

HOUSTON INDEPENDENT SCHOOL DISTRICT



DISTRICT IMPROVEMENT PLAN 2017-2018

HOUSTON INDEPENDENT SCHOOL DISTRICT

2017-2018 District Improvement Plan

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HOUSTON INDEPENDENT SCHOOL DISTRICT

2017-2018 DISTRICT IMPROVEMENT PLAN

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District Overview and Districtwide Student Assessment Data

The Houston Independent School District (HISD) exists to strengthen the social and economic foundation of Houston by assuring its youth the highest-quality elementary and secondary education available anywhere. The district serves almost 215,000 students and encompasses 333 square miles within greater Houston. Comprised of 284 campuses, HISD is the seventh largest public school system in the nation and the largest in Texas. Most schools are organized into five area offices, each supervised by an area superintendent. The five area offices support schools based on their geographic location in the district —north, northwest, south, east, or west. A second group of schools, also led by an area superintendent, is under ACHIEVE 180. ACHIEVE 180 is a research-based action plan to support, strengthen, and empower underserved and underperforming HISD feeder pattern communities to increase student achievement. The final group of schools is the Superintendent's Schools. These are ten schools that have remained on the state's "Improvement Required" list for five or more years. Thirty school support officers report to the area superintendents. They provide leadership to principals, align resources and support for teachers, and ensure that the district is providing 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 duplication of services, and maintain compliance with both federal and state requirements.

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

Our vision is that every child shall have equitable opportunities and equal access to an effective and personalized education in a nurturing and safe environment. Our students will graduate as critical thinkers and problem solvers; they will know and understand how to be successful in a global society. HISD is a global district in a global city. We place an emphasis on ensuring our students graduate ready for the world – possessing the characteristics they need to be successful in college and to compete in today's global workforce.

HISD's goals include: Goal 1) the percentage of students reading and writing at or above grade level for grades 3 through English II will increase by 3 percentage points annually between spring 2017 – and spring 2020. Goal 2) The percentage of graduates meeting the Global Graduate standards will increase 3 percentage points annually per year from the 2017 baseline up to 85% by 2022. Goal 3) Among students who exhibit below satisfactory performance on state assessments, the percentage who demonstrate at least one year of academic growth will increase 3 percentage points annually in reading and math between spring 2017 and spring 2020.

2017 STAAR Student Performance, Grades 3-8

In 2017, there were two versions of the STAAR exams offered to students in grades 3–8:

- STAAR is available to all students in grades 3–8 who do not qualify for the STAAR Alternate 2 assessment. A Spanish version is available for grades 3-5.
- The STAAR test now includes accessibility features and designated supports for students. Subsequently, the STAAR L (Linguistically Accommodated) and STAAR A (Accommodated) test versions are no longer administered.
- To comply with HB 743, the Texas Education Agency (TEA) shortened each STAAR test in grades 3–8 by 5 to 14 questions. The reductions did not change the tested curriculum, scale scores, or performance standards.
- STAAR Alternate 2 (STAAR Alt. 2) is an assessment for students in grades 3–8 who have significant cognitive disabilities and are receiving special education services

STAAR K–8 Key Findings:

- The percentage of HISD students scoring at or above the Approaches Grade Level Standard increased from 2016 to 2017 in Mathematics and Science; decreased in Reading, and stayed the same in Writing and Social Studies (STAAR English only).
- HISD’s performance at or above the Approaches Grade Level Standard is lower than that of the state across all subjects and grade levels. (STAAR English only).
- HISD showed increases in ten of seventeen grade/subject assessments while the state showed improvements in nine grade/subject assessments at or above the Approaches Grade Level Standard (STAAR English only).
- The percentage of HISD students scoring at or above the Meets and Masters Grade Level Standards increased from 2016 to 2017 in Reading, Mathematics, Science, and Social Studies but decreased in Writing (STAAR English and Spanish combined).
- The district had higher percentages of Asian and White students scoring at or above the Approaches Grade Level Standard than African-American or Hispanic students across all grade levels and subjects. The gaps have closed slightly in Mathematics and Science, remained mostly the same in Reading and Writing, and increased slightly in Social Studies (STAAR English and Spanish combined).
- The percentage of Economically Disadvantaged students in grades 3–8 combined scoring at or above the Approaches Grade Level Standard decreased in Reading and Writing, stayed the same in Social Studies, and increased in Mathematics and Science between 2016 and 2017. Over the same period, the percentage of Economically Disadvantaged students in grades 3–8 combined scoring at or above the Meets and Masters Grade Level Standards increased in Reading, Mathematics, Science, and Social Studies (STAAR English and Spanish combined).

STAAR End-of-Course (EOC)

All five STAAR EOC assessments required for graduation—Algebra I, Biology, English I, English II, and U.S. History—are administered at the end of the first semester (fall), at the end of the second semester (spring), and in the summer, giving students three testing opportunities each year.

- In Spring 2017, HISD students took nearly 78,000 STAAR End-of-Course (EOC) assessments in the following five subjects: Algebra I, Biology, English I, English II, and U.S. History. In general, students must pass the five STAAR EOC assessments in order to earn a high school diploma from a Texas public or charter school, as required in Texas Education Code (TEC) 39.025.
- Of the nearly 78,000 STAAR EOC assessments taken by HISD students, about 13,000 (17%) were retesters. English I and English II had the most retesters (4,727 and 3,671 respectively), while U.S. History had the fewest retesters (541).

HISD Graduation and Dropout Rates with Exclusions (State Accountability): Class of 2016

- Out of 11,858 students in the class of 2016, 9,543 (80.5 percent) graduated. The graduation rate for the class of 2016 was 1.5 percentage points lower than the rate for the class of 2015. This is the district’s largest cohort and largest number of graduates during that period but the lowest graduation rate since 2011 using the state calculations.

- Among the four major ethnic groups in the class of 2016, Asian students had the highest graduation rate (94.5 percent), followed by White students (81.2 percent), Hispanic students (80.3 percent), and African American students (78.8 percent). The graduation rate for Asian students increased by 0.4 percentage points, while the graduation rate for African American, Hispanic, and White students decreased by 0.5, 1.6, and 3.6 percentage points, respectively.
- The longitudinal dropout rate for the class of 2016 was 12.6 percent (based on 1,500 dropouts), 1.7 percentage points higher than the dropout rate for the class of 2015. African American students had the highest longitudinal dropout rate (14.8 percent) among the major ethnic groups, followed by Hispanic students (12.4 percent) and White students (12.3 percent). Asian students had the lowest longitudinal dropout rate (1.4 percent). The dropout rates for White, Hispanic, and African American students were, respectively, 4.6, 2.0, and 0.4 percentage points higher than the rates for the class of 2015. The dropout rate for Asian students decreased by 1.9 percentage points.
- The graduation rate for 8,327 Economically Disadvantaged students in the class of 2016 was 80.4 percent, a decrease of 1.7 percentage points over the class of 2015. The longitudinal dropout rate for Economically Disadvantaged students was 12.6 percent, an increase of 1.1 percentage points over the class of 2015.
- The graduation rate for 1,470 students in the class of 2016 identified as Ever English Language Learners in high school (Ever ELL in HS) was 58.0 percent, a decrease of 2.4 percentage points over the class of 2015. The longitudinal dropout rate for Ever ELL students was 24.5 percent, an increase of 5.7 percentage points over the class of 2015.
- The graduation rate for 1,001 students in the class of 2016 identified as Students with Disabilities (SWD) was 68.6 percent, a decrease of 1.5 percentage points over the class of 2015. The longitudinal dropout rate for SWD students was 19.4 percent, an increase of 2.6 percentage points over the class of 2015.

