors of English Language Arts, Mathematics, Social Studies, Science, and Literacy	Universal Screener, District Formative Assessments, Professional Learning Participation Classroom Observations of Implementation of Information Learned during			

as measured by STAAR and monitored by formative assessments in the fall and spring.	will drive professional development for all four core secondary teachers.				Professional Learning.			
	Secondary Curriculum and Development will provide job-embedded professional development around reading and writing connections in all core disciplines and for each school office area.	Fall 2020-Spring 2021	Teacher Development Specialists (Title I, Title II)	Secondary Curriculum and Development Teacher Development Specialists (TDS) of English Language Arts, Mathematics, Social Studies, Science, and Literacy	Common writing assignments on district formative assessments and in the district curriculum			
	Secondary Curriculum and Development will provide job-embedded professional development around disciplinary literacy in all core disciplines and for each school office area.	Fall 2020-Spring 2021	Teacher Development Specialists (Title I, Title II)	Secondary Curriculum and Development Teacher Development Specialists (TDS) of English Language Arts, Mathematics, Social Studies, Science, and Literacy	Universal Screener, District Formative Assessments			
By June 2021, the percent of economically disadvantaged high school students reading at or above grade level will increase by at least four percentage points as measured by STAAR English I	Secondary Curriculum and Development will maintain implementation of the Literacy Empowered program to include a focus on disciplinary literacy. In addition, this focus will drive	Fall 2020-Spring 2021	Digital libraries, Teacher Training (GF, Title I, Title II, Instructional Materials Allotment)	Secondary Curriculum and Development Directors of English Language Arts, Mathematics, Social Studies, Science, and Literacy	Universal Screener, District Formative Assessments, Professional Learning Participation Classroom Observations of Implementation of Information Learned during			

EOC and monitored by formative assessments in the fall and spring.	professional development for all four core secondary teachers.				Professional Learning.			
	Secondary Curriculum and Development will build capacity in all levels of instructional support through the implementation of the writing toolkits for each content area.	Fall 2020-Spring 2021	Developed and implemented through Teacher Development Specialists (Title I, Title II)	Secondary Curriculum and Development Directors of English Language Arts, Mathematics, Social Studies, Science, and Literacy	Common writing assignments on district formative assessments and in the district curriculum			
	Secondary Curriculum and Development will provide on-going professional development for all four core teachers that develops them as writers, allows for student writing calibration, and provides responsive pedagogy.	Fall 2020-Spring 2021	Developed and implemented through content directors and Teacher Development Specialists (Title I, Title II)	Secondary Curriculum and Development Directors and TDS of English Language Arts, Mathematics, Social Studies, Science, and Literacy	Common writing assignments on district formative assessments and in the district curriculum. Participation in district professional development.			

Department Goal 2:

Goal 5: 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 4 percentage points from 8% in spring 2019 to 12% in spring 2024.

Strategic Priority:

1. Ensuring Student Health, Safety and Well-Being
2. Transforming Academic Outcomes
3. Increasing Organizational Efficiency
4. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

- Transforming Academic Outcomes

Summative Evaluation (Year-End): STAAR Reading and STAAR English I and English II EOC, Spring 2021

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
By June 2021, the percent 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 4 percentage points as measured on STAAR and EOC, monitored on district formative assessments, the district’s universal screener for reading, and provided through tier-one differentiation.	Will provide continued instructional support to teachers to ensure all students can read and comprehend complex texts, including further teacher preparation in delivering differentiated instruction based on data.	Fall 2020-Spring 2021	Title I, Title II, GF Positions	Secondary Curriculum and Development Directors of English Language Arts, Mathematics, Social Studies, Science, and Literacy	District formative assessment growth, participation in professional learning, classroom observations, Universal Screener			
	Continued instructional supports are needed to ensure all students receive data-driven small-group instruction/small group work in all core content areas. This level of differentiation ensures all students grow in literacy abilities. Support includes curriculum embedded small-group instruction/small group work, TDS modeling, planning supports through PLCs and Professional Development, and	Fall 2020-Spring 2021	Title I, Title II, GF Positions, Instructional Materials Allotment	Secondary Curriculum and Development Directors of English Language Arts, Mathematics, Social Studies, Science, and Literacy	District formative assessment growth, participation in professional learning, classroom observations, Universal Screener, data from reading app.			

	collaboration with Data Teacher Development Specialists (DDIs).							
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Houston Independent School District – District Improvement Plan 2020-2021

Department Name: Coordinated School Health/ Secondary Health and Physical Education Curriculum and Development

Data/ Needs Assessment (include your problem statement and root cause based on your data):

Problem Statement:

The coordinated school health initiative has emerged in response to the state of children's health and education. It is an organized set of policies, procedures, and activities designed to protect and promote the health and wellbeing of students and school staff. CSH consists of eight health-related areas covering all aspects of the school health education and services for the benefit and well-being of students in establishing healthy behaviors designed to last their lifetime. HISD will utilize the ASCD Model of Whole School, Whole Community Whole Child, Model a collaborative approach to learning and health. All Texas schools are required by law to implement a coordinated school health program in grades K-8. HISD School Health Advisory Council (SHAC) is requesting for all campuses to have a health and wellness teams. Our district's Communicable Disease Plan (CDP) requires all schools and facilities to have a health and wellness team.

Root Cause: School and district leadership are not fully aware of the Whole School, Whole Community Whole Child Model in order to implement a Coordinated School Health Program that will focus on the whole child.

- Youth Risk Behavior Survey (YRBS)
- FitnessGram Data
- School Health Profiles (SHP)
- School Health Policies and Programs Study (SHPPS)
- School Health Index (SHI)

Department Goal 1: PK- 12 campuses will implement a Coordinated School Health Program (CSHP) and Wellness Team as mandated by state law.

Strategic Priority:

1. Ensuring Student Health, Safety and Well-Being
2. Transforming Academic Outcomes
3. Increasing Organizational Efficiency
4. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

- Ensuring Student Health, Safety and Well-Being

Summative Evaluation (Year-End): School Health Profile data, School Health Index

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes /Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Support campus implementation of multidisciplinary CSHP	Completion of Healthy Schools Program	Monthly - through August 2021	Nutrition Services, Health Physical Education Curriculum, External	Curriculum Manager, Health/PE	School Health Index, Alliance for			

<p>Wellness teams using the WSCC model.</p> <p>District/Campus CSHP Wellness teams will consist of the following:</p> <ul style="list-style-type: none"> •Campus Administrators/Deans etc. •Health/Physical Education Teacher •Campus Nutrition Service Personnel •Core Teachers • Counseling and Guidance •School Safety/Police • Plant Operator •Nurse •Librarian •Parents •Students •Community Members 	School Health Index (SHI) assessment.		Resources such Foundation for Critical Thinking CATCH Resources, Coordinate with School Health Advisory Council Wellness Policy	Director, Food Literacy	Healthier Generation Health School Program			
<p>Provide professional development or **professional learning communities** to CSHP wellness teams, including other interested district and school staff.</p>	Community partners will provide professional development to campus-based and nutrition services staff on establishment of multidisciplinary CSHP wellness teams campuses.	District In-Service Days-through February 2021	Nutrition Services, Health Physical Education Curriculum, External Resources such as Foundation for Critical Thinking, Coordinate with School Health Advisory Council, Wellness Policy	*Curriculum Manager, Health/PE *Director, Food Literacy, *CSHP Wellness Teams	Teacher Evaluation, Focus Groups, Checks for Understanding, Teacher Observations			
	Multidisciplinary campus CSHP wellness teams will provide professional development: a) during district in-service days to encourage teachers to integrate physical activity into the academic curriculum where appropriate, b)	District In-Service Days-through February 2021	Nutrition Services, Health Physical Education Curriculum, External Resources such as Foundation for Critical Thinking, Coordinate with School Health Advisory Council, Wellness Policy, Collaborate with the IT Department, TEA and US Games to report and	*Curriculum Manager, Health/PE *Director, Food Literacy, *CSHP Wellness Teams	Teacher Evaluation, Focus Groups, Teachbacks, Reflective Journals, Checks for Understanding, Teacher Observations, FitnessGram			

	<p>quarterly for physical education teachers on the state FitnessGram web-based assessment tool and data collection process c) the district will provide at least 2 professional development activities on brain-based physical activities and or brain energizers facilitated by the Health and Physical Education curriculum department d) the district will provide professional development for health and physical education teachers to implement a skill-based health and physical education curriculum.</p>		<p>monitor fitness data as mandated for students in grades 3-12.</p>		School/District Reports			
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Department Goal 2: Implement and monitor the district wellness policy implementation.

Strategic Priority:

1. Ensuring Student Health, Safety and Well-Being
2. Transforming Academic Outcomes
3. Increasing Organizational Efficiency
4. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

- Ensuring Student Health, Safety and Well-Being
- Increasing Organizational Efficiency

Summative Evaluation (Year-End): Wellness Plan Survey tool

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Communicate and monitor the district wellness policy/plan with all district departments and schools in order to meet the requirements for CSH.	Work closely with district department, principals and health CSH teams to implement district wellness policy/plan.	August-2020-May 2021	Wellness Policy/Plan	*Curriculum Manager, Health/PE *Director, Food Literacy, *CSHP Wellness Teams	School Health Index			

Department Goal 3: The district shall engage students in a standard based program to lead a healthier, more active lifestyle and to make well informed decisions about their personal health and well-being.

Strategic Priority:

1. Ensuring Student Health, Safety and Well-Being
2. Transforming Academic Outcomes
3. Increasing Organizational Efficiency
4. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

- Ensuring Student Health, Safety and Well-Being
- Transforming Academic Outcomes

Summative Evaluation (Year End):

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
By June 2021, provide professional development for health and physical education teachers to	Provide standards-based health education curriculum and lessons to health and physical education teachers.	August 2020 through June 2021	Curriculum Resources such as district curriculum, SHAPE America Resources and OPEN Curriculum Resources	Health and Physical Education Curriculum Team	Teacher Evaluations			

implement a standard based health and physical education curriculum.								
By June 2021, provide support to campuses for program implementation through Health and Physical Education Teachers and Nutrition Services.	Offer support to teachers/ campuses	August 2020 through June 2021	Curriculum Resources such as district curriculum, SHAPE America Resources and OPEN Curriculum Resources	Health and Physical Education Curriculum Team	Teacher Evaluations			
By June 2021, teachers will utilize the Health Education Curriculum and CSH resources for implementation	Provide teachers with the standards-based curriculum for implementation with students	August 2020 through June 2021	Curriculum Resources such as district curriculum, SHAPE America Resources and OPEN Curriculum Resources	Health and Physical Education Curriculum Team	Teacher Evaluations			

Department Goal 4: Annually assess the physical fitness of students in grades three or higher in a course that satisfies the curriculum requirements for physical education under Section 28.002(a) (2) (C).

Strategic Priority:

1. Expanding Educational Opportunities
2. Ensuring Student Health, Safety and Well-Being
3. Transforming Academic Outcomes
4. Increasing Organizational Efficiency
5. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

- Ensuring Student Health, Safety and Well-Being
- Transforming Academic Outcomes

Summative Evaluation (Year-End):

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
By June 2021, the district's HPE Department, IT Department will provide teacher/school access to the online tool to report and monitor fitness data as mandated for students in grades 3-12.	Provide teachers with access to the state FitnessGram Assessment tool	October 2020- May 2021	Fitness Gram Assessment Tool provided by the state	District Health/Physical Education Curriculum Manager, District It Department	Review of the number of schools completing FitnessGram Assessment			
By June 2021, provide professional development for physical education teachers on the state FitnessGram web-based assessment tool and data collection process.	Provide teachers with professional development on student assessment protocol and data entry	October 2020- May 2021	Fitness Gram Assessment Tool provided by the state	District Health/Physical Education Curriculum Manager, District It Department, Physical Education teachers	Log of teachers attending Pd events			

Department Goal 5: The District shall provide an environment that fosters safe, enjoyable, and developmentally appropriate fitness activities for all students, including those who are not participating in physical education classes or competitive sports.

Strategic Priority: <ol style="list-style-type: none"> 1. Ensuring Student Health, Safety and Well-Being 2. Transforming Academic Outcomes 3. Increasing Organizational Efficiency 4. Cultivating Team HISD Talent 	List the Strategic Priority(ies) this Goal Addresses: <ul style="list-style-type: none"> • Ensuring Student Health, Safety and Well-Being • Transforming Academic Outcomes
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Summative Evaluation (Year End): Youth Risk Behavior Survey, list of programs offered

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
By June 2021, campuses will provide opportunities for students to actively engage in physical activity programs that are safe and enjoyable for all students.	Work with athletics and after school programs to offer physical activity programs for students	August 2020 through May 2021	List of offerings of afterschool physical activities that are offered to students	Health/Physical Education Curriculum Manager/ District Athletic Director/ Afterschool Program Manager	List of offerings			

Department Goal 6: The District shall provide appropriate staff development and encourage teachers to integrate physical activity into the academic curriculum where appropriate.

Strategic Priority: <ol style="list-style-type: none"> 1. Ensuring Student Health, Safety and Well-Being 2. Transforming Academic Outcomes 3. Increasing Organizational Efficiency 4. Cultivating Team HISD Talent 	List the Strategic Priority(ies) this Goal Addresses: <ul style="list-style-type: none"> • Ensuring Student Health, Safety and Well-Being • Transforming Academic Outcomes
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Summative Evaluation (Year End): List of programs offered; teacher evaluations

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
By June 2021, the district will provide at least 4 professional development activities on brain-based physical activities and or brain energizers facilitated by the Health and Physical Education curriculum department.	Provide professional development on brain-based physical activities and or brain energizers	August 2020- May 2021	Health and Physical Education	Health and Physical Education Curriculum Department	Teacher evaluations; Meeting agendas			

Houston Independent School District – District Improvement Plan 2020-2021

Department Name: Intervention Office

Data/ Needs Assessment (include your problem statement and root cause based on your data): The Interventions Office, reporting to the Office of Special Populations, oversees academic interventions, behavior interventions, dyslexia services and Section 504. The Interventions Office directly impacts improving student performance through building effective Intervention Assistance Teams (IATs) on campuses that create systems for foundational literacy, math, and behavioral interventions, addressing the needs of students with dyslexia and students being served underneath Section 504. The Interventions Office will continue to implement processes and procedures to effectively identify students needing interventions support and implement a systemic approach to effectively monitoring student progress. Students skills and deficits will be identified based on the Interventions Office tiering report, REN 360, Dyslexia Starting Protocol Document (students with dyslexia) to provide individually support for students receiving intervention services.

Department Goal 1: Implement systems and processes to closing academic learning gaps and increase student achievement in the area of reading and mathematics for students identified as tier 2 and tier 3 learners.