HISD Class of 2016 Grade 9 Cohort without Exclusions (Federal Accountability)

- The graduation rate used for federal accountability purposes was 77.9 percent for the class of 2016, a decrease of 1.4 percentage points over the class of 2015.
- The longitudinal dropout rate for all students increased by 1.4 percentage points, from 12.3 percent in 2015 to 13.7 percent in 2016.

Elementary Curriculum and Development

Elementary Curriculum and Development honors gains in grades 3–5 mathematics, grade 5 reading, and grade 5 science scores, it is acknowledged that more work needs to be done around reading and writing. In response to the grades 3–5 STAAR Reading and Writing results, Elementary Curriculum and Development will implement the following actions to support campuses and increase student achievement:

- Plan and provide ongoing Literacy By 3 training for campus principals and instructional leaders. This work will center around Literacy By 3 best practices, increasing teacher capacity, and providing effective coaching and feedback;
- Continue to provide Writer’s Workshop, particularly in Grades K–2, in an effort to build teacher capacity in the area of writing instruction.
- Actively participate in weekly literacy observation walks to provide prescriptive feedback and determine next steps;
- Strategically address and support campuses that have recently been removed from Improvement Required (IR) status;
- Develop and implement a plan of support for campuses that, based on STAAR 2017 results, are in danger of becoming IR; and
- Teach, model, and practice complex thinking and vocabulary development through the use of authentic literature and open-ended questions.

The K-12 Fine Arts team will develop district-wide music, theater, visual arts, and dance curriculum as well as robust fine arts professional development offerings.

Additionally, a three-year strategic plan to implement high-quality and equitable access to fine arts programming will be produced to inform future planning.

Secondary Curriculum and Development

While the Secondary Curriculum and Development team celebrates gains in mathematics, grade seven reading and writing, and grade eight science, it is acknowledged that more work needs to be done around literacy interventions for students reading below grade level in middle schools. Literacy in the Middle work will continue in grades six, seven, and eight to support teachers as they differentiate instruction for learners at all levels. While students scoring at the Meets Grade Level and Masters Grade Level standards are showing growth, students who need interventions will need sustained, consistent strategies to address gaps, and this will take time. Curriculum for middle school students will be updated to increase resources for intervention, continue to promote best mathematics practices with calculators, and provide teachers with guides to set up differentiated learning environments in all core content areas.

The Office of Special Education Services will continue to meet the needs of schools and students by:

- Providing targeted instructional support to campus-based special education personnel that is specific to implementing special education services for students with disabilities;
- Providing targeted support to special education teachers with the development of Individualized Education Programs that are aligned with grade level curriculum (Texas Essential Knowledge and Skills);
- Creating a Full and Individualized Evaluation (FIE) summary page to inform teachers of students' cognitive strengths and instructional strategies to support those strengths;
- Supporting teachers with providing accommodations with fidelity; and
- Implementing restorative discipline practices for students with and without disabilities to increase student engagement and participation in academic opportunities.

SAFETY AND ENVIRONMENT

HISD's policy is that all students and employees shall be free from bullying and sexual harassment, including violence in students' relationships. All charges of bullying, sexual harassment, and dating violence are taken very seriously. The district makes every reasonable effort to handle and respond to every charge and complaint filed by students and employees in a fair, thorough, and just manner. Every reasonable effort is made to protect the due process rights of all victims and alleged offenders.

Goal:

HISD campuses, and the district as a whole, will reduce the number of Level II-IV disciplinary offenses and reduce the number of reported bullying instances. The departments of Federal and State Compliance, Counseling and Guidance, Student Assistance, Social and Emotional Learning and Professional Support and Development provide support for the following strategies.

Improvement Strategies:

A counselor or administrator who receives a report of bullying, sexual harassment, or dating violence will address the issue, in a private meeting, with the student who was the target of the reported behaviors. Allegations and motives of bullying will be kept in the HISD data system. In addition, HISD has taken the following proactive prevention actions regarding bullying for the 2017–2018 school year:

- Mandatory safety and bullying awareness training for all employees through OneSource;
- Mandatory principal-led faculty training on anti-bullying prevention and proper campus interventions;
- Additional teacher on-line modules to facilitate a deep understanding of the different types of bullying (physical, emotional, cyber) and techniques to curtail campus bullying incidents;
- 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;
- Classroom Management and Culture Institute (new teachers);
- Saturday Touch Point sessions that focused on positive behavioral interventions and supports;
- Development of the bullying awareness course that provided teachers with a blended learning experience (90-minute session facilitated by campus leaders and a six-hour online course);
- Elementary counselors provide additional campus face-to-face trainings, as requested, and distribute conflict resolution and anti-bullying student materials to schools;
- During the first week in February, the district hosts an anti-bullying week where several community professionals are made available to provide campus assemblies regarding bullying prevention. In addition, schools are provided a list of fun activities to implement that have proven to be effective in the prevention of bullying issues on campus.

Responsible Staff: Student Support Services, Counseling and Guidance and Professional Support & Development

District Improvement Plan: Building on this general overview, what follows are detailed plans from specific departments-and the strategies being implemented to address student needs.

ELEMENTARY CURRICULUM AND DEVELOPMENT

DEPARTMENT NAME: Elementary Curriculum and Development

NEEDS ASSESSMENT/DATA REVIEW:

The mission of the Elementary Curriculum and Development Department is to provide a viable and rigorous curriculum aligned to state and national standards coupled with research-based best practices and high-quality professional development leading to the growth and success of all students. The elementary curriculum is supported by best practices for instruction and formative assessment to advance student learning in a college and career ready culture.

While the Elementary Curriculum and Development team celebrates gains in grades 3–5 mathematics, grade 5 reading, and grade 5 science scores, it is acknowledged that more work needs to be done around early literacy, and grades 3–5 reading and writing. In response to the grades 3–5 STAAR Reading and Writing results, Elementary Curriculum and Development will implement the following actions to support campuses and increase student achievement:

- Plan and provide ongoing Literacy By 3 training for campus principals and instructional leaders. This work will center around Literacy By 3 best practices, increasing teacher capacity, and providing effective coaching and feedback;
- Continue to provide Writer’s Workshop, particularly in Grades K–2, in an effort to build teacher capacity in the area of writing instruction;
- Actively participate in weekly literacy observation walks to provide prescriptive feedback and determine next steps;
- Strategically address and support campuses that have recently been removed from Improvement Required (IR) status;
- Develop and implement a plan of support for campuses that, based on STAAR 2017 results, are in danger of becoming IR; and
- Teach, model, and practice complex thinking and vocabulary development through the use of authentic literature and open-ended questions.

While a large number of elementary campuses saw student achievement increases in 2016–2017 and are no longer identified as an Improvement Required (IR) campus, there is much more work to be done. HISD continues to address literacy deficits through our *Literacy By 3* initiative—a systemic, long-term strategy to instill a basic skill that can make the difference between lifelong learning and achievement or a lifetime of frustration and failure. The National Research Council links students who fall behind early to future failure: Any child who is not reading on grade level by the end of third grade is unlikely to graduate from high school.