- a. Increase 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 Priority:

1. Ensuring Student Health, Safety and Well-Being
2. Transforming Academic Outcomes
3. Increasing Organizational Efficiency
4. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

- Ensuring Student Health, Safety and Well-Being
- Transforming Academic Outcomes

Summative Evaluation (Year-End):

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
The Interventions Office will support schools in creating a universal method of identification for student tiering and provide all schools with the appropriate rosters	Interventions Office will work with campuses to appropriately assign students to the appropriate intervention programs/	Aug 2020 – June 2021	Title I Funds Title II, IV Funds General Funds	Director of Interventions, IAT Manager, Math and Reading Interventions Teacher Development Specialist	Universal Screener (BOY, MOY, EOY) Interventions Office Tiering Report RtI systems and			

of identified students. Additionally, the Interventions Office will provide support around diagnostic tools to identify skill deficits.	Classes and resources based on the Interventions Office tiering report.				resources for Tier 2/3 reading, math, and behavior, Progress monitoring protocols and documentation systems, Review evaluation requests/referrals parent requests ; SSO checklist, campus visit feedback forms.			
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	Training district level staff, campus liaisons, teachers, interventions staff on how to capture progress monitoring data using the OneNote Progress Monitoring and HISD Connect progress monitoring tool through PowerSchool.	Aug 2020 – June 2021	Title I Funds Title II, IV Funds General Funds	Director of Interventions, IAT Manager, Math and Reading Interventions Teacher Development Specialist	Universal Screener (BOY, MOY, EOY) Interventions Office Tiering Report Rtl systems and resources for Tier 2/3 reading, math, and behavior, Progress monitoring protocols and documentation systems, Review evaluation requests/referrals parent requests ; SSO checklist, campus visit feedback forms.			
The Interventions Office will provide	Interventions Office will provide ongoing	Aug 2020 –	Title I Funds Title II, IV Funds	Director of Interventions, IAT	Professional Development Logs			

monthly Professional Development Virtual and Face to Face as appropriate trainings targeting providing interventions, based students' skill deficits and interventions tools and strategies, implementing an effective RtI program and progress monitoring	PD opportunities to develop teachers and including open labs for intervention support, participate in PLCs. PD calendar is housed in the Special Populations Professional Development Calendar, Interventions Office Calendar, and One Source	June 2021	General Funds	Manager, Math and Reading Interventions Teacher Development Specialist	One Source Logs Attendance Trackers Campuses effective RtI implementation Surveys Progress monitoring implementation			
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Department Goal 2:

- c. Increase number of campuses implementing behavior intervention via PBIS by 1.5 percent. Campuses will self-select.
- d. Tier 2 and Tier 3 behavior interventions and strategies will be included in the IAT and RtI processes as evidenced by progress monitoring data.

Strategic Priority:

- 1. Ensuring Student Health, Safety and Well-Being
- 2. Transforming Academic Outcomes
- 3. Increasing Organizational Efficiency
- 4. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

- Ensuring Student Health, Safety and Well-Being
- Transforming Academic Outcomes

Summative Evaluation (Year-End):

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Number of PBIS campuses and level of implementation Reduction of PBIS campuses and other selected	Collaborate and plan behavior interventions with campus leaders who have high percentages of ISS/OSS	Monthly	Title IV funds (\$679,673) PBIS Professional Development Training <i>Goalbook</i> – web-based resource for academic and behavior strategies	Director of Behavior Interventions; IAT Manager of Behavior Interventions	Review of PBIS cohort and other selected campuses' discipline data Review of PBIS cohorts implementation of			

campuses ISS and OSS discipline data by 2%;	<p>Provide introduction to PBIS via MS Team meetings</p> <p>PBIS cohorts are assigned coaches to assist with implementation</p> <p>Monthly PBIS Team meetings to review implementation and data specific to student behavior</p> <p>Analysis of discipline data to help campus administrative teams to monitor and evaluation classroom management systems at Tier 1</p> <p>Restorative discipline practices to support Tier 1 classroom behavior management</p> <p>Provide targeted professional development to selected campuses based upon results of discipline data review and evaluation of</p>		<p>HISD Connect – progress monitoring tool - OneNote</p> <p>Tier 1 TEA Webinar Series on MTSS</p> <p>Consultation with Region 4 PBIS liaison</p> <p>PBIS Leadership Forum (virtual conference)</p> <p>SWIS – PBIS data management system</p>		<p>school-wide framework elements</p> <p>Campus walk-through data</p> <p>Campus beginning and end of year discipline data</p>				
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	current systems of support							
	Monitor implementation of school-wide systems of behavior supports and intervention							

Department Goal 3: Increase the population of students identified with dyslexia in grades K-12.

Strategic Priority:

1. Ensuring Student Health, Safety and Well-Being
2. Transforming Academic Outcomes
3. Increasing Organizational Efficiency
5. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

- Transforming Academic Outcomes
- Cultivating Team HISD Talent

Summative Evaluation (Year-End):

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes /Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
By June 2021, 100% of HISD Campuses will participate in a Dyslexia Training opportunity that aligns with the knowledge and practice standards of an international organization on dyslexia and enables educators to understand and recognize dyslexia.	Increase awareness of Dyslexia and best practices for identifying characteristics of dyslexia, the referral process, and supporting dyslexic students in Tier 1 across content areas Establish a parent education program that includes an overview of the characteristics of	Aug 2020 – June 2021	General Fund Dyslexia Staff, Instructional Materials,	Senior Manager, Dyslexia Services Dyslexia Team Leaders District Dyslexia Interventionists	OneSource Records Attendance Tracking Documents PD Feedback Forms			

	dyslexia and the required components of dyslexia instruction.							
By June 2020, 100% of HISD campuses will have a minimum of two teachers certified to provide dyslexia services aligned with the knowledge and practice standards of an international organization on dyslexia who will implement instruction that is systematic, explicit, and evidence-based to meet the educational needs of a student with dyslexia.	<p>Establish a TOT Model for dyslexia certification by partnering with Region IV and Reading by Design</p> <p>Continue with the development and monitoring of Dyslexia Specialists in the Neuhaus Education Center Specialist Program</p> <p>Target a minimum of 2 interventionists to support dyslexia services at each HISD campus</p> <p>Establish monthly PD opportunities to develop dyslexia interventionists and including open labs for curriculum support, targeted curriculum PD, Interventionist PLCs.</p> <p>Attend dyslexia PD opportunities including local and national conferences, dyslexia seminars, and other PD opportunities hosted by accredited</p>	Aug 2020 – June 2021	<p>General Fund; Dyslexia Intervention Training Materials for Reading by Design, Dyslexia Training in Neuhaus Basic Language Skills</p> <p>Leadership development, conference attendance fees</p> <p>Instructional resources for dyslexia instruction including online intervention platform and multisensory instructional materials</p>	<p>Senior Manager, Dyslexia Services</p> <p>Dyslexia Team Leaders</p> <p>District Dyslexia Interventionists</p> <p>Campus Interventionists</p> <p>Campus Leadership</p>	<p>Dyslexia Certification Records in OneSource</p> <p>Dyslexia Certification records from Neuhaus Education Center</p> <p>Record of attendance for state and national conferences</p>			

	organizations aligned to the state practice standards							
Screen 100% of kindergarten and first grade students districtwide for dyslexia risk factors	<p>Develop a screening protocol using Ren 360 and other quantitative and qualitative data to identify students at-risk for dyslexia</p> <p>Implement an evaluation protocol for dyslexia evaluation under Section 504.</p>	Aug 2020 – June 2021	General Fund, Instructional Materials, Evaluation Materials	<p>Senior Manager, Dyslexia Services</p> <p>Dyslexia Team Leaders</p> <p>District Dyslexia Interventionists</p> <p>Campus Staff</p> <p>Dyslexia Evaluators</p>	<p>Ren360 participation data</p> <p>Dyslexia Screening Protocol Reports</p> <p>Evaluation Referrals</p>			

Houston Independent School District – District Improvement Plan 2020-2021

Department Name: Gifted and Talented

Data/ Needs Assessment (include your problem statement and root cause based on your data):

1. African American students are 11.16% of the HISD GT population. This equates to underrepresentation based on equity guidelines.
2. Economically Disadvantaged students are 50.76% of the HISD GT population. Based on district enrollment, this equates to underrepresentation per equity guidelines.
3. Ongoing improvements for student performance are an expectation. Current averages of DLA/December STAAR/EOC Release are:
 - a. **12.6% DID NOT MEET**
 - b. **87.4% APPROACHES**
 - c. **66.8% MEETS**
 - d. **34.9% MASTERS**

Department Goal 1: Close the equity identification gap for gifted learners as evidenced by an **increase from 11.16 % to 15% of African American** students identified as gifted learners by June 2021.

Strategic Priority:

1. Ensuring Student Health, Safety and Well-Being
2. Transforming Academic Outcomes
3. Increasing Organizational Efficiency
4. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

- Transforming Academic Outcomes

Summative Evaluation (Year-End): Increase from 11.16 % to 15% of African American students identified as gifted learners

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
15% identification		June 2021	i. Identification Equity Analysis ii. Parent and District-Wide Awareness and Education iii. Parent Information Sessions	GT Department Campus Leaders Teachers	Assessment Rosters			

			iv.District and Campus communication platforms v.Gifted and Talented Education Supporters (GATES) vi.GT Department, Campus GT Coordinator, Campus Leadership vii.Teacher and Parent Recommendation Data Reports					
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Department Goal 2: Close the equity identification gap for gifted learners as evidenced by an **increase from 50.76 % to 55 % of Economically Disadvantaged** students identified as gifted learners by June 2021.

Strategic Priority:

1. Ensuring Student Health, Safety and Well-Being
2. Transforming Academic Outcomes
3. Increasing Organizational Efficiency
4. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

- Transforming Academic Outcomes

Summative Evaluation (Year-End): Increase from 50.76 % to 55% of Economically Disadvantaged students identified as gifted learners

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
55%	1.GEPs 2.Depth and Complexity 3.Questioning Strategies 4.Choice Boards 5.Tiered Assignments	June 2021	i.Identification Equity Analysis ii.Parent and District-Wide Awareness and Education iii.Parent Information Sessions	GT Department Campus Leaders Teachers	Assessment Rosters			

	6.Instructional Differentiation 7.Data-Driven Supports 8.Data Analysis 9.Thinking Routines 10.Implementing Texas Performance Projects		iv.District and Campus communication platforms v.Gifted and Talented Education Supporters (GATES) vi.GT Department, Campus GT Coordinator, Campus Leadership vii.Teacher and Parent Recommendation Data Reports					
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Department Goal 3: Increase student achievement for gifted learners as evidenced by the following metrics using DLA/December STAAR/EOC Release data by January 2021:

1. A decrease from **12.6% DID NOT MEET to 9%**
2. An increase from **87.4% APPROACHES to 90%**
3. An increase from **66.8% MEETS to 70%**
4. An increase from **34.9% MASTERS to 40%**

Strategic Priority:

1. Ensuring Student Health, Safety and Well-Being
2. Transforming Academic Outcomes
3. Increasing Organizational Efficiency
4. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

- Transforming Academic Outcomes

Summative Evaluation (Year-End):

- A decrease from **12.6% DID NOT MEET to 9%**
- An increase from **87.4% APPROACHES to 90%**
- An increase from **66.8% MEETS to 70%**
- An increase from **34.9% MASTERS to 40%**

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
See above (4 metrics)	Data-driven Instructional	September 2020 – May 2021	1.Instructional Design and Delivery Feedback for GT	GT Department Campus Leaders	DLA/December STAAR/EOC Release data			

	supports and monitoring.		Teachers (Provided to Administrators) 2.Amended district curriculum to embed GT strategies 3.Depth and Complexity Icons and Content Imperatives 4.Renzulli Learning and Learner Profiles 5.Mentoring Minds 6.The Differentiator 7.GT Specialists 8.Campus GT Coordinator 9.Campus Leadership 10.Campus Support Options	Teachers				
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Houston Independent School District – District Improvement Plan 2020-2021

Department Name: Social and Emotional Learning

Data/ Needs Assessment (include your problem statement and root cause based on your data): The district shall create a safe environment conducive to learning for all students and provide safety and security measures at district schools and facilities, and while attending district-related events. The district Disciplinary Actions Report indicate significant disparities among race, disability status, and socio-economic status in how students are disciplined.

Department Goal 1: 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 Priority:

1. Expanding Educational Opportunities
2. Ensuring Student Health, Safety and Well-Being
3. Transforming Academic Outcomes
4. Increasing Organizational Efficiency
5. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

- Ensuring Student Health, Safety and Well-Being

Summative Evaluation (Year-End): Research and Accountability Discipline end of year report June 2021 capturing In-School and Out of-School suspension data.

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Decrease the overall number of Code Violations that have resulted in Out of-School Suspensions (OSS) and In-School Suspension (ISS) by 10%	Establish protocols of the Multi-Tiered Systems of Support to include expectations, timelines, functional behavior plans, and on-going communication with all stakeholders	Bi-Weekly and Monthly through June 2021	(PBIS) Positive Behavior Interventions Support budget allotment of \$350,444.02 for Social and Emotional Learning.	Director & Sr. Behavior Manager	Monthly tracking, review and dissemination of ISS (In-School Suspensions) and OSS (Out of School Suspensions) by schools and areas.			
Decrease the overall rate of	Increase the number of campuses trained	Bi-Weekly and Monthly	(PBIS) Positive Behavior Interventions	Director & Sr. Behavior Manager	Monthly tracking, review and dissemination of ISS			

disproportionality among racial groups and special populations resulting in In-School Suspension by (ISS) and Out of School Suspension (OSS), and DAEP placement approvals by 5%	in Implicit Bias /Cultural Responsiveness and Restorative Discipline Practices to address racial disparity.	through June 2021	Support budget allotment of \$350,444.02 for Social and Emotional Learning.		(In-School Suspensions) and OSS (Out of School Suspensions) by schools and areas.			
Decrease the overall percentage of approved discretionary DAEP referrals by 5%	Implement strategies to improve school disciplinary policies, including monitoring data on disciplinary placements among campuses, coaching campuses with high numbers of placements to develop and implement alternative strategies, including progressive disciplinary responses.	Bi-Weekly and Monthly through June 2021	(PBIS) Positive Behavior Interventions Support budget allotment of \$350,444.02 for Social and Emotional Learning.	Director & Sr. Behavior Manager	Monthly review through the Social and Emotional Learning Department			

Department Goal 2: Increase district campaigns, practices, and programs for mental health, substance abuse, and suicide awareness.

Strategic Priority:

1. Expanding Educational Opportunities
2. Ensuring Student Health, Safety and Well-Being
3. Transforming Academic Outcomes
4. Increasing Organizational Efficiency
5. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

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

Summative Evaluation (Year-End): Social and Emotional Learning Crises end of year data June 2021 report capturing crisis response/intervention by school and area.

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Increase the overall number of campus crisis teams and build their capacity to respond to crisis events and to manage escalated behavioral concerns by 30%	Offer campus CPI trainings in addition to supporting the establishment of campus crisis teams. Continue training for campuses in Sandy Hook Say Something/Know the Signs Program	Bi-Weekly and Monthly through June 2021	Title IV grant budget allotment of 1,300,729.51 for Social and Emotional Learning.	Director & Sr. Behavior Manager	Monthly review through the Social and Emotional Learning Department			
Increase the number of campus administrative/ leadership teams trained in Behavioral Threat Assessment by 30%.	Increase the number of campus staff trained in threat assessment, Youth Mental Health First Aid, and Trauma Informed Practices in addition to providing campuses with mental health wellness programs.	Bi-Weekly and Monthly through June 2021	Title IV grant budget allotment of 1,300,729.51 for Social and Emotional Learning.	Director & Sr. Behavior Manager	Monthly review through the Social and Emotional Learning Department			
Increase number of trainings and supports to build capacity and efficacy for campus administration/ leadership on prevention of	Conduct trainings on mental wellness, Self-Care, Compassion Fatigue and Burnout. Provide opportunities for school staff to	Bi-Weekly and Monthly through June 2021	Title IV grant budget allotment of 1,300,729.51 for Social and Emotional Learning.	Director & Sr. Behavior Manager	Monthly review through the Social and Emotional Learning Department			

compassion fatigue and teacher burnout by 25%	engage in, build their capacity and efficacy for supporting cultural awareness, school climate and personal mental wellness activities.							
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Department Goal 3: 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.

Strategic Priority: <ol style="list-style-type: none"> 1. Expanding Educational Opportunities 2. Ensuring Student Health, Safety and Well-Being 3. Transforming Academic Outcomes 4. Increasing Organizational Efficiency 5. Cultivating Team HISD Talent 	List the Strategic Priority(ies) this Goal Addresses: <ul style="list-style-type: none"> • Ensuring Student Health, Safety and Well-Being • Cultivating Team HISD Talent
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Summative Evaluation (Year-End): End of year data June 2021 report capturing Bullying

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Increase the overall number of employees trained in bullying awareness and interventions to include David's Law by 90%.	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	Bi-Weekly and Monthly through June 2021	(PBIS) Positive Behavior Interventions Support budget allotment of \$350,444.02 for Social and Emotional Learning.	Director & Sr. Behavior Manager	Monthly review through the Social and Emotional Learning Department			

	addresses any bullying violation including communication procedures that addresses the needs of all stakeholders.							
Increase the number of students trained in the Sandy Hook Say Something/Know the Signs Program by 100% of secondary	Support campus teachers and staff by providing trainings which focus on creating environments that are safe and effective for all students. Trainings provide 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)	Bi-Weekly and Monthly through June 2021	Title IV grant budget allotment of 1,300,729.51 for Social and Emotional Learning.	Director & Sr. Behavior Manager	Monthly review through the Social and Emotional Learning Department			
Increase opportunities and collaborative efforts targeted to Campus Behavior Coordinators designated by Campus Administrators by 100%	Provide training and supports 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.	Bi-Weekly and Monthly through June 2021	Title IV grant budget allotment of 1,300,729.51 for Social and Emotional Learning.	Director & Sr. Behavior Manager	Monthly review through the Social and Emotional Learning Department			

Houston Independent School District – District Improvement Plan 2020-

Department Name: Equity and Outreach Department – Wraparound Services

Data/ Needs Assessment (include your problem statement and root cause based on your data):

Problem Statement: Inequities in the areas of basic needs, mental health services, and stable housing frequently lead to students' academic achievement being adversely impacted, which can have cascading effects on their health, wellness, and long-term success.

Academics, Behavior, & Attendance Data extracted from PowerSchool; Health Needs Survey (Rice University) 2019 and 2020 data results, Board Policy (Regulations & Constraints), Boston Consulting Group (BCG) Report, Achieve 180 Board Monitoring Reports and Purple Data Results (2019 and 2020)

Root Causes: Lack of student basic needs, mental health services and stable housing; Lack of non-academic services and opportunities provided to our students; Lack of Service Providers and Community Partnerships

Department Goal 1: By the end of the 2020-2021 school year, Wraparound Resource Specialists will **increase their attendance support** from at least 3 meaningful strategies per campus to at least 5 meaningful strategies per campus. Attendance support strategies include...

- Student-at-the-Center Meetings
- Student Check-Ins
- Attendance Incentives
- Graduation Support Meeting Participation
- Home Visits
- Student Assistance Form (SAF) Campaigns
- Virtual Parent "Attendance Matters" Meetings
- Collaborating w/ Campus Leadership to Develop an Attendance Plan

Strategic Priority:

1. Expanding Educational Opportunities
2. Ensuring Student Health, Safety and Well-Being
3. Transforming Academic Outcomes
4. Increasing Organizational Efficiency
5. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

- Ensuring Student Health, Safety and Well-Being
- Transforming Academic Outcomes

Summative Evaluation (Year-End): By the end of the 2020-2021 school year, student *attendance* will increase by at least 1% on every campus that a Wraparound Resource Specialist serves.

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Increase attendance by reducing absenteeism.	Implement at least 5 of 7 strategies to increase attendance support: -Student-at-the-Center Meetings -Student Check-Ins -Attendance Incentives -Graduation Support Meeting Participation -Home Visits -SAF Campaigns -Virtual Parent "Attendance Matters" Meetings Collaborating with Campus Leadership to Develop and Attendance Plan	August 2020- June 2021	Title IV, Community Partners and Non-Profit Organizations	Executive Director, Director, Senior Managers, Managers and Wraparound Resource Specialists	Weekly review of student attendance through data tracking tool and the number of times the WRS signs in to use the system.			
Frequently and Collaboratively meet with each campus' Student Support Team	Increase school collaboration of non-academic supports through weekly and bi- weekly meetings to problem solve barriers that impedes attendance	August 2020- June 2021	Title IV, Community Partners, Non-Profit Organizations, Communities in Schools and the Student Assistance Department	Managers and Wraparound Resource Specialists, Counselors, Nurses, Social Workers, Outreach Workers, and Communities in Schools Staff, Campus	Meeting agenda, minutes and sign-in sheets.			

				Administrators				
Analyze attendance rates using the data tracking tool.	Utilize the data tracking system to monitor and identify frequently absent students in order to connect them to resources.	August 2020-June 2021	Title IV, Community Partners, Non-Profit Organizations, ProUnitas, and the Student Assistance Department	Senior Managers, Managers, Wraparound Resource Specialists and HISD Outreach Workers	Baseline of attendance progression and color trends identified using the data tracking tool.			
Implement the Wraparound Resource Specialist to complete home visit to locate and remediate student's absenteeism.	Utilize the protocol and established form to document students which are found, missing, or enrolled in another educational institution.	August 2020-June 2021	Title IV, Community Partners, Non-Profit Organizations, ProUnitas, and the Student Assistance Department, Campus Faculty and Staff	Executive Director, Director, Senior Managers, Managers, Wraparound Resource Specialists and HISD Outreach Workers	Color trends identified using the data tracking tool, student location documentations from the Student Assistance Department.			
Employ the Wraparound Resource Specialist to implement the Students- Within-Reach Campaign and the No Show Contact Outreach initiated by the district to locate missing students which may have been displaced by the Coronavirus Pandemic.	Utilize district department protocols to locate, resolve and remediate missing students' circumstances to re-engage them and their families to the educational setting.	August 2020-June 2021	Title IV, Community Partners, Non-Profit Organizations, ProUnitas, and the Student Assistance Department, Campus Faculty and Staff	District Senior Level management, Community Partners, Non-Profit Organizations, ProUnitas, and the Student Assistance Department, Executive Director, Director, Senior Managers, Managers, and Wraparound Resource Specialists.	Color trends identified using the data tracking tool, student location documentations from the Student Assistance Department, returned letters from the Wraparound Service Department			

Department Goal 2: By the end of 2020-2021 school year, the *well-being* of HISD students will improve by the WRS connecting resources to students and families by 10% from 628,753 in 2020 to 691,628:

- a) Increasing the number of student and family interventions
- b) Decreasing the number of high-risk students through targeted intervention.
- c) Increasing the number of student assistance referrals by *all* stakeholders

Strategic Priority: <ol style="list-style-type: none"> 1. Expanding Educational Opportunities 2. Ensuring Student Health, Safety and Well-Being 3. Transforming Academic Outcomes 4. Increasing Organizational Efficiency 5. Cultivating Team HISD Talent 	List the Strategic Priority(ies) this Goal Addresses: <ul style="list-style-type: none"> • Expanding Educational Opportunities
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Summative Evaluation (Year-End): By the end of 2020-2021 school year, the *well-being* of HISD students will improve by a 25% increase of students linked to services in the data tracking tool.

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes /Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Connecting students and families to non- academic resources to Enhance academic outcomes.	Increase the number of student and family interventions.	August 2020- June 2021	Title IV, Community Partners, Non- Profit Organizations, ProUnitas, and the Student Assistance Department	Managers and Wraparound Resource Specialists, Counselors, Social Workers, Outreach Workers, ProUnitas Impact Managers and Communities in Schools Staff	Baseline of providers identified through the data tracking tool. Use of Service Provider Review Form to track student impact and well-being			
Targeted interventions	Decrease the number of high-	August 2020-	Title IV, Community Partners, Non- Profit	Managers and Wraparound	Number of interventions			

are given and tracked using the data tracking tool.	risk students through targeted interventions. Create relationships with families and have meaningful conversations to determine suitable non-academic needs to combat educational barriers.	June 2021	Organizations, ProUnitas, and the Student Assistance Department	Resource Specialists, Counselors, Social Workers, Outreach Workers, ProUnitas Impact Managers and Communities in Schools Staff	entered in the data tracking tool.			
SAF referrals increase due to frequent campus presentations given by the WRS.	Increase the number of student assistance referrals by all stakeholders.	August 2020-	Title IV, Community Partners, Non-Profit Organizations and ProUnitas	Managers and Wraparound Resource Specialists, Counselors,	Number of Students serviced through the Student Assistance Form (SAF)			
		May 2021		Social Workers, Outreach Workers, Communities in Schools Staff and Every School Personnel (All Staff)				

Department Goal 3: By the end of the 2020-2021 school year , the Community School Standards will allow the WRS to increase the number of approved service providers and programs by 10% from 170 in 2020 to 187 by creating and maintaining partnerships as well as building a strong feeder community collaborative to share resources and best practices.

Strategic Priority: <ol style="list-style-type: none"> 1. Expanding Educational Opportunities 2. Ensuring Student Health, Safety and Well-Being 3. Transforming Academic Outcomes 4. Increasing Organizational Efficiency 5. Cultivating Team HISD Talent 	List the Strategic Priority(ies) this Goal Addresses: <ul style="list-style-type: none"> • Expanding Educational Opportunities • Ensuring Student Health, Safety and Well-Being • Transforming Academic Outcomes • Increasing Organizational Efficiency
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Summative Evaluation (Year-End): By the end of the 2020-2021 school year, all feeder pattern groups will have met 5 times throughout the school year through the Wraparound Advisory Council to identify and address student needs.

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
The effectiveness of the Feeder Pattern Community Councils and how it functions to meet the needs of students.	Develop strong Feeder Pattern Community Councils to give input and assess community needs.	September 2020-May 2021	Title IV, Community Partners	Managers and Wraparound Resource Specialists, Principal and appointed Parent, Student and Staff Member	Meeting agenda, minutes and sign-in sheets. Manager will complete survey for evaluation of feeder pattern council.			
laborate with community stakeholders to gain an understanding of community needs.	The Feeder Pattern Community Council will communicate their asset mapping results that will identify existing resources within them surrounding campuses.	September 2020-May 2021	Title IV, Community Partners	Managers and Wraparound Resource Specialists, Principal and appointed Parent, Student and Staff Member	Meeting agenda, minutes and sign-in sheets and Service Provider Evaluations.			

Develop a Feeder Pattern Community Council bi-monthly meeting to allow members to identify student and community needs.	To collaborate with the Feeder Pattern Community Council as resources are shared, advocate for new resources, as well as review progress of the implementation of resources.	September 2020-May 2021	Title IV, Community Partners	Managers and Wraparound Resource Specialists, Principal and appointed Parent, Student and Staff Member	Meeting agenda, minutes and sign-in sheets and Service Provider Evaluations.			
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Houston Independent School District – District Improvement Plan 2020 - 2021

Department Name: FAMILY AND COMMUNITY ENGAGEMENT

Data/ Needs Assessment (include your problem statement and root cause based on your data): Families' requests to have access to resources and information to support learning in digital spaces.

Department Goal 1: By the end of the 2020-2021 academic year, increase awareness of **Online Learning Resources for Parents** by completing related parent workshops in 100 campuses.

Strategic Priority:

1. Expanding Educational Opportunities
2. Increasing Organizational Efficiency

List the Strategic Priority(ies) this Goal Addresses:

- Expanding Educational Opportunities
- Increasing Organizational Efficiency

Summative Evaluation (Year-End): Completion of 75 Two-Way Communication Workshops for Parents

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
By July 2, 2021 FACE will complete 100 parent workshops focused on Online Learning Resources for Parents	Host virtual workshops for families focused on Online Learning resources.	9/8/2020–7/2/21	Title I, Part A Funding for: Salaries, Materials, Presentation kits, Supplies, Flyers, Professional Development, digital platforms, digital resources.	FACE Specialists. FACE Sr. Manager. FACE Director Designated Campus Staff.	By Dec. 2020 have a first report on number of completed Online Learning Resources for Parents Workshops.			

Department Goal 2: Support the development of parent advocacy and decision-making skills through parent groups

Strategic Priority:

1. Expanding Educational Opportunities
2. Increasing Organizational Efficiency

List the Strategic Priority(ies) this Goal Addresses:

- Expanding Educational Opportunities
- Increasing Organizational Efficiency

Summative Evaluation (Year-End): Tracking of school campuses with specific parent group(s) – PTA/O, PAC, SDMC, Other

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
By July 2, 2021 FACE will have supported at least 80 campuses on establishing a parent group focused on developing advocacy and decision-making skills.	Develop electronic tools to track the number of school campuses having an established parent group.	9/8/2020 – 7/2/21	Title I, Part A Funding for: Salaries, Materials, PTO/PTA kits, Supplies, Flyers, events, professional development.	FACE Specialists. FACE Sr. Manager. FACE Director Designated Campus Staff.	By Dec. 2020 have a first report on number of campuses with a parent group.			
By July 2, 2021 FACE will have awarded at least 50 campuses as a PTA/PTO	Award official HISD Parent Org seal to legally established PTA/O	9/8/2020 – 7/2/21	Title I, Part A Funding for: Salaries, Materials, PTO/PTA kits, Supplies, Flyers, events, professional development, digital platform, digital resources.	FACE Specialists. FACE Sr. Manager. FACE Director Designated Campus Staff.	By Dec. 2020 have a first report on number of campuses with a parent group with proof of their 501c3 certificate.			
By July 2, 2021 FACE will have host two parent group collaborating and training events.	Host two parent groups meetings during the 2020-21 school year	9/8/2020 – 7/2/21	Title I, Part A Funding for: Salaries, Materials, PTO/PTA kits, Supplies, Flyers, events, professional development, digital platform, digital resources.	FACE Specialists. FACE Sr. Manager. FACE Director Designated Campus Staff.	By Dec. 2020 have a first report on progress.			

Department Goal 3: Increase public support and confidence in schools by increasing the number of learning opportunities for HISD families by hosting at least 6 community events to connect HISD families with community organizations and corporate partners supporting the district's academic and non-academic needs.

Strategic Priority: <ol style="list-style-type: none"> 1. Expanding Educational Opportunities 2. Increasing Organizational Efficiency 	List the Strategic Priority(ies) this Goal Addresses: <ul style="list-style-type: none"> • Expanding Educational Opportunities • Increasing Organizational Efficiency
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Summative Evaluation (Year-End): Number of Family Friendly School Activities completed across the district.