DEPARTMENT NAME: Elementary Curriculum and Development
STUDENT GOAL: Goal 1: Percent of students reading and writing at or above grade level for grades three through English II will increase by three percentage points annually between spring 2017 and spring 2020. Goal 2: The percentage of graduates meeting the Global Graduate standards will increase three percentage points annually per year from the 2017 baseline up to 85% by 2022. Goal 3: Among students who exhibit below satisfactory performance on state assessments, the percentage who demonstrate at least one year of academic growth will increase three percentage points annually in reading and math between spring 2017 and spring 2020.
MEASURABLE PERFORMANCE OBJECTIVE: By June 2018, the percent of students reading and writing at or above grade level for grades three through eight will increase by three percentage points.
SUMMATIVE EVALUATION: End of year summary student achievement reports will show that among students who exhibit below satisfactory performance on state assessments, the percentage who demonstrate at least one year of academic growth will increase three percentage points.

Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title I, II, III or IV, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
Establish a K-12 Fine Arts Curriculum and Professional Development Framework	Curriculum Officer, Fine Arts Director, Fine Arts Curriculum Specialists	GF1	August 2017-June 2018	Campus Visitation Logs (CVLs), school leader and teacher qualitative survey data, and the development of a Fine Arts Strategic Plan
Implement Achieve 180 pillars on multi-year IR Elementary Campuses	Curriculum Officers, Directors, and Teacher Development Specialists	Title II Elementary Teacher Development Specialists	August 2017–June 2018	Teacher Development Specialists’ Campus Visitation Logs (CVLs), school leader and teacher qualitative survey data, formative assessments
Implement a K-12 Universal Screener for Reading and Mathematics	Curriculum Officers, Student Assessment, Research and Accountability, and Schools Office	General Fund Renaissance 360 for Professional Development and Software Licenses	August 2017–June 2018	Beginning, Middle, and End of Year diagnostic summary reports.

Increase reading student achievement eliminate literacy achievement gaps and through the implementation of the Literacy By 3 balanced approach to reading framework	Curriculum Officer, Literacy Director, School Support Officers, and Teacher Development Specialists	Title I and Title II HISD Curriculum, Scholastic Leveled Bookroom, Classroom Libraries, Curriculum and Teacher Development Specialists, Renaissance 360, myON, Innovations for Learning	August 2017–June 2018	Beginning, Middle, and End of Year diagnostic Universal Screener summary reports, Benchmark Running Records, and principal and teacher surveys.
Implement and expand the Writer’s Workshop framework	Elementary Literacy Director Elementary ELA/SLA Curriculum Director	General Fund and Title II HISD Curriculum, mentor texts, Curriculum and Teacher Development Specialists	August 2017–June 2018	ELA/SLA assessments, student writing samples and portfolios
Provide dual language curriculum expanded to grade 3 along with ongoing teacher training and collaboration with Multilingual	Elementary Curriculum Directors Elementary Dual Language Teacher Development Specialist Manager	Title III Dual Language Curriculum, English and Spanish instructional resources, and Dual Language Teacher Development Specialists	August 2017–June 2018	PK CIRCLE assessment, K–5 Renaissance 360 Data, K–5 Benchmark Running Records, and Grades 1–5 ELA/SLA formative assessments
Provide high-quality instructional resources, increase teacher qualifications through ongoing professional development, and expand early childhood family and community engagement opportunities	Early Childhood Curriculum Director, Curriculum Specialists, and HIPPY Managers	General Fund and Title II HISD Curriculum, instructional resources, teacher training, and family and community engagement.	August 2017–June 2018	PK CIRCLE Assessment data and PK Teacher Certification Data

SECONDARY CURRICULUM AND DEVELOPMENT

DEPARTMENT NAME: Secondary Curriculum and Development

NEEDS ASSESSMENT/DATA REVIEW:

While some gains are reported in 2016–2017 secondary STAAR data, we know that further work needs to be done to close achievement gaps, address sub-populations, and build student literacy in grades 6–12.

To address the large number of secondary students reading below grade level in our secondary schools, literacy in grades 6–12 remains a key focus area for the 2017-2018 school year. 2016-2017 reading screener data (both Istation and SRI) showed that approximately 60% of all secondary students read below grade level. Literacy in the Middle, for grades 6–8, continues to address teacher training, classroom materials, and leadership support for best literacy practices in read alouds, independent reading, writing, and small group instruction. Additionally, the Literacy Empowered initiative has provided classroom libraries for high school English Language Arts and Social Studies teachers and resources and training for all 4-core teachers to embed best practices into rigorous instruction through independent reading, writing across the content areas, and discourse.

Through a research partnership with the Research and Accountability team, we are realizing the role that technology/PowerUp can play in closing achievement gaps and building literate Global Graduates. Preliminary reports suggest that the high school laptop initiative, PowerUp, could contribute to the closing of achievement gaps. With equitable technological access to all high school students, and a library full of digital content aligned to state standards, students have increased opportunities to make choices in their learning. This assists with differentiated approaches to learning in high school classes, therefore growing all students. Follow-up data analysis will be done in 2017–2018 to determine what effects technology has on closing achievement gaps. Additionally, other strategies will continue to be explored in the area of differentiated instruction and student-centered learning.

An increase in job-embedded coaching for teachers and professional development support in instructional planning and data analysis are needed in Achieve 180 schools to help the schools come out of (and stay out of) Improvement Required status. Additionally, content development with core secondary teachers will be a priority to address the needs of new or struggling teachers at Achieve 180 campuses.

DEPARTMENT NAME: Secondary Curriculum and Development
STUDENT GOAL: All students will read and write at or above grade level.
MEASURABLE PERFORMANCE OBJECTIVE: The percentage of students reading and writing at or above grade level for grades six through English II will increase by three percentage points annually between Spring 2017 and Spring 2020.
SUMMATIVE EVALUATION: STAAR assessments in reading and writing will show increases.

Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title I, II, III or IV, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
<p>Literacy in the Middle Resources and Training (read alouds, small group instruction, independent reading, and writing)</p> <p>Literacy Empowered Resources and Training (independent reading, writing across the content areas, student discourse)</p>	<p>Director of Secondary Literacy</p> <p>Director of Secondary Mathematics</p> <p>Director of Secondary English/Language Arts</p> <p>Director of Secondary Social Studies</p> <p>Director of Secondary Science</p> <p>Director of Instructional Technology</p>	<p>General Funds (GF) and Title-Funded Staffing and Resources (Teacher Development Specialists, Curriculum Specialists, Curriculum Directors)</p>	<p>June 2017–May 2020</p>	<p>Reading screener data (lexile growth)</p> <p>District formative assessment growth</p> <p>Growth on common writing assignments</p> <p>Implementation of Literacy in the Middle or Literacy Empowered strategies at all secondary campuses</p>
<p>Job-embedded coaching at IR campuses through teacher development specialist support to increase student literacy and bring all HISD schools out of IR (Improvement Required) status</p>	<p>(All) Officer of Secondary Curriculum and Development</p> <p>Directors of Secondary Mathematics, English/Language Arts, Science, Social</p>	<p>GF and Title-Funded Staffing and Resources (Teacher Development Specialists, Curriculum Specialists, Curriculum Directors)</p>	<p>August 2017–June 2018</p>	<p>Formative assessment growth</p> <p>Teacher retention</p> <p>Literacy growth (universal screener data Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY))</p>

<p>Master Course guidance for curriculum and instructional support at all campuses</p> <p>District-wide teacher training in best practices for all secondary campuses (Saturdays, Evenings, Virtual, and Summer)</p>	<p>Studies, Literacy, Digital Learning & Resources and Instructional Technology</p>	<p>Grant funds for teacher training stipends.</p>		
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DEPARTMENT NAME: Secondary Curriculum and Development
STUDENT GOAL: All students will develop as Global Graduates.
MEASURABLE PERFORMANCE OBJECTIVE: The percentage of graduates meeting the Global Graduate (postsecondary readiness*) standards will increase four percentage points annually per year from the Class of 2015 rate of 69.9% up to 90% by 2022.
SUMMATIVE EVALUATION: Growth in Global Graduate competencies.