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Increase the number of campuses offering Family Friendly School Activities by 5 percent.	Enroll 5 first-time campuses participating in the Family Friendly School Program.	9/8/2020–7/2/21	Title I, Part A Funding for: Salaries, Materials, PTO/PTA kits, Supplies, Flyers, events, professional development, digital platform, digital resources.	FACE Specialists. FACE Sr. Manager. FACE Director Designated Campus Staff.	By Dec. 2020 have a first report on number of campuses enrolled in the program.			
Offer 4 Parent University Sessions across the district.	Provide a variety of informational sessions for parents to learn how to better support their children.	9/8/2020–7/2/21	Title I, Part A Funding for: Salaries, Materials, PTO/PTA kits, Supplies, Flyers, events, professional development, digital platform, digital resources.	FACE Specialists. FACE Sr. Manager. FACE Director Designated Campus Staff.	By Dec. 2020 have a first report on number of sessions hosted.			

Houston Independent School District – District Improvement Plan 2020-2021

Department Name: Student Assistance Services (SAS) – Counseling and Compliance

Data/ Needs Assessment (include your problem statement and root cause based on your data):

Root Cause:

At – risk students are at elevated risk for a range of adverse educational outcomes and are more likely to dropout than other students.

Problem Statement: At – risk student populations require programs to address non – academic barriers to attendance and achievement to promote academic success.

Department 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 2020 – 2021 school year.

Strategic Priority:

1. Ensuring Student Health, Safety and Well-Being
2. Transforming Academic Outcomes
3. Increasing Organizational Efficiency

List the Strategic Priority(ies) this Goal Addresses:

- Expanding Educational Opportunities
- Transforming Academic Outcomes

Summative Evaluation (Year-End): With the appropriate interventions, academic outcomes will improve for targeted students.

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
1. By June 2021, 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	Provide additional supports to remove barriers to attendance and performance	August, 2020 – June, 2020	Texas Education for Homeless Children and Youth grant funds- \$317,435 Title I - \$457,503 Title IV - \$255,017 GF1 funds - \$29,282	Sr. Manager/Homeless Liaison Program Managers Foster Care Liaison Outreach Workers Compliance Analysts Data Clerks Campus Administrators and staff	Mid – Point – January, 2021 Final – June, 2021 As evidenced by: SAS Direct Service Logs ADA Absence Report data SAS Transportation Logs			

dental/medical care and free lunch.								
2. By the end of June 2021, six local shelters will be provided certified teachers to offer supplemental instruction to students ten hours per week.	Provide additional academic supports at shelter sites to improve academic performance	August, 2020 – June, 2020	Texas Education for Homeless Children and Youth grant funds- \$317,435 Title I - \$457,503 Title IV - \$255,017 GF1 funds - \$29,282	Sr. Manager/Homeless Liaison Program Managers Foster Care Liaison Outreach Workers Data Clerks Certified HISD teachers Shelter Administrators and staff Compliance Analysts	Mid – Point – January, 2021 Final – June, 2021 As evidenced by: SAS Tutorial Logs Student Assessment Scores			
3. By June 2021, attendance for identified homeless, foster care and residential treatment students will increase by 2%.	Ongoing attendance monitoring to identify barriers to attendance and achievement at the onset	August, 2020 – June, 2020	Texas Education for Homeless Children and Youth grant funds- \$317,435 Title I - \$457,503 Title IV - \$255,017 GF1 funds - \$29,282	Sr. Manager/Homeless Liaison Program Managers Foster Care Liaison Outreach Workers Data Clerks Campus Administrators and staff Compliance Analysts	Mid – Point – January, 2021 Final – June, 2021 As evidenced by: ADA Absence Report data SAS Weekly Logs Interventions Checklist			

Department Goal 2: Increase graduation rates in all student groups by 2%.

Strategic Priority:

1. Ensuring Student Health, Safety and Well-Being
2. Transforming Academic Outcomes
3. Increasing Organizational Efficiency

List the Strategic Priority(ies) this Goal Addresses:

- Expanding Educational Opportunities
- Transforming Academic Outcomes

Summative Evaluation (Year-End): A structured plan to support deficient students that focuses on ongoing dropout prevention, intervention and recovery efforts will reduce dropout rates and increase graduation rates by 2%.

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
1. Training and technical assistance implementing an on – going Dropout Recovery Plan, Dropout Tracking System and the three Student Achievement Domains and at each secondary campus.	Train campus staff on Dropout Prevention protocol to reduce the dropout rate and increase graduation rates.	August, 2020 – June, 2020	Texas Education for Homeless Children and Youth grant funds- \$317,435 Title I - \$457,503 Title IV - \$255,017 GF1 funds - \$29,282	Sr. Manager/Homeless Liaison Program Managers Foster Care Liaison Outreach Workers Campus Administrators and staff Compliance Analysts	Mid – Point – January, 2021 Final – June, 2021 As evidenced by: Graduation Support Meeting agendas, minutes and sign in sheets SAS Weekly Logs			
2. Training and technical assistance to campuses in implementing the three-Tiered Attendance Intervention System at each campus.	Train campus staff on truancy prevention protocol to reduce the dropout rate and increase graduation rates.	August, 2020 – June, 2020	Texas Education for Homeless Children and Youth grant funds- \$317,435 Title I - \$457,503 Title IV - \$255,017 GF1 funds - \$29,282	Sr. Manager/Homeless Liaison Program Managers Foster Care Liaison Outreach Workers Campus Administrators and staff Compliance Analysts City of Houston Juvenile Case Managers	Mid – Point – January, 2021 Final – June, 2021 As evidenced by: Graduation Support Meeting agendas, minutes and sign in sheets SAS Weekly Logs			
3. Training and technical assistance to campuses in implementing campus -based Graduation Support Meetings.	Train campus staff on Graduation Support Meeting protocol to reduce the dropout rate and increase graduation rates.	August, 2020 – June, 2020	Texas Education for Homeless Children and Youth grant funds- \$317,435 Title I - \$457,503 Title IV - \$255,017 GF1 funds - \$29,282	Sr. Manager/Homeless Liaison Program Managers Foster Care Liaison Outreach Workers Campus Administrators and staff Compliance Analysts	Mid – Point – January, 2021 Final – June, 2021 As evidenced by: Graduation Support Meeting agendas, minutes and sign in sheets SAS Weekly Logs			

4. Training and technical assistance to campuses via six monthly districtwide Graduation Support Meetings.	Internal and external stakeholders together collaborate in an effort to remove nonacademic barriers to student achievement.	August, 2020 – June, 2020	Texas Education for Homeless Children and Youth grant funds- \$317,435 Title I - \$457,503 Title IV - \$255,017 GF1 funds - \$29,282	Sr. Manager/Homeless Liaison Program Managers Foster Care Liaison Outreach Workers Campus Administrators and staff Compliance Analysts	Mid – Point – January, 2021 Final – June, 2021 As evidenced by: Graduation Support Meeting agendas, minutes and sign in sheets SAS Weekly Logs			
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Department Goal 3: 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 Priority:

1. Ensuring Student Health, Safety and Well-Being
2. Transforming Academic Outcomes
3. Increasing Organizational Efficiency
4. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

- Expanding Educational Opportunities
- Transforming Academic Outcomes

Summative Evaluation (Year-End): Staff will become more knowledgeable of laws and available resources and services to support special populations.

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
1. By June, 2021 SAS staff will train a representative from each campus on ESSA provisions regarding homeless and foster care students	SAS staff will train campus personnel to ensure that procedures for identification and enrollment are implemented	August, 2020 – June, 2020	Texas Education for Homeless Children and Youth grant funds- \$317,435 Title I - \$457,503 Title IV - \$255,017 GF1 funds - \$29,282	Sr. Manager/Homeless Liaison Program Managers Foster Care Liaison Outreach Workers Campus Administrators and staff Compliance Analysts	Mid – Point – January, 2021 Final – June, 2021 As evidenced by: Meeting agendas, minutes and sign in sheets SAS Weekly Logs			

2. By June, 2021 SAS staff will train a representative from each campus on House Bill 2398 under the Texas Education Code which relates to the decriminalization of truancy.	Provide ongoing professional development training to district personnel to increase the understanding of the needs of students who are chronically absent.	August, 2020 – June, 2020	Texas Education for Homeless Children and Youth grant funds- \$317,435 Title I - \$457,503 Title IV - \$255,017 GF1 funds – \$29,282	Sr. Manager/Homeless Liaison Program Managers Foster Care Liaison Outreach Workers Campus Administrators and staff	Mid – Point – January, 2021 Final – June, 2021 As evidenced by: Meeting agendas, minutes and sign in sheets SAS Weekly Logs			
3. Host four community events to connect internal and external community partners to parents and students.	Outreach activities to attract students and connect families with partner agencies and HISD supports to decrease the dropout rate and increase graduation rates.	August, 2020 – June, 2020	Texas Education for Homeless Children and Youth grant funds- \$317,435 Title I - \$457,503 Title IV - \$255,017 GF1 funds – \$29,282	Sr. Manager/Homeless Liaison Program Managers Foster Care Liaison Outreach Workers Campus Administrators and staff	Mid – Point – January, 2021 Final – June, 2021 As evidenced by: Vendor and community partner sign in sheets, Direct Service Logs, Student Assistance Questionnaires collected, Number of event attendees			

Houston Independent School District – District Improvement Plan 2020-2021

Department Name: Multilingual Department

Data/ Needs Assessment (include your problem statement and root cause based on your data):

Based on the 2019 STAAR results, 52% (reading), 48% (writing), 18% (English I), 17% (English II) percent of English Learners (ELs) met the passing standard as a result of inconsistent implementation of the district's systematic sheltered instructional plan for ELs.

Based on the 2019 TELPAS results, 39% of ELs grew one proficiency level as a result of multiple factors which include the state's new online listening and speaking portions of the assessment, knowing how to effectively monitor language proficiency, and limited use of the English Language Development assessment created to assist campuses progress monitor second language development.

Root Causes

A shortage of bilingual teachers and the need for so many ESL certified teachers continue to be a great need for the district resulting in the need for more professional development and coaching of campus personnel. This root cause impacts not only campus teams but district leadership teams looking to recruit experienced bilingual and ESL certified staff to support campuses.

- Shortage of bilingual teachers and a need for more teachers to become ESL certified to serve the district's EL populations
 - Multilingual will collaborate with Human Resources to account for all certified staff, and the Multilingual staff in collaboration with Curriculum will provide professional development and coach teachers on waivers and other teachers of ELs to implement the district's systematic instructional plan for ELs.
- Shortage of experienced bilingual and ESL certified staff for our Multilingual and Curriculum teams to support campuses
 - Collaborate with Human Resources to recruit experienced bilingual and ESL certified personnel to support the departments to secure these individuals.
- Limited monitoring of second language development for ELs
 - Multilingual in collaboration with Curriculum will continue to support campuses to implement systems to monitor English language proficiency for ELs which includes communicating the effectiveness of utilizing Imagine Learning to provide students opportunities to close language proficiency gaps as well as monitor the use of the online resource to practice listening and speaking using headphones equipped with microphones as they will experience on the actual TELPAS assessment.
- Limited use of the optional English Language Development assessment created by Multilingual Programs Department to progress monitor language development
 - Multilingual will work in collaboration with Area Office teams to ensure that campuses take advantage of the assessment provided to assist teachers and administrators in progress monitoring second language development for ELs.

Department Goal 1: The percentage of identified English Learners (ELs) reading and writing at or above grade level on STAAR for grades 3 through 8 will increase by three percentage points –52% to 55% Reading & 48% to 51% Writing.

Strategic Priority: <ol style="list-style-type: none"> 1. Ensuring Student Health, Safety and Well-Being 2. Transforming Academic Outcomes 3. Increasing Organizational Efficiency 4. Cultivating Team HISD Talent 	List the Strategic Priority(ies) this Goal Addresses: <ul style="list-style-type: none"> • Transforming Academic Outcomes • Increasing Organizational Efficiency • Cultivating Team HISD Talent
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Summative Evaluation (Year-End): STAAR Reading and Writing

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes /Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Provide Sheltered Instruction Teacher Academy training to struggling schools followed by coaching and feedback sessions with teachers.	Train school teams with district's strategic approach to sheltered instruction— Literacy Routines.	September 2020- May 2021	Bilingual Allotment Funds (\$2.5 million), Title III Funds (\$3.5 million) Dollar amounts include personnel	Multilingual Executive Director and Area Sr. Managers	Training Attendance Records, Total Number of Schools Trained, Renaissance 360, DLA			
Identify Sheltered Instruction Coaches for campuses reporting ESL waivers or bilingual exceptions. Multilingual team leads will support coaches to build capacity on how to coach and support teachers of English Learners with a focus on those not ESL certified.	Train and coach campus sheltered instruction coaches to help campus teachers focus on ELPS integrated lesson planning and teaching.	August 2020-May 2021	Bilingual Allotment Funds (\$2.5 million), Title III Funds (\$3.5 million) Dollar amounts include personnel	Multilingual Executive Director and Managers	Training Attendance Records, Total Number of Schools Trained, Renaissance 360, DLA			

Provide campus teams a systematic 5-Step process for planning and implementing ELPS integrated lessons	Train school administrators and teachers with district's strategic approach to sheltered instruction—5 Step ELPS Integration Plan for Teachers.	August 2020-May 2021	Bilingual Allotment Funds (\$3 million), Title III Funds (3.5 million) Dollar amounts include personnel	Multilingual Executive Director and Managers	Training Attendance Records, Total Number of Schools Trained, Renaissance 360, DLA			
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Department Goal 2: The percentage of identified English Learners reading and writing at or above grade level on STAAR English I & II will increase by three percentage points –18% to 21% English I & 17% to 20% English II.

Strategic Priority:

1. Ensuring Student Health, Safety and Well-Being
2. Transforming Academic Outcomes
3. Increasing Organizational Efficiency
4. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

- Transforming Academic Outcomes
- Increasing Organizational Efficiency
- Cultivating Team HISD Talent

Summative Evaluation (Year-End): STAAR

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes /Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Provide Sheltered Instruction Teacher Academy training to struggling schools followed by coaching and feedback sessions with teachers.	Train school teams with district's strategic approach to sheltered instruction— Literacy Routines.	September 2020-May 2021	Bilingual Allotment Funds (\$2.5 million), Title III Funds (\$3.5 million) Dollar amounts include personnel	Multilingual Executive Director and Area Sr. Managers	Training Attendance Records, Total Number of Schools Trained, Renaissance 360, DLA			

Identify Sheltered Instruction Coaches for campuses reporting ESL waivers or bilingual exceptions. Multilingual team leads will support coaches to build capacity on how to coach and support teachers of English Learners with a focus on those not ESL certified.	Train and coach campus sheltered instruction coaches to help campus teachers focus on ELPS integrated lesson planning and teaching.	August 2020-May 2021	Bilingual Allotment Funds (\$2.5 million), Title III Funds (\$3.5 million) Dollar amounts include personnel	Multilingual Executive Director and Managers	Training Attendance Records, Total Number of Schools Trained, Renaissance 360, DLA			
Provide campus teams a systematic 5-Step process for planning and implementing ELPS integrated lessons	Train school administrators and teachers with district's strategic approach to sheltered instruction—5 Step ELPS Integration Plan for Teachers.	August 2020-May 2021	Bilingual Allotment Funds (\$3 million), Title III Funds (3.5 million) Dollar amounts include personnel	Multilingual Executive Director and Managers	Training Attendance Records, Total Number of Schools Trained, Renaissance 360, DLA			

Department Goal 3: The percentage of English Learners (ELs) who gain one proficiency level on TELPAS (composite) will increase by three percentage points—39% in 2019 to 42% in 2020.

Strategic Priority:

1. Ensuring Student Health, Safety and Well-Being
2. Transforming Academic Outcomes
3. Increasing Organizational Efficiency
4. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

- Transforming Academic Outcomes
- Increasing Organizational Efficiency
- Cultivating Team HISD Talent

Summative Evaluation (Year-End): TELPAS

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes /Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Provide Sheltered Instruction Teacher Academy training to struggling schools followed by coaching and feedback sessions with teachers.	Train school teams with district's strategic approach to sheltered instruction— Literacy Routines.	September 2020- May 2021	Bilingual Allotment Funds (\$2.5 million), Title III Funds (\$3.5 million) Dollar amounts include personnel	Multilingual Executive Director and Area Sr. Managers	Training Attendance Records, Total Number of Schools Trained, Renaissance 360, DLA			
Identify Sheltered Instruction Coaches for campuses reporting ESL waivers or bilingual exceptions. Multilingual team leads will support coaches to build capacity on how to coach and support teachers of English Learners with a focus on those not ESL certified.	Train and coach campus sheltered instruction coaches to help campus teachers focus on ELPS integrated lesson planning and teaching.	August 2020-May 2021	Bilingual Allotment Funds (\$2.5 million), Title III Funds (\$3.5 million) Dollar amounts include personnel	Multilingual Executive Director and Managers	Training Attendance Records, Total Number of Schools Trained, Renaissance 360, DLA			
Provide campus teams a systematic 5-Step process for planning and implementing ELPS integrated lessons	Train school administrators and teachers with district's strategic approach to sheltered instruction—5 Step ELPS Integration Plan for Teachers.	August 2020-May 2021	Bilingual Allotment Funds (\$3 million), Title III Funds (3.5 million) Dollar amounts include personnel	Multilingual Executive Director and Managers	Training Attendance Records, Total Number of Schools Trained, Renaissance 360, DLA			

Priority for Service (PFS) Action Plan Migrant Education Program, Title I, Part C

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

Filled Out By: Houston ISD MEP Staff
Date: 09/01/2020

School Year: 2020 - 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).

Goal(s): To implement the required strategies of the Priority for Service (PFS) Action Plan in order to advance the academic growth of the students as determined by the Priority for Service criteria.	Objective(s): <ul style="list-style-type: none"> The progress of the student will be monitored by the MEP staff in coordination with hourly lecturers who tutor PFS students. Progress will be determined at the end of each grading cycle and will be monitored using the PFS Student Progress Review document. 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. 	09/2020-08/2021	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. 	09/01/2020	Magda Galindo, Manager	Priority for Service Action Plan Document, PFS Student Progress Review document
Additional Activities			
<ul style="list-style-type: none"> At the end of each grading cycle, MEP staff reviews PFS students' report card grades and parents are informed of their child's academic progress. 	Each grading cycle	Irasema Gonzalez, NGS Isela Anaya, Recruiter Elizabeth Rodriguez, Recruiter	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	Magda Galindo, Migrant Hourly Lecturers	Emails, Internal google form entries/log
<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 Magda Galindo, Manager Hourly Lecturers	Phone Logs, Parent Notification Letters
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	On-going throughout the school year	Irasema Gonzalez, NGS Isela Anaya, Recruiter Elizabeth Rodriguez, Recruiter Magda Galindo, Manager Hourly Lecturers	Internal google form entries, Mileage Log, Report Cards, Student Case Files, Parent Notification Letters for PFS tutoring services, School-Tutor Contract
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	Magda Galindo, Manager	Phone Logs, Parent Letters, PFS Student Progress Review document, School-Tutor Contract
<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 Magda Galindo, Manager Hourly Lecturers	Emails, Phone Logs, Parent Letters, PFS Student Progress Review document, School-Tutor Contract
<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 Magda Galindo, Manager Hourly Lecturers	NGS Reports, TMIP, Credit Recovery options, Email and Phone Logs, PFS Student Progress Review document

Houston Independent School District – District Improvement Plan 2020-2021

Department Name: External Funding – Title I

Data/Needs Assessment (include your problem statement and root cause based on your data): Outcome gaps between African American and Hispanic students and White and Asian students are significant and occur across grade levels, subject areas, and student achievement measures (STAAR, Ren360, CCMR). The gaps are related to a combination of economic disadvantage and other factors. District efforts to mitigate the impacts of poverty on learning are critical to closing these gaps. Efforts must also address the range of student needs that arise from their varying backgrounds.

Department Goal 1: To provide low-performing students an opportunity to obtain a high-quality education, increase academic achievement and perform proficiently on state academic assessments.

Strategic Priority:

1. Ensuring Student Health, Safety and Well-Being
2. Transforming Academic Outcomes
3. Increasing Organizational Efficiency
4. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

- Transforming Academic Outcomes

Summative Evaluation (Year-End): The 2021 Summer School report card will be used as our summative evaluation to ensure that we have met our objective.

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
The percentage of students in grades 3-8 that read and write at or above grade level will increase by 3% points by Spring 2021.	Provide supplemental funding to Title I Campuses to enhance their instructional program by providing additional instructional resources, materials, programs, tutoring, intervention strategies and Professional Development	August 2020 – June 2021	Title I Schoolwide Funds Title I Achieve 180 Program Funds Title I Comprehensive Support School Funds Title I Homeless Program Funds	External Funding Dept., Elementary and Secondary Curriculum Departments, Achieve 180	Budget worksheets 2021 Summer School report card 2020-2021 Title I, Part A Student Achievement Evaluation Report			

Department Goal 2: Increase proficiency on the STAAR 8th grade Social Studies Assessment and the STAAR EOC.

Strategic Priority:

1. Ensuring Student Health, Safety and Well-Being
2. Transforming Academic Outcomes
3. Increasing Organizational Efficiency
4. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

- Transforming Academic Outcomes

Summative Evaluation (Year-End): 2020-2021 STAAR 3-8 Test Scores- Social Studies and 2019-2020 STAAR EOC Test Scores

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
By June 30, 2021, Secondary Social Studies students will increase their content knowledge and improve literacy skills to increase achievement. This will positively impact student achievement by ten percent in Social Studies Grade 8 and by four percent in United States History Since 1877.	The Achieve 180 campus scoring the lowest on the Social Studies Grade 8 STAAR assessment will receive supports to enhance tutorials and interventions	August 2020-June 2021	Title I, Part A Funds	Director of Secondary Social Studies, Secondary Social Studies personnel, Title I Grant administrators	District Assessments STAAR-Released Social Studies Grade 8 test scores			
By June 30, 2021, the Secondary Social Studies Department will expand its campus based instructional coaching program to include teacher leaders and social studies department chairpersons. This will increase teacher efficacy and positively impact student achievement by ten percent in Social Studies	Secondary Social Studies Department Chairpersons Studies will participate in a four-part professional development series around the notion of campus based instructional leadership and coaching.	August 2020-June 2021	Title I, Part A Funds	Director of Secondary Social Studies, Secondary Social Studies personnel, Title I Grant administrators	District Assessments STAAR-Released Social Studies Grade 8 and USH EOC test scores			

Grade 8 and by four percent in United States History Since 1877.	Teacher leaders will develop skills in curriculum and assessment development, the development and delivery of professional development, project management, and instructional coaching.							
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Houston Independent School District – District Improvement Plan 2020-2021

Department Name: Human Resources

Data/ Needs Assessment (include your problem statement and root cause based on your data): Recruiting and retaining effective teachers in critical shortage areas in improving student academic data in the district.

Department Goal 1: To provide incentives and resources such as LinkedIn and Recruitment Fellows to recruit, screen, and hire effective critical shortage teachers in core areas to improve student achievement

Strategic Priority:

1. Ensuring Student Health, Safety and Well-Being
2. Transforming Academic Outcomes
3. Increasing Organizational Efficiency
4. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

- Transforming Academic Outcomes
- Cultivating Team HISD Talent

Summative Evaluation (Year-End): Number of Teacher Vacancies

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Recruit effective critical shortage teachers for vacancies.	Provide 2YR recruitment/ retention incentives for teachers in critical shortage content areas.	May 2020 – September 2020	Stipends for new teacher hires in critical shortage areas; LinkedIn; Title II funds	Human Resources, Talent Acquisition	Teacher vacancy report.			
Recruit quality teacher candidates for a robust teacher pool.	LinkedIn to post and source candidates for available positions in the district.	July 2020 – August 2021	LinkedIn; Title II funds	Human Resources, Talent Acquisition	Teacher vacancy report and teacher candidate pool numbers.			
Recruit and screen quality candidates for teacher pool.	Recruitment Fellows to effectively and	November 2020 – August 2021	Title II funds for Recruitment Fellows	Human Resources, Talent Acquisition	Teacher vacancy report and teacher			

	efficiently screen applications for the teacher pool.				candidate pool numbers.			
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Department Goal 2: To provide incentives to retain teachers in critical shortage and core areas to improve student achievement.

Strategic Priority: <ol style="list-style-type: none"> 1. Ensuring Student Health, Safety and Well-Being 2. Transforming Academic Outcomes 3. Increasing Organizational Efficiency 4. Cultivating Team HISD Talent 	List the Strategic Priority(ies) this Goal Addresses: <ul style="list-style-type: none"> • Transforming Academic Outcomes • Cultivating Team HISD Talent
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Summative Evaluation (Year-End): Teacher Retention/Turnover Rate

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Retain effective critical shortage teachers.	Provide 2YR recruitment/ retention incentives for teachers in critical shortage content areas.	July 2019 – August 2020	Stipends for remaining at the district in critical shortage areas;	Talent Acquisition	Review teacher retention rate.			

Houston Independent School District – District Improvement Plan 2020-2021

Department Name: Leadership Development

Data/ Needs Assessment (include your problem statement and root cause based on your data): Based on qualitative data there is a need for aspiring and current school leaders to focus on addressing the needs of students in multiple demographic student populations, including special education, English language learners, and economically disadvantaged. Additionally, there is a need to increase the number of internal eligible candidates who have the knowledge, skills, and disposition to become school leaders in the District as well as expand ongoing training opportunities and targeted support for Tier II leaders in their current roles. Growing these leaders' instructional leadership capacity in the areas of instructional planning, data-driven decisions, and observation and feedback will improve student outcomes.

- There are 29 first year principals hired to fill campus vacancies for the 2020-2021 school year
- There were 32 PCDO participants in the 2019-2020 cohort; there are 38 PCDO participants in the 2020-2021 cohort

A greater number of PCDO participants with the knowledge, skills and disposition to become a school leader need to be selected for principal vacancies.

Leadership Development needs to increase collaboration with Schools Office on programing and development of PCDO participants.

Leadership Development needs to enhance collaboration with Schools Office to provide ongoing training opportunities to support Principals and Tier II leaders in instructional planning, data-driven decisions, and observation and feedback to improve the outcomes for students in HISD, particularly special education, English language learners and economically disadvantaged students.

Department Goal 1: 30% of 2020-2021 Principal Candidate Development Opportunity (PCDO) participants will be promoted to fill principal vacancies for the 2021-2022 school year.

Strategic Priority:

1. Ensuring Student Health, Safety and Well-Being
2. Transforming Academic Outcomes
3. Increasing Organizational Efficiency
4. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

- Cultivating team HISD Talent
- Transforming Academic Outcomes
- Increasing Organizational Efficiency

Summative Evaluation (Year-End): 2021-2022 School Year Leadership Hiring Report

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes /Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
80% of PCDO participants will demonstrate proficient or	Develop PD sessions that are aligned to SLAS standards	Aug-Sept 2020	Title II Senior Manager Executive Director	Officer Executive Director	Area Superintendents' feedback on the			

greater on the required scored performance activities.	<p>Create and issue performance activities aligned with SLAS standards</p> <p>Require PCDO participants to complete performance activities for feedback</p> <p>Score and provide feedback to participants on the performance activities and tasks</p>	<p>Aug-Sept 2020 Oct Nov Dec Jan</p> <p>Oct Nov Dec Jan</p>			PCDO Combine design and activities			
Increase the percent of PCDO participants from mid-point to end of program ready for successful combine experience	<p>Collaborate with the Schools Office on vetting of applicants.</p> <p>Collaborate with the Schools Office on scope of work and combine.</p> <p>Market PCDO candidates to the hiring managers.</p>	<p>Aug-Sept 2020</p> <p>Sept-Dec 2020</p> <p>May 2021</p>	Title II Senior Managers Executive Director	Officer Executive Director Senior Managers	<p>Area Superintendents' recommendations</p> <p>Area Superintendents' feedback on the PCDO curriculum outline</p> <p>Candidates' profiles and feedback from the Schools Office</p>			

Department Goal 2: A minimum of 15% of APs & Deans and 10% of Principals will attend timely, targeted PD based upon assessed needs from the 2019-2020 SLAS by May 2021.

Strategic Priority:

1. Ensuring Student Health, Safety and Well-Being
2. Transforming Academic Outcomes
3. Increasing Organizational Efficiency
4. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

- Cultivating Team HISD Talent
- Transforming Academic Outcomes
- Increasing Organizational Efficiency

Summative Evaluation (Year-End): Professional Development Attendance; SLAS Ratings

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
10% of district administrators will attend will at least 1 out of 4 targeted SLAS PD	<p>Obtain and review 2019-2020 SLAS performance information by standard.</p> <p>Identify opportunities for leaders' growth in the SLAS Standards.</p> <p>Create a minimum of four PD offerings linked to a minimum of two SLAS Standards</p>	<p>October 2020</p> <p>Oct 2020</p> <p>Nov 2020</p>	<p>Executive Director PCIM Research & Accountability IT Dpt. Leadership Senior Managers</p>	Officer Executive Director	<p>Review available Progress Conference ratings in March 2021 to look for potential changes since 2020 EOY.</p> <p>Attendance at PD sessions</p>			

Houston Independent School District – District Improvement Plan 2020-21

Department Name: Teacher Career Development

Data/ Needs Assessment (include your problem statement and root cause based on your data): Teachers and teacher leaders do not have as much instructional capacity as they should resulting in an impact of student achievement. And, with so many diverse campuses, the central office is not equipped to meet their development needs alone. Teachers need job-embedded, timely guidance from instructionally sound support systems who can diagnose, model, plan and coach that is provided by peers with a proven record of improving student outcomes, outside of the formal appraisal process. High performing teachers need opportunities to increase their sphere of influence and accelerate the instructional development of their peers. High performing teachers should be retained in the district.

Beginning Teacher Needs Assessment, Career Pathways Teacher Leader Self Inventory, Retention and Performance Data of participating teachers; BOY/EOY

Department Goal 1: Improve instructional capacity of teacher/teacher leaders by providing differentiated, choice-based professional learning opportunities facilitated by practitioners.