Strategies	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title I, II, III or IV, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
Training for teachers, leaders and CITs (Campus Instructional Technologists) in the following areas:	Director of Instructional Technology	GF and Title-Funded Staffing and Resources (Teacher Development Specialists,	August 2017-June 2018	Pedagogical growth as noted during classroom walkthroughs using the Technology Integration Matrix (TIM)

<p>Inquiry-based learning</p> <p>Student digital portfolios</p> <p>Master Course implementation</p> <p>Student-centered instruction</p> <p>Project-based learning</p> <p>Personalized learning</p> <p>Small group instruction</p> <p>Global Graduate Competencies</p>		<p>Curriculum Specialists, Curriculum Directors)</p> <p>Collaboration with Instructional Technology (IT), Communications, and College Readiness</p> <p>Laptops funded through IT</p>		<p>Increased use of student digital portfolios to demonstrate growth in academics and Global Graduate competencies</p> <p>Increase in teacher retention</p>
<p>All four core content areas will embed, into the district curriculum, strategies that develop Global Graduate competencies.</p>	<p>Directors of Secondary English/Language Arts, Mathematics, Social Studies, and Science</p> <p>Manager of Health and Physical Education</p>	<p>GF and Title-Funded Staffing and Resources (Teacher Development Specialists, Curriculum Specialists, Curriculum Directors)</p>	<p>August 2017–June 2018</p>	<p>100% of core curriculum has embedded strategies for soft skill development</p> <p>Students self-report the increase in opportunities for Global Graduate development.</p> <p>Students gather artifacts of their development as evidence in portfolios and/or badges.</p>

DEPARTMENT NAME: Secondary Curriculum and Development				
STUDENT GOAL: All students will show growth in reading and mathematics.				
MEASURABLE PERFORMANCE OBJECTIVE: Among students who exhibit below satisfactory performance on state assessments, the percentage who demonstrate at least one year of academic growth will increase three percentage points annually in reading and in math between Spring 2017 and Spring 2020.				
SUMMATIVE EVALUATION: Growth on STAAR Reading and Mathematics assessments.				
Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title I, II, III or IV, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
Training and job-embedded coaching for teachers, in the following areas: Literacy in the Middle Literacy Empowered Inquiry-based learning Student digital portfolios Calculator use Master Course implementation Student-centered instruction Project-based learning Personalized learning Small group instruction Global Graduate Competencies Student Discourse	(All) Officer of Secondary Curriculum and Development Directors of Secondary Mathematics, English/Language Arts, Science, Social Studies, Literacy, Digital Learning & Resources and Instructional Technology	GF and Title-Funded Staffing and Resources (Teacher Development Specialists, Curriculum Specialists, Curriculum Directors)	August 2017–June 2018	Pedagogical growth as noted during classroom walkthroughs for Literacy in the Middle and Literacy Empowered Closing of achievement gaps on formative assessments Increased teacher retention. Increased participation in district intervention curriculum – SRW Increased content proficiency as measured by snapshot formative assessments.
Regular analysis of common writing assignments	Directors of Secondary Mathematics, English/Language Arts, Science, Social Studies, and Literacy	GF and Title-Funded Staffing and Resources (Teacher Development Specialists, Curriculum	June 2017–May 2020	Writing growth as noted during calibrated writing analysis with teachers and leaders. Grade 7 writing growth on common writing assessments.

		Specialists, Curriculum Directors)		
Aligned mathematics curriculum and professional learning that includes data-driven instruction, strategies for intervention, and the spiraling of standards with common misconceptions.	Director of Secondary Mathematics	GF and Title-Funded Staffing and Resources (Teacher Development Specialists, Curriculum Specialists, Curriculum Directors)	August 2017–June 2018	Formative assessment growth Universal screener growth (BOY, MOY, EOY) Teacher retention

ADVANCED ACADEMICS

DEPARTMENT NAME: Advanced Academics

NEEDS ASSESSMENT/DATA REVIEW:

Based on data analysis, we will continue to provide support to campuses with less than 7% of the population identified as Gifted and Talented (G/T). We will review and update the G/T Identification and entry criteria. We will work to ensure that all students have access to rigorous programming including pre-ap and AP courses across HISD.

DEPARTMENT NAME: Advanced Academics
STUDENT GOAL: Ensure that students' needs are met by offering differentiated instruction during the school day.
MEASURABLE PERFORMANCE OBJECTIVE: Reduce the number of campuses with less than three students per grade level.
SUMMATIVE EVALUATION: Based on number of students who qualify for G/T

Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title I, II, III or IV, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
Implement a talent pool approach to identify G/T students across HISD	Advanced Academics Specialists Vanguard Coordinators Principals	Research & Accountability Advanced Academics	August–May	Request data at two points in time (Fall and Spring) for schools with fewer than three G/T students identified for at least one grade level Standards Review

DEPARTMENT NAME: Advanced Academics
COMPLIANCE GOAL: We will identify students who have demonstrated success with STARR and test them for G/T in the fourth grade.
MEASURABLE PERFORMANCE OBJECTIVE: Increase the number of off grade level requests for testing
SUMMATIVE EVALUATION: We will compare the number of fourth grade students in 2016-2017 to the number in 2017-2018 who qualify for G/T.

Strategies	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title I, II, III or IV, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
Develop a communication plan to target parents of students who show potential for success in a rigorous academic environment	Advanced Academics Specialists Vanguard Coordinators Principals Student Assessment	Advanced Academics Office of School Choice Student Assessment	September-January	End of the Year Test Summary Report

DEPARTMENT NAME: Advanced Academics
COMPLIANCE GOAL: Audit all high school G/T Rosters
MEASURABLE PERFORMANCE OBJECTIVE: Increase the number of students enrolled in at least 2 higher level (AP/IB) course per semester
SUMMATIVE EVALUATION: 100% of G/T students will be enrolled in at least 2 higher level (AP/IB) course per semester

Strategies	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title I, II, III or IV, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
Use data to identify courses that campuses can offer where students can have the most success	AP Specialists Principals	Advanced Academics	August-May	Evaluate the 2016 AP IB data of G/T students for campuses with low participation and performance Sign-In Sheets

DEPARTMENT NAME: Advanced Academics
COMPLIANCE GOAL: All administrative staff and teachers responsible for G/T students will meet training requirements
MEASURABLE PERFORMANCE OBJECTIVE: Increase the number of G/T training for teachers and administrators
SUMMATIVE EVALUATION: Final Audit of G/T training documentation

Strategies	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title I, II, III or IV, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
Communicate courses available to all teachers and administrators for G/T Professional Development	Advanced Academics Specialists Professional Development Spec. Vanguard Coordinators Principals & IT Staff	Advanced Academics Professional Development Region IV IT Staff	August 2017- June 2017	G/T Standards Review End of the Year Professional Development Summary Report from SIS

HEALTH AND PHYSICAL EDUCATION CURRICULUM

DEPARTMENT NAME: Health and Physical Education

NEEDS ASSESSMENT/DATA REVIEW:

Coordinated School Health

The Coordinated School Health [Whole School Whole Community Model \(WSCC\)](#) developed by the Centers for Disease Control (CDC) and the ASCD organization includes ten interconnecting components. Each component makes an important contribution to students' well-being and readiness to learn. With a coordinated approach, the components complement each other and have a greater impact than each one alone. HISD will use the model as the overarching rationale for many programs and initiatives within the district—health and physical education, and nutrition services—and for evaluating the culture of individual schools. Many of the components are within the district's wellness policy. HISD has adopted CATCH USA as the Coordinated School Health Program in grades K–8 to create sustainable school health initiatives.