Strategic Priority:

1. Expanding Educational Opportunities
2. Ensuring Student Health, Safety and Well-Being
3. Transforming Academic Outcomes
4. Increasing Organizational Efficiency
5. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

- Cultivating Team HISD Talent
- Transforming Academic Outcomes

Summative Evaluation (Year-End): TADS Teacher performance data; OneSource attendance data at professional development opportunities; post PD evaluation data; Mentor of Instruction for New Teachers (MINT) Teacher Leader survey/feedback

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Ninety (90%) of teachers participating in any Teacher Career Development program (beginning teachers, teacher leaders) complete their requirements at a 75% completion rate or better.	Conduct a needs assessment; prioritize support for effective virtual learning, literacy and EL student success	By October 2020		Academic Program Managers	Alignment of professional learning opportunities to needs identified in the need's assessment			

	Offer differentiated, choice-based professional learning opportunities	Through April 2021	Stipends for attending PD/TSL grant; Time tracking tools provided by the district	Team Leads, Academic Program Managers, Teacher Leaders	Review number of participants attending PD learning opportunities			
	Utilize HISD teacher leaders as facilitators to ensure context alignment	Through April 2021	Stipends for teacher leaders who facilitate learning opportunities	Team Leads, Academic Program Managers, Mentor of Instruction for New Teachers (MINT) Teacher Leaders	Review and confirm that majority of learning opportunities are taught by HISD teachers			

Department Goal 2: Increase the number of effective and highly effective classroom teachers in high-need schools

Strategic Priority:

1. Expanding Educational Opportunities
2. Ensuring Student Health, Safety and Well-Being
3. Transforming Academic Outcomes
4. Increasing Organizational Efficiency
5. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

- Cultivating Team HISD Talent
- Transforming Academic Outcomes

Summative Evaluation (Year-End): HR data, Research and accountability data; TADS performance data

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes /Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Seventy-five (75%) of Teacher Leaders and supported teachers at Teacher and School Leader grant campuses will improve or maintain their TADS ratings of "Effective" or "Highly Effective".	Identify exemplary teacher leaders on high needs campuses and enroll them in leadership roles	May of 2021	Data identifying established and expert teachers provided by Research and Accountability department	Research and Accountability department	Review the latest accountability ratings of teachers at identified schools and			

					cross reference with leadership positions filled			
	Increase HISD teacher leaders' sphere of influence via peer coaching and support	May of 2021	Coaching models provided by partnerships with New Teacher Center, SIBME/TSL grant; EIR grant	All TCD team members	Review time-tracking data, review teacher leader e-Portfolio, quarterly check ins with school leaders and monthly check ins with teacher leaders			
	Targeting support to teachers who are receptive and room for professional growth and offering just in time, tailored support	October of 2020	AIMS portal linkage of teacher leaders and supported teachers submitted by school leader/TSL grant	All TCD team members	Review the TADS data for pre-identified supported teachers; identifying and prioritizing novice teachers			
Seventy-five (75%) of Teacher Leaders will earn performance-based compensation based on Career Pathways program leadership activities during the 2019-2020 school year.	Incentivizing teacher leaders by offering performance bonuses based on improving TADS scores of supported teacher(s) and campus	November of 2021	Performance bonuses for effective Career Pathways teachers/TSL grant	Team Leads, Research Analyst, TSL grant team	Quarterly review of teacher leader support			

Department Goal 3: Retain effective and highly effective teachers in high-need schools

Strategic Priority: <ol style="list-style-type: none"> Expanding Educational Opportunities Ensuring Student Health, Safety and Well-Being Transforming Academic Outcomes Increasing Organizational Efficiency Cultivating Team HISD Talent 	List the Strategic Priority(ies) this Goal Addresses: <ul style="list-style-type: none"> Cultivating Team HISD Talent Transforming Academic Outcomes
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Summative Evaluation (Year-End): Calculating the number of effective and highly effective teachers who remain on their campuses/district

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes /Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Sixty (60%) of effective/highly effective teachers supported by Teacher Career Development team and their supported teacher cohorts (beginning teachers, teacher leaders, supported teachers) will remain at their campus/in the district for the 2020-21 school year.	Execute the Career Pathways Teacher Leader Program to leverage highly effective teachers to support their peers	May 2021	Stipends for teacher leaders, differentiated professional development options/TSL grant	School Support Managers	Monthly review of School Support Manager logs; Teacher Leader time tracking			
	Create support systems that meet the needs of teachers first and is differentiated to their campus context – including Teacher Leader Campus Collaboratives	May of 2021	School leader with distributive leadership mindset	Career Pathways Teacher Leaders and School Support Managers	Teacher Leader time tracking; BOY, MOY and EOY surveys of teacher leaders and their supported teachers			
	Work with school leaders to provide positive working environments	May of 2021	Face to face check ins with school leaders	Support School Managers and TCD Team leads	Monthly review of School Support Manager logs' BOY, MOY and EOY surveys			

Houston Independent School District – District Improvement Plan 2020-2021

Department Name: Fine Arts Department

Data/ Needs Assessment (include your problem statement and root cause based on your data):

The Fine Arts Department has identified seventy-six campuses across HISD where only one certified fine art teachers exist and seven campuses with no certified fine arts teacher to provide quality TEKS based instruction to students. TAC 74 and 112 mandate that every elementary that enrolls K-5 students provides TEKS-based instruction by a certified teacher in music, visual art, and theatre.

Social and Emotional Learning (SEL) Competencies are a major part of the development of the whole student/person. SEL competencies are an integral part of the Enrichment Core (Fine Arts; Health & PE) curriculum and learning. These competencies are lacking in many of our HISD students as based on teacher feedback, student surveys and community feedback. Many enrichment core teachers utilize instructional strategies that impact SEL competencies, but the district has not implemented a consistent language through the curriculum regarding the SEL competencies or had a set way to measure the student understanding and skill development of the competencies.

Department Goal 1: Fine arts classes taught by Certified Fine Arts Teachers at every HISD campus to establish strong community school feeder patterns and bring all campuses into total compliance with TAC 74 and 112.

Strategic Priority:

1. Ensuring Student Health, Safety and Well-Being
2. Transforming Academic Outcomes
3. Increasing Organizational Efficiency
4. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

- 2. Transforming Academic Outcomes

Summative Evaluation (Year-End): Compare the number of FTE Certified Fine Arts Positions on October 1, 2020, to June 30, 2021, number of FTE Fine Arts Positions for a measurable increase.

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes /Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Every HISD campus will meet TAC 74 and 112 mandates	Meet with the Chief of HR and recruiters to establish a	Nov. 2020 to March 2021	Personnel Time Human Resources System access and training	Dir. Of Fine Arts Human Resources Acquisition Team Fine Arts Team Campus Principals	Meeting notes and plan of action Training documentation			

as set by the State of Texas.	process for the Fine Arts Department to be involved in the hiring and recruiting process of certified FA Teachers.		Staffing budget					
	Work with the HR Department to secure highly qualified and certified Fine Arts Teaching candidates.				Plan of Action for recruitment and attainment of Highly Qualified and Certified Fine Arts Teachers.			

Department Goal 2: By June 2021, the Fine Arts Department, in collaboration with other HISD departments, will have initiated expansion plans for fine arts academic programming at the elementary, middle, and high school levels across all geographic regions.

Strategic Priority:

1. Ensuring Student Health, Safety, and Well-Being
2. Transforming Academic Outcomes
3. Increasing Organizational Efficiency
4. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

- Transforming Academic Outcomes

Summative Evaluation (Year-End): Fully developed Fine Art Implementation Plan set by the Schools Offices and Fine Arts Department across all grade levels to build Neighborhood Feeder Patterns to develop the Whole Child fully.

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes /Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Develop an ongoing Enrichment Core Staffing plan across all HISD School Office	Meet and work with campus administrators to open	Nov - 2020	Fine Arts Director, School Office's Assistant Superintendents	Director of Fine Arts School Office Asst.	Meeting notes and assessment of campus Fine Arts			

Areas by March 2021.	positions and find certified teachers.		Fine Arts Personnel time and labor	Superintendents Campus Administration	programming by School Office			
Develop, research, and apply for Grant Opportunities to provide necessary Enrichment Core Staff to underserved campuses.	Meet with School Office Area Superintendent s and outline assessed needs.	Nov. 2020 - Dec. 2020	Personnel time including area superintendents, principals, fine arts department and grant writers	Fine Arts Director Fine Arts Team Grants Dept. Personnel Fine Arts Grant Administrator	Grant Applications filed			

Department Goal 3: Increased awareness and professional development on Social Emotional Learning impact through fine arts.

Strategic Priority:

1. Ensuring Student Health, Safety, and Well-Being
2. Transforming Academic Outcomes
3. Increasing Organizational Efficiency
4. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

- Ensuring Student Health, Safety and Well-Being
- Transforming Academic Outcomes

Summative Evaluation (Year-End): Social and Emotional Learning Competencies embedded in the curriculum. Multiple professional development opportunities were provided to teachers, administration, and specialists by June 2021.

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes /Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Social and Emotional Competencies are addressed 100% of the time in all fine arts disciplines through HISD written fine arts curricula.	Offer Panorama Education professional development training on the platform, assessment, and monitor use. Implement CASEL competencies in all fine arts curricular documents.	Data collection Dec. 2020 and June 2021.	Panorama Education Title IV funds \$351,000.00	Dir. Of Fine Arts Fine Arts Team	Monthly review through the Fine Arts Department.			

Houston Independent School District – District Improvement Plan 2020-2021

Department Name: Transportation Services

Data/ Needs Assessment (include your problem statement and root cause based on your data): Bus Tracking System/Bus and Terminal Cameras/Professional Development

Department Goal 1: Transportation Services will implement a bus tracking system for all bus riders. The tracking system will be able to promote safety and track daily ridership.

Strategic Priority:

1. Ensuring Student Health, Safety and Well-Being
2. Transforming Academic Outcomes
3. Increasing Organizational Efficiency
4. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

- Ensuring Student Health, Safety and Well-Being

Summative Evaluation (Year-End): By the end of SY 2020-2021, the Transportation Department should be able to see true numbers and a decline in lost students.

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Ensure safety of students and be able to have driver retraining with video footage	To install and updated current video systems with fleet and terminal facilities	2020-2021 School Year	\$200,000.00	General Manager Transportation	Every 60 days we will audit video footage on facilities and buses			

Department Goal 2: Bus Video Cameras/Terminal Center Cameras

Strategic Priority:

1. Ensuring Student Health, Safety and Well-Being
2. Transforming Academic Outcomes
3. Increasing Organizational Efficiency
4. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

- Ensuring Student Health, Safety and Well-Being

Summative Evaluation (Year-End): By school year end video cameras would be installed. Terminal Operation Centers will have updated camera systems to promote safety and track violators on properties.

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Ensure safety of students and be able to have driver retraining with video footage	To install and updated current video systems with fleet and terminal facilities	2020-2021 School Year	\$200,000.00	General Manager, Transportation	Every 60 days we will audit of video footage on facilities and buses			

Department Goal 3: Professional Development

Strategic Priority: <ol style="list-style-type: none"> Ensuring Student Health, Safety and Well-Being Transforming Academic Outcomes Increasing Organizational Efficiency Cultivating Team HISD Talent 	List the Strategic Priority(ies) this Goal Addresses: <ul style="list-style-type: none"> Cultivating Team HISD Talent
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Summative Evaluation (Year-End): Transportation personnel will attend the following courses: CPR Training/CPI Training/TAPT Certification/First Responder Training/Accident Investigation Training

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Personnel will be certified in areas that promote student and bus driver safety	Systematic approach to certifying transportation personnel within the school year	2020-2021 School Year	\$100,00.00	General Manager, Transportation	Create database to track personnel certifications and trainings			

Houston Independent School District – District Improvement Plan 2020-2021

Department Name: Office of Special Education Services (OSES)

Data/ Needs Assessment (include your problem statement and root cause based on your data):

Problem Statement (Goal One): Based on Results Driven Accountability (RDA) Data, HISD has received a rating of Significant Disproportionate in the Discipline Indicator 13. African American students with disabilities received disciplinary consequences of being suspended out-of-school or expelled at a rate that is 3.2 times greater than any other racial group for more than 10 school days.

Root Causes:

- Lack systems for shaping behaviors of students with disabilities.
- Lack options for alternatives to suspensions and expulsions.
- Lack consistent implementation of students' Behavior Support Intervention Plans and the Student Code of Conduct.
- Lack targeted professional development to adequately address challenging discipline behaviors of African American students with disabilities.

Problem Statement (Goal Two): Based on STAAR 3-8, 39.3% of students with disabilities met the minimum level of satisfactory performance in Reading; 36.9% of students with disabilities met the minimum level of satisfactory performance in Science; 32.3% of students with disabilities met the minimum level of satisfactory performance in Social Studies; and 31.1% of students with disabilities met the minimum level of satisfactory performance in Writing.

Root Causes:

- Lack targeted professional development to support the delivery of specially designed instruction from general and special education teachers.
- Lack strategic and deliberate scheduling practices that align with students' instructional services in their IEP.
- Lack of centralized and campus-based systems to effectively monitor IEP implementation.

Problem Statement (Goal Three): Based on End of Course (EOC) - ELA, 27.8% of students with disabilities met the minimum level of satisfactory performance in STAAR EOC English Language Arts.

Root Causes:

- Lack targeted professional development to support the delivery of specially designed instruction from general and special education teachers.
- Lack strategic, deliberate, and priority-based Master Scheduling practices for students with disabilities.
- Lack consistent monitoring of IEP implementation.

Department Goal 1: By October 2021, 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 Priority:

1. Ensuring Student Health, Safety and Well-Being
2. Transforming Academic Outcomes
3. Increasing Organizational Efficiency
4. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

- Ensuring Student Health, Safety and Well-Being
- Transforming Academic Outcomes

Summative Evaluation (Year-End): Results Driven Accountability (RDA) 2021

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
OSes will conduct monthly (8) reviews of suspension and expulsion data to target need for intensive behavioral intervention by June 2021.	Review campus level Out-of-School Suspension and Expulsion data to target campuses and students needing intensive interventions and behavioral supports.	Nov 2020 Dec 2020 Jan 2021 Feb 2021 Mar 2021 Apr 2021 May 2021 Jun 2021	Human Capital Salaries of Current Special Education Staff Members from Local and Federal Budgets	Executive Director, Directors, Senior Managers, Teacher Development Specialists, & Program Specialists	HISD One Source Attendance HISD Discipline Reports			
OSes will provide three (3) professional development sessions on the Student Code of Conduct and Tools for Managing Problem Behaviors by June 2021.	Provide training on the implementation of the Student Code of Conduct, discipline procedures for students with disabilities, and alternatives to suspension targeting African Americans for campus staff.	Nov 2020 Jan 2021 Apr 2021	Human Capital Salaries of Current Special Education Staff Members from Local and Federal Budgets	Executive Director, Directors, Senior Managers, Teacher Development Specialists, & Program Specialists	HISD One Source Attendance HISD Discipline Reports Utilization of Managing Tools for Problem Behaviors toolkit			
OSes will provide three professional development sessions on Positive Behavior Intervention	Create virtual/face-to-face professional development for campus leaders,	Nov 2020 Jan 2021	Human Capital Salaries of Current Special	Executive Director, Directors,	HISD One Source Attendance			

Supports, Behavior Intervention Plans, and A4E Early Warning Indicators to Suspensions by June 2021.	general and special education teachers on Positive Behavior Intervention Supports, Behavior Intervention Plans and A4E Early Warning Indicator to monitor suspensions of students with disabilities.	Apr 2021	Education Staff Members from Local and Federal Budgets	Senior Managers, Teacher Development Specialists, & Program Specialists	HISD Discipline Reports Utilization of Tools			
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Department Goal 2: By October 2021, 45% of students with disabilities will meet the minimum level of satisfactory performance on STAAR (3-8) in Reading, Science, Social Studies, and Writing.