Physical Fitness Assessment

The Physical Fitness Assessment Initiative (PFAI) is a program designed to gather physical fitness data from Texas students for analysis to determine the relationship between student academic achievement, attendance, obesity, disciplinary problems, and school meal programs.

The Texas Education Agency (TEA) was mandated to complete the following objectives:

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).

1. Adopt an assessment instrument to be used by school districts;
2. Compile the results of the physical fitness assessment captured by school districts and provide summary results to the TEA; and
3. Analyze the results received for each school district to determine whether a relationship exists between student academic achievement levels, attendance levels, obesity, student discipline problems, and school meal programs. (TEC §§38.101- 38.104)

DEPARTMENT NAME: Health Physical Education
STUDENT GOAL: Engage students in a standards-based program to lead a healthier, more active lifestyle and to make well-informed decisions about their personal health and well-being.
MEASURABLE PERFORMANCE OBJECTIVE: By June 2018, at least 10% of the K—8 campuses will implement a Coordinated School Health Program (CSHP) as reported by HB5.
SUMMATIVE EVALUATION: HB 5 results for coordinated school health program implementation.

Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title I, II, III or IV, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
1. Provide support to campuses for program implementation through Health and Physical Education Teachers and Nutrition Services. 2. Collaborate with community partners to assist with providing professional development (PD) to campus teams for program implementation.	1. Curriculum Manager, Health and Physical Education 2. Health/Physical Education District Staff 3. Physical Education Teachers & other identified campus staff 4. District Instructional Technology Department.	1. CATCH Resources 2. Professional Development 3. Coordinate with Nutrition Services, School Health Advisory Council 4. Wellness Policy	August 2017—May, 2018	Strategy 1: Campus implementation of CSHP. Strategy 2: Number of partnerships created to support the health and wellness of all students;

<p>3. Provide physical education teachers with professional development regarding:</p> <ul style="list-style-type: none"> ▪ how to administer the six components of the physical fitness assessment; ▪ scheduling testing time to maximize student participation; providing adult assistance for monitoring and recording scores; scheduling make-up dates for absent or ill students; ensuring all data is entered into the MyHealthyZone web-based data tool on a timely basis; sending Parent Report for Individual student to parents; and 	<p>1. Health/Physical Education District Staff</p> <p>2. Physical Education Teachers & other identified campus staff</p> <p>3. District Instructional Technology Department.</p>	<p>1. MyHealthyZone web-based dashboard to record student data</p>	<p>August 2017—May, 2018</p>	<p>Strategies 1, 2, PD log sheets reflecting participants that attend training.</p> <p>Strategy 3: Campus and district reports generated from the FitnessGram: MyHealthyZone dashboard.</p>
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creating reports that compares fitness testing results to student grades and attendance.				
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DEPARTMENT NAME: Health/Physical Education
COMPLIANCE GOAL: 1. K–8 campuses will need to implement a coordinated school health program. 2. 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).
MEASURABLE PERFORMANCE OBJECTIVE: By June 2018, at least 25% of the K–8 campuses will implement a Coordinated School Health Program with a nutrition education component and shall use health course curriculum that emphasizes the importance of proper nutrition.
SUMMATIVE EVALUATION: HB 5 reports for coordinated school implementation; annual FitnessGram school/district level reports.

Strategies	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title I, II, III or IV, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
1. Provide support to campuses for program implementation through Health and Physical Education Teachers and Nutrition Services.	Curriculum Manager, Health and Physical Education HPE Teachers/ Nutrition Services, Principals	1. CATCH Resources 2. Professional Development 3. Coordinate with Nutrition Services, School Health Advisory Council 4. Wellness Policy	August 2017–May, 2018	Strategy 1: Campus implementation of CSHP. Strategy 2: Number of partnerships created to support the health and wellness of all students; Annual Board report of yearly activities

2. Collaborate with community partners to assist with providing PD to campus teams for program implementation.				
3. Teachers will utilize the Health Education Curriculum and CSH resources for implementation.				
1. Collaborate with the district's IT Department, TEA and US Games to provide teacher/school access to the online tool to report and monitor fitness data as mandated for students in grades 3-12,	1. Health/Physical Education District Staff 2. Physical Education Teachers & other identified campus staff 3. District Instructional Technology Department.	MyHealthyZone web-based dashboard to record student data	August 2017-May, 2018	Strategies 1: My HealthyZone Dashboard: Campus and district reports generated from the FitnessGram: MyHealthyZone dashboard.

ACADEMIC INTERVENTIONS

NEEDS ASSESSMENT/DATA REVIEW:

The Interventions Office (IO), reporting to the Chief Academic Officer, oversees academic interventions. The IO 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 dyslexic students, overseeing technical support for Grad Coaches/Labs to address graduation rate, and intervention through summer school programs. **Rti/IAT:** Intervention Assistance Teams (IAT) on each campus need access to enhanced training, resources, support, and accountability to build more effective problem-solving teams to oversee academic and behavioral interventions. **DYSLEXIA:** In order to support the district goal of having HISD children read on grade level, the specific needs of the approximately 3,369 students (up from 3,144 in 2016-2017) identified with dyslexia must be properly and legally addressed on 100% of HISD campuses. The IO oversees services to these students once identified. On each campus at least one dyslexia interventionist must be properly trained, provided materials, held accountable for logging service and progress, and given on-going support to ensure their students make progress. Administrators also need training and support in understanding the state Dyslexia Handbook, specific needs of dyslexic students, and creative solutions to serving students within shrinking budgets. With regards to identification of dyslexic students, the IO collaborates with our Special Education team to increase identification of students with dyslexia, currently 1.5% of the HISD school population. **GRAD LABS/COACHES:** The graduation rate improvement has slowed and new innovations are needed. Expansion of use of online curriculum for original credit (OC), credit recovery (CR), Advanced Placement (AP) and supplemental instruction (SI) for class cohorts is needed, along with adaptive digital tools to support STAAR/EOC test success. Graduation labs and Apex software provide free virtual learning options for Houston ISD students at over 50 middle and high school campuses across the district. Over 240 individual courses available for original credit, credit recovery, enrichment or supplemental instruction. More than 20 Advanced Placement courses available endorsed by the College Board, and facilitated by a certified highly qualified Houston ISD instructor. Tutorials for STAAR, EOC, TSI, SAT, and ACT were added last year. During 2016-2017 13,000+ courses were accessed for enrichment and supplemental instruction during the 2016-2017 school year, 2,000+ courses were successfully completed for credit recovery, 5,000+ courses successfully completed for original credit, and 11,626 middle and high school students accessed the newly provided Apex tutorials. **SUMMER SCHOOL:** Students were served in summer programming at all HISD campuses in 2017, however with changes to the state testing calendar, promotion standards, district policy, and state practices around SSI, numbers were impacted. Continued identification of the right kids for summer school, the right instructional practices to meet their needs, and other opportunities to impact college and career readiness of students should be explored with the school areas offices.

DEPARTMENT NAME: Interventions Office
STUDENT GOAL: Percent of students reading and writing at or above grade level for grades Kindergarten through English II will increase by at least three percentage points by Spring 2018.
MEASURABLE PERFORMANCE OBJECTIVE: 1. Identify and provide direct literacy instruction and intervention to 100% of students reading two or more years below grade level (as measured by Percentile Rank and Lexile) on the districts universal screening tool. 2. Identify and serve 100% of students with Dyslexia on all HISD campuses with explicit, systematic instruction that is monitored for progress, including screening all students K-2 for Dyslexia.
SUMMATIVE EVALUATION: Percent of students reading at or above grade level for grades Kindergarten through English II (at or above 40 PR) will increase by at least three percentage points by Spring 2018 from BOY to EOY as measured by the universal screener.

Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title I, II, III or IV, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
IAT District Liaisons identified on each campus receive guidance, support, and accountability to develop RtI systems and resources for Tier 2 and 3 reading, math, and behavior, protocols for progress monitoring and documentation, and systems for handling parent requests, etc. to meet campus needs/district goal.	IAT Director; IAT Managers	Title I Funds: \$630,000; GF \$100,000; Universal Screener funds; RtI systems and resources for Tier 2/3 reading, math, and behavior, progress monitoring protocols and documentation systems, flow chart for parent requests for referral; 504 flow charts; SSO checklist, campus visit feedback forms.	August 2017-July 2018	<p>Intervention Assistance Team (IAT) Managers held initial meetings with each campus' IAT – August- October 2017; Ongoing trainings, meetings, and coaching, as evidenced by visit logs and feedback forms, agendas, sign ins, etc. October 2017-July 2018.</p> <p>Deliverables September 2017: IAT rubric, action plan, membership, meeting calendars, proof of faculty PD, and initial pyramids of tiered interventions in the Hub for review by IAT Manager and district leadership.</p>
The Dyslexia team will identify and train	Dyslexia Teacher Development	\$232,700 GF; District dedicated	Aug 2017-July 2018	Train new or returning dyslexia interventionists by October 2017; Train

Dyslexia Interventionists on each campus, provide them with an HISD curriculum, scope and sequence; provide ongoing support and coaching; provide and train on a new service monitoring platform; and monitor student progress and data.	Specialist; Compliance Analyst-Dyslexia Program Manager	staff; Instructional Materials and Training from Neuhaus, Region IV, TEA; TEA Dyslexia Handbook Revised 2014; Special Education Department for Identification; Campus-Based Dyslexia Evaluators; IAT Teams		Bilingual Interventionists in Esperanza by January 2017; Implement and Monitor new service and progress tracking system by January 2017; Complete HISD Scope and Sequence Year 2 Curriculum by January 2018; Hold periodic training sessions and meetings with interventionists and administrators monthly through July 2018; Design required all HJSD teacher training by August 2017; Collaborate with other departments in the District to coordinate and align intervention strategies/activities; Provide information about dyslexia to the HISD Board, parents/guardians, and community members to increase knowledge about required services and District programs as measured by reports, sign-in sheets/trainings, and dyslexia events; Increase knowledge about intervention services by developing/enhancing the IO website with easily accessible, available, and up-to-date information by August 2017
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DEPARTMENT NAME: Interventions Office

STUDENT GOAL: 2. Among students who exhibit below satisfactory performance on state assessments, the percentage who demonstrate at least one year of academic growth will increase at least three percentage points in reading and in math between by Spring 2018.

MEASURABLE PERFORMANCE OBJECTIVE:

1. Develop effective Intervention Assistance Teams (IATs) on 100% of HISD campuses that implement academic and behavioral Response to Intervention (RtI) supported by district IAT Managers and monitored through deliverables around processes and student data.
2. Improve summer school instructional programming to be more focused on students' literacy and math needs at their instructional level in a feeder pattern approach.
3. Identify and provide direct foundational math instruction to students two or more years below grade level (as measured by the district universal screener).

SUMMATIVE EVALUATION: STAAR Scores

Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title I, II, III or IV, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
To improve summer school programming, in accordance with policy and aligned to IAT/RtI goals, the SS committee will consider terms of participation to ensure the right kids are served with the right instructional practices to meet their needs, including opportunities to impact the college and career readiness of more students.	Assistant Superintendent; Program Manager	Campus Title I Funds; Campus GF funds; Potential fee for service from parents; Nutrition services and summer feeding; Curriculum and Development; district committee members; Campus Coordinators	Aug 2017-July 2018	Survey data and research report for 2017 by HERC October 2017; Committee Convened and planning by November 2017; Summer School planned collaboratively and communicated by February 2018; Campus Trainings by April 2018; Summer School programming enrollments by July 2018

DEPARTMENT NAME: Interventions Office

STUDENT GOAL: 3. The percentage of graduates meeting the Global Graduate standards* will increase three percentage points annually per year from 2017 baseline up to 85% by 2022. **

MEASURABLE PERFORMANCE OBJECTIVE:

1. Support core instruction in courses towards graduation and with academic supports through original credit, credit recovery, supplemental instruction, and tutorials through Apex in Grad Labs and classroom instruction as measured through credit accrual in Chancery and graduation rate.

SUMMATIVE EVALUATION: Number and percent of students accessing Apex tools for credit recovery, original credit, tutorials, and/or supplemental instruction will increase by 10% from July 2017 to July 2018.

Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title I, II, III or IV, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
Increase awareness of effective solutions to student needs available through Apex online courseware and adaptive tutorials for STAAR, SAT, ACT, and TSI available to all middle and high school students in HISD. Continue to improve integration for easier access by educators and students.	Assistant Superintendent	\$1.34 M in GF including High School Allotment; Grad Coaches on Traditional High School Campuses; Apex Lead Administrators on other campuses; Apex staff unlimited training contract for training and grad coach support; College and Career Readiness teams for SAT/ACT/TSI collaboration; Training with registrars and counselors	Aug 2017-July 2018	Integration with all IT systems for access by new SIS by October 2018; Awareness and training of departments and campuses for new tutorials October 2016 and ongoing; Grad Coach training and support monthly and as needed August 2017-June 2018 and ongoing; Data Monitoring of Apex reports; September 2017 – July 2018.

FAMILY AND COMMUNITY EMPOWERMENT

DEPARTMENT NAME: Family and Community Empowerment

The mission of the Family and Community Empowerment (FACE) Department is to build intentional partnerships to advance student achievement by promoting a welcoming environment, honoring families, and linking activities to learning. The HISD values parents as partners in preparing our students to succeed in college, career, and beyond. HISD's Board Policy GK (LOCAL) states, "Parents at the individual school level shall be given every opportunity to work in a parent-teacher relationship that promotes goodwill and understanding and serves to strengthen the educational program." The results of Jeynes' 2005 meta-analysis indicate that parental involvement is associated with higher student achievement outcomes. These findings emerged consistently whether the outcome measures were grades, standardized test scores, or a variety of other measures, including teacher ratings. This trend holds not only for parental involvement overall but for most components of parental involvement that were examined in the meta-analysis. FACE will contribute to attaining a 5% increase in overall district student academic achievement by the spring of 2018, as measured by STAAR and other standardized assessments, through the implementation of research based-programs designed to enhance parent engagement in schools including Family Academic Mentors Engaged (FAME), Family Friendly Schools (FFS), Family Literacy Events, Professional Development and Parent Organization Support.