Strategic Priority:

1. Ensuring Student Health, Safety and Well-Being
2. Transforming Academic Outcomes
3. Increasing Organizational Efficiency
4. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

- Transforming Academic Outcomes
- Increasing Organizational Efficiency

Summative Evaluation (Year-End): Results Driven Accountability (RDA) 2021

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
OSes will provide quarterly (4) Specially Designed Instruction (SDI) training to all special and general education teachers by June 2021.	Provide differentiated (driven by levels of understanding and implementation) virtual/face-to-face SDI training for all special and general education teachers.	Aug 2020 Nov 2020 Feb 2021 Jun 2021	Human Capital Salaries of Current Special Education Staff Members from Local and Federal Budgets	Executive Director, Directors, Senior Managers, Teacher Development Specialists, & Program Specialists	HISD One Source Attendance Classroom observations (virtual/face-to-face)			

OSes will submit guidance on master scheduling of students with disabilities into the HISD Operating Procedures by October 2020.	Create "Structures to Scheduling Special Populations" as best practices into "Operating Procedures" for IEP driven class scheduling and service delivery.	Oct 2020	Human Capital Salaries of Current Special Education Staff Members from Local and Federal Budgets	Executive Director – OSes Directors Senior Managers	Student IEPs Student with Disabilities Schedules			
OSes will conduct monthly desktop audits.	Conduct desktop audits of 0.5% of students' IEP for compliance and implementation.	June 2021	Human Capital Salaries of Current Special Education Staff Members from Local and Federal Budgets	Executive Director – OSes Directors Senior Managers Program Specialists	Audit Tracker Audit Documents			

Department Goal 3: By October 2020, 40.0% of students with disabilities will meet the minimum level of satisfactory performance in STAAR EOC English Language Arts.

Strategic Priority:

1. Ensuring Student Health, Safety and Well-Being
2. Transforming Academic Outcomes
3. Increasing Organizational Efficiency
4. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

- Transforming Academic Outcomes
- Increasing Organizational Efficiency

Summative Evaluation (Year-End): Results Driven Accountability (RDA) 2021

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
OSes will provide quarterly (3) Accelerated Instruction Plans	Provide mandatory trainings to high school department chairs and	Nov 2020 Feb 2021	Human Capital Salaries of Current Special	Executive Director, Directors,	HISD One Source Attendance			

trainings to all high school department chairs and high school special education teachers by June 2021.	special education teachers on creating Accelerated Instruction Plans to address students with disabilities deficits who will retake STAAR English EOCs	Jun 2021	Education Staff Members from Local and Federal Budgets	Senior Managers, Teacher Development Specialists, & Program Specialists	Appropriate utilization of Accelerated Instruction Plans			
OSes will submit guidance on master scheduling of students with disabilities into the HISD Operating Procedures by October 2020.	Utilization of a guidance document that will assist with master scheduling for SWDs who may need urgent intervention and preparation for initial testing/retesting of English EOCs.	Oct 2020	Human Capital Salaries of Current Special Education Staff Members from Local and Federal Budgets	Executive Director, Directors, Senior Managers, Teacher Development Specialists, & Program Specialists	Student IEPs Student with Disabilities Schedules			
OSes will provide six targeted campus-based curriculum and instructional support professional development trainings by May 2021.	Provide targeted curriculum and Instructional supports/ trainings using the HISD Curriculum documents to general and special education teachers on identified campuses to address reading and writing deficits for students with disabilities.	Nov 2020 Dec 2020 Jan 2021 Feb 2021 March 2021 Apr 2021	Human Capital Salaries of Current Special Education Staff Members from Local and Federal Budgets	Executive Director, Directors, Senior Managers, Teacher Development Specialists, & Program Specialists	HISD One Source Attendance Utilization of Curriculum Supports and Materials			

Houston Independent School District – District Improvement Plan 2020-2021

Department Name: Innovation & Postsecondary Programming

Data/ Needs Assessment (include your problem statement and root cause based on your data):

The district provides direct support to campuses to offer postsecondary programs, which include: Advanced Placement, International Baccalaureate, Dual Enrollment, and Dual Credit. The district centrally supports campuses by providing professional/teacher development, Advanced Placement exams, IB exams, TSIA exams, and Dual Credit textbooks at no cost to campuses, students, and families. There are opportunities for students to leverage these postsecondary programming options to earn college credit while in high school. To increase student success, there is a need to provide more direct teacher training and support, vertical alignment between middle school and high school postsecondary opportunities, family and stakeholder awareness of postsecondary programming opportunities, and to strategically use data to inform personalized graduation plans and postsecondary program offerings across the district.

Department Goal 1: Improve student success in postsecondary programs across Houston Independent School District.

Strategic Priority:

1. Expanding Educational Opportunities
2. Ensuring Student Health, Safety and Well-Being
3. Transforming Academic Outcomes
4. Increasing Organizational Efficiency
5. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

- Expanding Educational Opportunities
- Transforming Academic Outcomes
- Cultivating Team HISD Talent

Summative Evaluation (Year-End): AP and IB exam scores and Dual Credit and Dual Enrollment final course grades.

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Increase the percentage of students receiving qualifying scores on AP and IB exams.	Direct teacher support and training at the campuses to increase the level of academic rigor in advanced courses.	August 2020-July 2021	Postsecondary Programming Department AP Exams-\$1.5 Million IB Exams-\$500,000	Postsecondary Programming Director, Managers, and Specialists	Student feedback surveys; Teacher PLC surveys; AP Classroom Progress Dashboard, and student progress reports.			
	Teachers will attend the AP Institute or IBO Category 1 workshops,	August 2020-July 2021	Postsecondary Programming Department	Postsecondary Programming Director,	Student feedback surveys; Teacher PLC surveys; AP			

	and district professional development throughout the year, including monthly AP and IB teacher district PLCs.		<p>APSI annual Costs-\$60,000</p> <p>IB annual training-\$50,000</p> <p>AP/IB PLCs-\$60,000 for Lead Teacher Stipends to facilitate PLCs.</p>	Managers, and Specialists	Classroom Progress Dashboard, and student progress reports.			
Maintain or increase the percentage of students earning a qualifying grade in dual credit and dual enrollment courses	Dual Credit teachers will attend HCC's Rigor Institute, while Dual Enrollment teachers will receive training from the University of Texas (UT). District professional development will be provided throughout the year for Dual Credit leaders.	August 2020-July 2021	Postsecondary Programming Department HCC and University of Texas	Postsecondary Programming Director, Managers, and Specialists	Coordinator, teacher, and student surveys. Progress reports from HCC and UT.			
	Direct campus and teacher support.	August 2020-July 2021	Postsecondary Programming Department	Postsecondary Programming Director, Managers, and Specialists	Campus visit logs, student progress reports from HCC and UT.			
	Provide students access to textbooks to support mastery of coursework.	August 2020-July 2021	<p>Postsecondary Programming Department</p> <p>\$200,000-Textbooks</p>	Postsecondary Programming Director, Managers, and Specialists	Inventory Tracking and teacher feedback.			

Department Goal 2: Increase the number of students meeting College, Career, and Military Readiness (CCMR) indicators via Postsecondary Programming.

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Increase the number of students meeting CCMR.	Teacher Professional Development, Student Saturday Academies, Administration of the full Suite of SAT exams to grades 8-12. Promote Khan Academy Student usage for Official SAT Practice. Train campus staff to administer the TSIA. Collaborate with campuses to develop strategic data-informed postsecondary plans.	August 2020-July 2021	Postsecondary Programming Department SAT School Day- \$400,000 PSAT Exams- \$800,000.	Postsecondary Programming Director, Managers, and Specialists	Student feedback surveys; Teacher surveys; AP Classroom Progress Dashboard, AP Potential, Khan Academy Dashboard, PSAT and SAT exam reports.			
Increase opportunities for vertical alignment from middle school to college level coursework including: Dual Credit, Dual Enrollment, AP, IB	Provide national and district professional development throughout the year; including AP/IB Professional Learning Communities, National History Day event, and Laying the Foundation training for teachers (elementary-high school). Provide AP/IB Saturday Academies for student exam preparation and teacher professional development. Assist	August 2020-July 2021	Postsecondary Programming Department National History Day Competition- \$5,000 AP/IB Saturday Academies- \$5,000-In Person \$2,500- Virtual	Postsecondary Programming Director, Managers, and Specialists	Coordinator, teacher, and student feedback and attendance.			

	National Math & Science Initiative (NMSI) in delivering online Super Saturdays for student AP exam prep and teacher development. Provide Dual Credit, AP Coordinator, and IB coordinator district meetings/trainings.							
	Project Explore Advisors will advise middle school students on college-level coursework opportunities available in middle and high school. Provide district professional development on Postsecondary Programs for Middle School Counselors.	August 2020-July 2021	Postsecondary Programming Department	Project Explore Director, manager, and specialists	Personal Graduation Plans			
Increase the percentage of students completing dual credit English or Math courses or 9 semester credit hours of dual credit	Establish campus-specific plans regarding academic and CTE postsecondary pathways.	August 2020-July 2021	Postsecondary Programming and Career Readiness Department	Postsecondary Programming and Career Readiness Director, Managers, and Specialists	HCC Progress reports and enrollment data.			

Strategic Priority:

1. Expanding Educational Opportunities
2. Ensuring Student Health, Safety and Well-Being
3. Transforming Academic Outcomes
4. Increasing Organizational Efficiency
5. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

- Expanding Educational Opportunities
- Transforming Academic Outcomes
- Cultivating Team HISD Talent

Summative Evaluation (Year-End): PSAT, SAT, ACT, TSIA, AP, IB, exam scores. Dual Credit and Dual Enrollment Course Grades.

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

Strategic Priority:

1. Expanding Educational Opportunities
2. Ensuring Student Health, Safety and Well-Being
3. Transforming Academic Outcomes
4. Increasing Organizational Efficiency
5. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

- Expanding Educational Opportunities
- Transforming Academic Outcomes
- Cultivating Team HISD Talent

Summative Evaluation (Year-End): Course Offerings in 2020-2021 school year; Student participation in postsecondary programs and supports and related assessments

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Increase access to college-level coursework across the district	Postsecondary Programming Department will collaborate with campus leadership teams to create a strategic data-informed postsecondary programming, to ensure students have a variety of opportunities to earn college credit in high school. Our department will provide schools access to testing data, AP Potential, and	August 2020-July 2021	Postsecondary Programming Department	Postsecondary Programming Director, Managers, and Specialists	Postsecondary Plan, AP Potential, testing Data (PSAT, STAAR, TSIA)			

	participation by ethnicity reports.							
	Postsecondary Programming Department will participate in district-wide family and community events on college-level coursework benefits and offerings in HISD high schools, to increase awareness and participation.	August 2020-July 2021	Postsecondary Programming Department	Postsecondary Programming Director, Managers, and Specialists	Parent and student feedback surveys			
High schools will meet all dual credit course and student paperwork deadlines established by postsecondary partners, ensuring students have access to dual credit programs	Dual Credit team will implement summative evaluation of campuses' abilities to meet student onboarding benchmarks.	August 2020-July 2021	Postsecondary Programming Department	Postsecondary Programming Director, Managers, and Specialists	HCC Dual Credit Pacing Calendar			
	Dual credit team will monitor course requests and supporting documents across the district.	August 2020-July 2021	Postsecondary Programming Department	Postsecondary Programming Director, Managers, and Specialists	Smartsheet and HCC progress reports			
Increase number of students (grades 8-11) taking the PSAT & School Day SAT	Provide direct support to campuses to maximize use of Khan Academy throughout the school year. Postsecondary Programming Department will sponsor district-wide promotional campaigns.	August 2020-July 2021	Postsecondary Programming Department \$3,000 – District-Wide Campaign	Postsecondary Programming Director, Managers, and Specialists	College Board reports from K-12 Assessment portal.			
	Provide direct support and training to campus PSAT and SAT Test coordinators.	August 2020-July 2021	Postsecondary Programming Department	Postsecondary Programming Director,	Test Coordinator attendance			

				Managers, and Specialists				
	College & Career Readiness Advisors will provide direct advising to students on the importance of PSAT/SAT exams for postsecondary opportunities.	August 2020-July 2021	Postsecondary Programming Department and College Readiness Department	Postsecondary Programming Director, Managers, and Specialists	College Readiness data and touch points.			
Successfully support schools through IB Candidacy, Verification and/or 5-year Evaluation Process	IB district manager will provide direct support to IB coordinators and campuses to successfully complete the candidacy, authorization, and evaluation, implementation phases.	August 2020-July 2021	Postsecondary Programming Department IB Annual Fees-\$100,000	Postsecondary Programming Director, Managers, and Specialists	Completed documentation for Candidacy and Authorization applications following IBO deadlines with no matters to be addressed.			
	Provide national (IBO) and district professional development for teachers and IB coordinators throughout the year.	August 2020-July 2021	Postsecondary Programming Department IB Training-\$50,000	Postsecondary Programming Director, Managers, and Specialists	Teacher training certificates- 100% of teachers completing Category 1 IB Workshop.			

Houston Independent School District – District Improvement Plan 2019-2020

Department Name: College Readiness

Data/ Needs Assessment (include your problem statement and root cause based on your data):

The College Readiness Department relies on a variety of external systems for its data analysis needs. The below data supports the strategies we have included in our plan to increase student achievement, specifically in the number of students demonstrating college readiness, enrolling in postsecondary education, and receiving financial aid and scholarship offers.

College Applications, Submissions and College Enrollment

- The persistence rate (i.e., the percentage of students who enroll in college and return for a second year) for HISD graduates in the Class of 2017 was 82 percent—a higher rate than other low-income, high minority, urban schools across the nation.
- Fifty-five percent of seniors who graduated in 2019 enrolled in college during the next school year (32% to 4-year and 23% to 2-year institutions).
- For the Class of 2020, 74% of seniors applied to college (53% to a 4 year-program and 46% to 2 year-program).
- College Advisors advised 62% of 2019 seniors. Of these, 90% applied to a college (65% to a 4-year program and 60% to a 2-year program).
- More HISD graduates enrolled in postsecondary institutions in the year after high school in the Class of 2019 (6,179) than the Class of 2018 (6,175). However, the rate of enrollment has dropped slightly. HISD graduates enrolled in postsecondary institutions at 55% in 2019 and 56% in 2018. The drop in enrollment percentage correlates to an increase in the graduating class from 11,025 in 2018 to 11,245 in 2019.
- Compared to the Class of 2015 (before the district advising initiative), 16 HISD high schools had increases in college enrollment and 20 high schools improved the enrollment rate to four-year colleges and universities.
- 571 SPED seniors were advised by a College Readiness Advisor. Of those, 336 applied to college and 233 submitted a FAFSA.