NEEDS ASSESSMENT: Below are student needs identified by the Family and Community Empowerment Department along with associated objectives, strategies, resources, timelines and milestones.

DEPARTMENT NAME: Family And Community Empowerment
COMPLIANCE GOAL: FACE will contribute to attaining student academic growth by providing two professional development trainings and support to 100% of all 25 schools that are implementing Family Academic Mentors Engaged (FAME).
MEASURABLE PERFORMANCE OBJECTIVE: By June 30, 2018 FACE will contribute to attaining student academic growth by 50% in reading and mathematics from BOY to EOY as measured by the Universal Screener of designated FAME schools.
SUMMATIVE EVALUATION: End of year results compared to beginning of year results from the Universal Screener in reading and mathematics in schools where Family Academic Mentors Engaged is implemented.

Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title I, II, III or IV, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
Provide training and support for teachers where FAME is implemented	FACE Specialists FAME Champions Campus Teachers Campus FAME Champions	Title I, Part A Funding for: <ul style="list-style-type: none"> • Specialists Salaries • Champion Stipends • Extra Duty Pay for Teachers • Supplies • District support for overall annual program evaluation • District GoalBook • Gradual Release Model of Responsibility • Book: Beyond the Bake Sale, by Karen Mapp 	September 2017 to June 2018	September 2017 <ul style="list-style-type: none"> • Plan recruitment of schools September, 2017–October, 2017 <ul style="list-style-type: none"> • Train Champions (Trainer of Trainers) • December 2017–Mid Year Review • June 2018–Conduct FAME needs assessment and program evaluation

DEPARTMENT NAME: Family And Community Empowerment
COMPLIANCE GOAL: FACE will contribute to the improvement of human capital by providing research-based professional development opportunities related to best practices in FACE, rated as useful and effective through participant evaluations to a minimum of 1000 persons to faculty & staff, HISD departments, and other community stakeholders by the spring of 2018.
MEASURABLE PERFORMANCE OBJECTIVE: By June 30, 2018 FACE will be rated as “effective” by an overall average rating of at least 3.5 on a 4 point Likert scale instrument.
SUMMATIVE EVALUATION: End of year results from surveys using the average of 3.5 on a 4 point Likert scale instrument.

Strategy	Title of Staff Member Responsible	Resources	Timeline	Milestones/Formative Evaluation
Professional Development for district-wide faculty and staff	FACE Specialists	Title I, Part A Funding for: <ul style="list-style-type: none"> Salaries Reading Materials Professional Development for the staff of FACE Literacy and mathematic books District support for implementation of FACE on-line PD from Technology District support for training evaluations and overall program evaluation 	August 14, 2017 to July 2018	<ul style="list-style-type: none"> September and October 2017 – Complete new modules for training Dec. 2017 – Mid Year Review May, 2018- Conduct annual professional development needs assessment and year review

DEPARTMENT NAME: Family And Community Empowerment
COMPLIANCE GOAL: FACE will increase public support and confidence in schools by increasing the number of campuses participating in the Family Friendly Schools (FFS) program.
MEASURABLE PERFORMANCE OBJECTIVE: By June 30, 2018 FACE will contribute to attaining an additional 25% increase in schools participating in the Family Friendly Schools (FFS) program by 25%.
SUMMATIVE EVALUATION: Number of 2017–2018 schools that participated in FFS program compared to number of schools participating in FFS program in 2016–2017.

Strategy	Title of Staff Member Responsible	Resources	Timeline	Milestones/Formative Evaluation
Family Friendly Schools Program (school consultations, professional development support, recognizing schools for their efforts)	FACE Specialists FACE Action Team Campus Leadership Teachers Parents	Title I, Part A Funding for: <ul style="list-style-type: none"> Salaries Awards Award Banners Supplies District support for overall annual program evaluation 	August 1, 2017 to July 31, 2018	June to September 2017 <ul style="list-style-type: none"> Plan recruitment of schools December 2017 <ul style="list-style-type: none"> Mid-Year Review "Check-In" June to July 2018 <ul style="list-style-type: none"> Conduct FFS needs assessment and program evaluation

DEPARTMENT NAME: Family And Community Empowerment

COMPLIANCE GOAL: FACE will increase public support & confidence in schools by increasing engagement of parents, guardians and community members by offering Parent Organization support and professional development.

MEASURABLE PERFORMANCE OBJECTIVE: By June 30, 2018 FACE will contribute to attaining an additional 10% increase of parent-teacher-community groups in schools (PTO, PTA, FACE Action Team, parent-community-teacher groups, etc.).

SUMMATIVE EVALUATION: Number of 2017-2018 parent-community-teacher groups formed in comparison to 2016-2017 school year.

Strategy	Title of Staff Member Responsible	Resources	Timeline	Milestones/Formative Evaluation
Parent Organization Support	FACE Specialists FACE Action Team Designated Staff/Faculty Teachers Parents	Title I, Part A Funding for: <ul style="list-style-type: none"> Salaries Supplies for PTO/PTA, parent-community-teacher group flyers, information, kits 	August 1, 2017 to July 31, 2018	August to September to 2017 <ul style="list-style-type: none"> Conduct FACE Parent Organization Support PD (parent-community-teacher groups) December 2017 <ul style="list-style-type: none"> Mid-Year Review "Check-In" June to July 2018 <ul style="list-style-type: none"> Conduct FACE Parent Organization Support needs assessment and program evaluation

MULTILINGUAL AND MIGRANT PROGRAMS

DEPARTMENT NAME: Multilingual Programs

NEEDS ASSESSMENT/DATA RE4-VIEW:

District English Language Learner Demographics

Bilingual and ESL language programming participation, by program (YL, YP, YE, YX, YT, YO, NT)

Students not served (Parental Denials)

STAAR

TELPAS

Program Exits

Years in US schools

OLPT

Use of Designated Supports

Program Evaluation Reports:

- Bilingual/ESL Education
- Pre-Exit
- Dual Language
- Cultural Heritage
- Newcomer Program
- TELPAS

DEPARTMENT NAME: Multilingual Programs
STUDENT GOALS: <ol style="list-style-type: none"> 1. Increase of percentage of identified (English Language Learners (ELL), Immigrant, Refugee, and Migrant) students reading and writing at or above grade level for grades three through English II 2. Increase of percentage of identified (ELL, Immigrant, Refugee, Migrant) students who demonstrate at least one year of academic growth (met either STAAR or ELL progress measure)
MEASURABLE PERFORMANCE OBJECTIVE: <ol style="list-style-type: none"> 1. Three percentage points annual increase of the percentage of identified (ELL, Immigrant, Refugee, Migrant) students reading and writing at or above grade level for grades three through English II 2. Three percentage points annual increase of identified students (ELL, Immigrant, Refugee, Migrant) who demonstrate at least one year of academic growth (met either STAAR or ELL progress measure) will increase in reading and in math
SUMMATIVE EVALUATION: Program Evaluation Reports (Bilingual/English as a Second Language (ESL), Dual Language, Newcomer Programming, Texas English Language Proficiency Assessment System (TELPAS), Cultural Heritage Program, and Pre-Exit)