Scholarship and Financial Aid Offers and FAFSA/TASFA Completion*

- Total increase from 2015 to 2019 for number of recorded scholarship and financial aid dollars was \$191,901,269. A 72% increase.
- African Americans increase from 2015 to 2019 for number of recorded scholarship and financial aid dollars was \$34,970,164. A 41% increase.
- Hispanic increase from 2015 to 2019 for number of recorded scholarship and financial aid dollars was \$113,433,661. A 108% increase.
- Asian increase from 2015 to 2019 for number of recorded scholarship and financial aid dollars was \$16,206,616. A 61% increase.
- White increase from 2015 to 2019 for number of recorded scholarship and financial aid dollars was \$25,725,803. A 63% increase.
- Other increase from 2015 to 2019 for number of recorded scholarship and financial aid dollars was \$1,565,025. A 22% increase.

**COVID-19 school closures made it extremely hard for College Advisors to collect 2020 award letters. A department decision was made not to require advisors to collect 'virtually' award letters and to direct their focus to assisting senior complete their FAFSA/TASFA applications.*

FAFSA/TASFA completion increased from 50% in 2016 to 59% for 2020.

Students who were advised by the College Readiness team completed their FAFSA/TASFA at a 73% rate.

Department Goal 1: Leverage technology and summer bridge programs to increase the number of HISD graduate who enroll in and persist once in college.

Strategic Priority:

1. Expanding Educational Opportunities
2. Ensuring Student Health, Safety and Well-Being
3. Transforming Academic Outcomes
4. Increasing Organizational Efficiency
5. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

- Increasing Organizational Efficiency
- Expanding Educational Opportunities

Summative Evaluation (Year-End): Run weekly, monthly, and semester reports on usage; sign in sheets for trainings; monitor attendance in summer bridge program and track enrollment in fall.

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Double the number of HISD graduates participating in HCCS summer bridge programs from 75 in 2019 to 150 in 2021. No data for 2020 since Bridge Programs were canceled b/c of COVID-19.	Using historical data, identify students most likely to benefit from transition programs. Actively recruit starting in the fall and follow up with phone calls, class visits, and text messages.	Fall 2020 through Summer 2021	\$250,000 for CoPilot Funding Source: Houston Endowment Grant. \$330,000 for Naviance: Funding Source: CTE centralized funds.	Director, Senior Manager, Managers, and Advisors.	Student Surveys given at end of bridge programs; National Student Clearing House Data.			
The percent of HISD graduates who return to a second year of college after enrolling will increase from 82% to 85%.	Will assign 5 advisors to work with students at high enrollment college and universities; deploying former graduates to act as mentors.	Spring & Summer 2019.		Director, Senior Manager, Managers, and Advisors.	National Student Clearing House Data			

We will increase the number of graduates deemed 'at-risk-for-summer-melt' who receive targeted advising through the summer and into their first year from 90% (1,873 targeted /1,681 received direct advising) to 93%	Identify students likely to melt using historical data; advise highest priority students via phone or in person; send bi-weekly text messages; assign advisors to monitor and respond to text.	Summer 2020		Director, Senior Manager, Managers, and Advisors.	Reports run in CoPilot data tracking/texting platform.			
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Department Goal 2: Implement a comprehensive college advising strategy for students through high school graduation.

Strategic Priority:

1. Expanding Educational Opportunities
2. Ensuring Student Health, Safety and Well-Being
3. Transforming Academic Outcomes
4. Increasing Organizational Efficiency
5. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

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

Summative Evaluation (Year-End): Run weekly, monthly, and semester reports on usage; sign in sheets for trainings; monitor attendance in summer bridge program and track enrollment in fall.

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes /Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
76% of the Class of 2021 seniors will have applied to either a 2 or 4 year college. 54% to a 4-year program and/or 49% to a 2-year program. This compares to 75% overall application rate for 2020	Team of centrally trained College and Career Readiness Advisors assigned to high schools. We added 4 additional advisors to	Application workshops starting September through December	Houston Endowment Grant & General Matching Funds. \$2.7 Million for 45 advisors.	Director, Senior Manager, Managers, and Advisors.	Administrative reports in Naviance and CoPilot will be used to monitor student progress and access to information and			

seniors with 53% applying to 4-year and 48% applying to 2-year.	<p>better support Latinx and African-American seniors at campuses where students of color enroll in college at a lower rate than their peers at other high schools.</p> <p>Targeted advising of seniors (underrepresented minorities/lower income students) identified as traditionally less likely to attend college by the College Readiness team.</p>				applications for admissions, financial aid, and scholarships.			
57% of Houston ISD 2020 graduates will enroll in a college or university within one year of graduating from HISD (compared to 55% for class of 2019) with a targeted increase from 23% to 24% enrolling in two-year institutions	College Readiness awareness events and enrichment programs, including TACRAO fairs, Black College Expo, Top Tier College Night, International DREAMERS Summit, and National Hispanic Institute.	"Advising begins the first week of school and continues through the end of June. Application benchmarks are created each week and shared among the three teams. Action plans are		"Director, Senior Manager, Managers, and Advisors.	Annual reporting from the National Student Clearinghouse Student Tracker program will be used to measure efficacy of improvement strategies. Application rates will be tracked on an ongoing basis through Apply Texas, and our CoPilot platform.			

		implemented for those schools or student sub-population sets who need attention.						
75% of sophomores and juniors who receive direct advising will demonstrate an increase in their likelihood to attend college or pursue career training after high school.	More intentional outreach to campus staff, such as teachers, to increase awareness of the college-going processes. Targeted advising of sophomores and juniors whose demographic and academic profiles indicate decreased likelihood of enrolling in college without directed support.	September through May		Director, Senior Manager, Managers, and Advisors.	"Trainings will be monitored through attendance and participation logs. Expenditures will be monitored through budget spreadsheets, contracts, invoicing, and financial reports.			
75% of campus students enrolled in an AVID elective course will demonstrate a stronger likelihood to enroll in a post-secondary institution or career training after graduation from high school.	Students exposed to AVID curriculum have improved grades and are exposed to rigorous, college-level courses (i.e. AP, IB, dual credit, CTE) and other activities that lead to increased leadership skills and motivation.	Sept. 2020 – June 2021	WICOR, AVID Summer Institute, Elevate XP, Collaborative Structures, Higher Level Thinking, & Planning Tools Annual Membership Fee per school \$2,490.	AVID Site Visits, Demonstration Schools, Site Team Planning/Evaluation Committee				

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

Strategic Priority: <ol style="list-style-type: none"> 1. Expanding Educational Opportunities 2. Ensuring Student Health, Safety and Well-Being 3. Transforming Academic Outcomes 4. Increasing Organizational Efficiency 5. Cultivating Team HISD Talent 	List the Strategic Priority(ies) this Goal Addresses: <ul style="list-style-type: none"> • Expanding Educational Opportunities • Ensuring Student Health, Safety and Well-Being • Transforming Academic Outcomes • Increasing Organizational Efficiency • Cultivating Team HISD Talent
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Summative Evaluation (Year-End): TASFA/FAFSA completion report run through CoPilot will be used. Percent FAFSA/TASFA submitted will be based on 2019 summer graduating class. Advisor will input a summary of each student interaction in CoPilot. We will run a TASFA/FAFSA completion report on students advised.

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
The amount of scholarship and financial aid offers to HISD students will increase from \$456,821,000 (2019) to \$470,526,000 (in 2021). Data for 2020 is skewed because college advisors had limited access to seniors to collect award letters.	A series of professional development trainings targeting financial aid will be provided by university financial aid officers and HISD trained college readiness/success/Emerge managers.	September through May Professional Development Meetings (College Institutes)	HISD FAFSA webpage. FAFSA/TASFA workshops during Parent Universities. Cost for Department Goal 3 are included in Department Goals 1 & 2.	Director, Senior Manager, Managers, and Advisors.	Weekly reports run from the CoPilot Platform will be used to measure efficacy of improvement strategies.			
The percent of students completing the FAFSA/TASFA will increase by a 6 percentage point increase for class of 2020 from 59% to 65%	A summit for HISD international students is planned in December to assist this subpopulation of students with their TASFA applications.	HISD will host a FAFSA event on October 1th to increase FAFSA	HISD HUB landing page will have relevant college readiness and financial aid/scholarship information	Director, Senior Manager, Managers, and Advisors.	Trainings of College Access Coordinators, Success Managers/Advisors, and Emerge Program managers will be			

	The department will visit campuses to provide ongoing FAFSA support. In October, the department will host a FAFSA event to increase FAFSA completion.	completion rates.	<p>posted weekly.</p> <p>HISD DACA/DREAMER Website for information for refugee and immigrant students.</p> <p>Youth empowerment summit to assist foster and homeless students complete the TASFA/FAFSA.</p> <p>Virtual FAFSA/TASFA completion roadshows at each high school along with three district wide family FAFSA/TASFA info nights and individual virtual FAFSA/TASFA info senior nights.</p> <p>Dr. Lathan will also promote with a FAFSA PSA.</p>		monitored through attendance and satisfaction surveys.			
Students who were advised by a college and career readiness advisor	Weekly FAFSA/TASFA completion reports will be reviewed by the	HISD will host the DREAM	CoPilot is a tracking platform used	Director, Senior Manager,	Weekly reports run from the CoPilot Platform			

will increase their completed FAFSA/TASFA rate by 3 percentage point increase, from 73% to 76%	department and shared with campus and district leadership. Action plans will be developed for struggling campuses and sub-populations.	summit for HISD international students in December.	by campus staff campus to track FAFSA completion at the student level. Counselors can filter to specific student groups and send out targeted communications via a texting platform.	Managers, and Advisors.	will be used to measure efficacy of improvement strategies.			
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Houston Independent School District – District Improvement Plan 2020-2021

Department Name: Career & Technical Education

Data/ Needs Assessment (include your problem statement and root cause based on your data):

The Career and Technical Education department primarily works with educators who have come directly from industry and thus need pedagogical supports to effectively deliver instruction in the classroom.

Department Goal 1: The CTE department will provide individualized instruction for new and experienced teachers on pedagogy and best instructional practices based on classroom observations and campus requests by May 2021 to address academic and workforce skill development in students in at least 5 high need campuses.

Strategic Priority:

1. Expanding Educational Opportunities
2. Ensuring Student Health, Safety and Well-Being
3. Transforming Academic Outcomes
4. Increasing Organizational Efficiency
5. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

- Expanding Educational Opportunities
- Transforming Academic Outcomes
- Cultivating Team HISD Talent

Summative Evaluation (Year-End): The Career and Technical Education department will collect data via survey from instructors and administrators regarding services received and its impact on instruction.

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
CTE department staff will visit classrooms at least 1 time monthly and observe instructional practices and provide informal feedback and recommendations to teachers.	Minimum scheduled meetings with campuses are planned and documented on calendars monthly.	Ongoing August – June	CTE Centralized Budget, CTE Perkins Grant, Career Readiness \$340,000	CTE Specialist, CTE Managers, Sr. Managers, CTE Director	A survey from instructors and administrators regarding services received and its impact on instruction. Data Analytics based on follow up letters and evaluations			

CTE department staff will provide at least one opportunity for developing teachers as specified by campus administrators, to attend in state professional development on various instructional strategies during the school year and summer 2020.	Professional Development Calendars are distributed and created monthly including but not limited to pedagogy, industry standards and upskilling, and industry-based certifications.	Ongoing August – August	CTE Centralized Budget, CTE Perkins Grant, Career Readiness \$75,000	CTE Specialist, CTE Managers, Sr. Managers, CTE Director	A survey from instructors and administrators regarding services received and its impact on instruction. Data Analytics based on follow up letters and evaluations			
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Department Goal 2: The CTE department will work with campuses to increase the number of industry-based certifications earned by students by 2% by the summer of 2021.

Strategic Priority:

1. Expanding Educational Opportunities
2. Ensuring Student Health, Safety and Well-Being
3. Transforming Academic Outcomes
4. Increasing Organizational Efficiency
5. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

- Expanding Educational Opportunities
- Transforming Academic Outcomes
- Cultivating Team HISD Talent

Summative Evaluation (Year-End): Data tracking for Industry based certifications, performance measures by students and teachers.

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
The CTE department will provide ongoing professional development aligned to industry-based certification content.	Professional Development Calendars are distributed and created monthly including but not limited to pedagogy, industry standards and upskilling, and	Ongoing August – August	CTE Centralized Budget, CTE Perkins Grant, Career Readiness \$75,000	CTE Specialist, CTE Managers, Sr. Managers, CTE Director	Data tracking for Industry based certifications, performance measures by students and teachers.			

	industry-based certifications.				A survey from instructors and administrators regarding services received and its impact on instruction. Data Analytics based on follow up letters and evaluations			
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.	The CTE department will have specialist, curriculum and programming managers work with industry stakeholders to provide services needed to meet the outlined objectives.	Ongoing August – August	CTE Centralized Budget, CTE Perkins Grant, Career Readiness \$650,000	CTE Specialist, CTE Managers, Sr. Managers, CTE Director	Data tracking for Industry based certifications, industry stakeholder reviews and evaluations, and performance measures by students and teachers.			

Department Goal 3: Implement a planned approach ensure that every student commits to a post-secondary plan by their senior year.

Strategic Priority:

1. Expanding Educational Opportunities
2. Ensuring Student Health, Safety and Well-Being
3. Transforming Academic Outcomes
4. Increasing Organizational Efficiency
5. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

- Expanding Educational Opportunities
- Transforming Academic Outcomes

Summative Evaluation (Year-End): Review of and completion of Post -Secondary plan

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Implement a planned approach ensure that every student commits to a post-secondary plan by their senior year.	The initiative “Every student must commit” to a post-secondary plan. 100% of graduating seniors will have completed steps to their own post-secondary goals. Students will complete a survey mid-year with the CTE advisors to review options and develop a post-secondary action plan and next steps.	AUGUST-JULY	CTE Centralized Budget, CTE Perkins Grant, Career Readiness \$550,000	CTE Advisors, CTE Managers, Sr. Managers, CTE Director	Evaluation performed by CTE advisors on senior students to determine if they have committed to a post-secondary plan and has worked with the advisors to determine next steps. The advisors will use the existing PGP to help formulate plans with students who are undecided.			

Department Goal 4: The Career and Technical Education department will increase the number of conferences that department staff will provide career readiness presentations to multiple stakeholder groups by 5%.

Strategic Priority:

1. Expanding Educational Opportunities
2. Ensuring Student Health, Safety and Well-Being
3. Transforming Academic Outcomes
4. Increasing Organizational Efficiency
5. Cultivating Team HISD Talent

List the Strategic Priority(ies) this Goal Addresses:

- Expanding Educational Opportunities
- Transforming Academic Outcomes

Summative Evaluation (Year-End): Review of and completion of Post -Secondary plan

Measurable Performance Objectives	Strategy	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Implement a professional learning series and engage in local, regional, and state professional development activities.	Engage Career and Technical Education specialist, teachers, and professionals to provide cross collaborative professional learning opportunities to critical stakeholders.	AUGUST-JULY	CTE Centralized Budget, CTE Perkins Grant, Career Readiness \$50,000	CTE Advisors, CTE Managers, Sr. Managers, CTE Director	Continue to monitor and provide survey results issued by the CTE division as well as that provided by our collaborating partners.			