Strategy	Title of Staff Member Responsible	Resources	Timeline	Milestones/Formative Evaluation
Monitor the academic and linguistic progress of ELL/Immigrant/Refugee/Migrant students strategically throughout the year	Assistant Superintendent for Multilingual Programs Multilingual Programs Senior Managers, Managers, Specialists, Outreach Workers, Tutors	Title III, Part A Title III, Immigrant Title I, Part C General Funds (GF)	September 2017–May 2018	Increase in Spanish/English reading fluency as evidenced in MOY, BOY, and EOY Universal Screener, Running Records, and HFW results. English Language Development (ELD) progress from BOY to MOY and MOY to EOY in all four language domains in OnTrack TELPAS
Meet with campus leadership at least 3 times annually to review ELL/Immigrant/Refugee/Migrant data to determine appropriate identification, assessment administration, and placement	Assistant Superintendent for Multilingual Programs Multilingual Programs Senior	Title III, Part A Title III, Immigrant Title I, Part C GF	September 2017–June 2018	Increase ELLs ≥5 years in the program who demonstrate academic English proficiency by meeting ELL state reclassification standards

	Managers, Managers, Specialists			<p>Decrease of ELLs in US schools five-plus years receiving a TELPAS Composite Rating of Beginning or Intermediate</p> <p>Decrease of English Language Learners (ELLs) tested over two years who perform at the Beginning proficiency level on the TELPAS reading assessment</p>
Develop and coordinate professional development opportunities to support the implementation of ELL/Immigrant/Refugee/Migrant programming in the areas of data disaggregation, compliance, second language acquisition, cultural awareness, and instruction	<p>Assistant Superintendent for Multilingual Programs</p> <p>Multilingual Programs Senior Managers, Managers, Specialists</p>	<p>Title III, Part A</p> <p>Title III, Immigrant</p> <p>Title I, Part C</p> <p>GF</p>	July 2017–June 2018	Develop, align and deliver department SD suite sessions via monthly Multilingual Programs Expanding your Horizons Institutes.

DEPARTMENT NAME: Migrant Education Program

TITLE 1 Part C

Data/Needs Assessment

DESCRIPTION OF PROGRAM

The Title I, Part C—Migrant Education Program (MEP) is a federally-funded program authorized under Sections 1115(b) and (c)(2), and 1309 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Every Student Succeeds Act (ESSA) of 2015. The purpose of the Title I, Part C—MEP is to do all of the following:

- Support high-quality and comprehensive educational programs and services during the school year and, as applicable, during the summer or intercession periods that address the unique educational needs of migratory children.
- Ensure the migratory children who move among the states are not penalized in any manner by disparities among the states in curriculum, graduation requirements, and challenging state academic standards.
- Ensure that migratory children receive full and appropriate opportunities to meet the same challenging state academic standards that all children are expected to meet.
- Design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to succeed in school.
- Ensure that migratory children benefit from state and local systemic reforms.

INTENDED PROGRAM BENEFICIARIES

As required by ESSA, Public Law 114-95, every district in the state must actively recruit migrant students, including out of school youth, on a year-round basis. A migratory child means a child:

- (1) Who is a migratory agricultural worker or a migratory fisher, or
- (2) Who, in the preceding 36 months, in order to accompany or join a parent, spouse, or guardian who is a migratory agricultural worker or a migratory fisher—
 - Is under the age of 22 and lacks a U.S.-issued high school diploma or Certificate of High School Equivalency,
 - Has moved from one school district to another,
 - In a State that is comprised of a single school district has moved from one administrative area to another within such district, or
 - As the child of a migratory fisher, resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence.

PROGRAM NEEDS ASSESSMENT

The Texas MEP has identified the unique educational and educationally-related needs of migratory children through its statewide Comprehensive Needs Assessment. The identified needs specific to migrant children and youth in Texas are:

- First-graders must develop adequate skills for promotion to grade 2 (Preschool-Grade 1).
- Students who failed the Statewide Student Assessment must participate in summer Statewide Student Assessment remediation (Grades 3-11).
- Middle school students must use and apply effective learning and study skills (Grades 6-8).
- Middle school students must have timely attention and interventions (Grades 6-8).
- Middle school students must have the necessary homework assistance and tools (Grades 6-8).
- Secondary students must earn the required core credits for on-time graduation (Grades 7-12).
- Secondary students must make up missing coursework due to late enrollment and/or early withdrawal (Grades 7-12).
- Students migrating out of Texas in summer months must be served in summer migrant programs through the efforts of interstate coordination (All grade levels).

Delivery of MEP services to migrant children must be in accordance with the service delivery goals for the Texas MEP. The Seven Areas of Concern as identified by the Office of Migrant Education are:

- Educational continuity
- Instructional time
- School engagement (behavioral, emotional, cognitive)
- English language development
- Educational support in the home
- Health
- Access to services

MIGRANT EDUCATION PROGRAM Activities/Services/Guidelines

1. Identify and recruit migratory students and coordinate academic support services with parents, schools and external stakeholders. Supports include:
 - In-school and out-of-school tutoring
 - Identification/coordination of in-district resources and services
 - Migrant data input and monitoring on Chancery and the New Generation System (NGS)
 - Priority for Service (PFS) students receive access to instructional services
 - A Bright Beginning program for ages 3-4 not enrolled in an early childhood program
 - Parent meetings which includes information about promotion/retention standards, credit accrual, college readiness, etc.

2. Coordinate opportunities for migrant students to accrue or recover course credits through activities that include:
 - Houston Community College (HCC) Adult High School Program (tuition vouchers)
 - Credit by Exam (CBE)
 - Periodic reviews of report cards
 - Dual Credit
 - Assign tutor for instructional support when needed
 - Study Island
 - Mind Play
3. Provide support to schools with middle school and high school migratory students through actions which include:
 - Monitor late entries, withdrawals and leaver codes
 - Phone calls and home visits to inform parents of academic progress and opportunities for grade recovery
4. Monitor the academic progress of migratory students and provide and/or coordinate academic support through activities that include:
 - A Bright Beginning program for ages 3-4 not enrolled in an early childhood program
 - In-school and out-of-school tutoring
 - Review report card grades at the end of each grading cycle
 - Identify at risk high school students and schedule Personal Graduation Plan (PGP) meetings with parent, student, and counselor
 - Meetings with parents and/or teachers to discuss needed interventions
5. Determine individual educational needs of early childhood migratory students and coordinate with or provide services to meet the identified needs.
 - A Bright Beginning program for ages 3-4 not enrolled in an early childhood program
 - In-school and out-of-school tutoring
6. Provide assistance to middle school migratory students which include:
 - Training of middle school staff to increase their awareness of migratory middle school needs for timely attention and appropriate interventions for academic and non-academic problems or concerns
 - Provide supplemental information to migratory middle school parents
 - Provide migratory students with necessary homework tools, such as, SOAR Study Skills Program to promote effective learning and study skills
7. Reduce the number of migratory students retained in first grade by:
 - providing tutors
 - web-based tutorial program, Study Island
 - monitoring of grades
 - providing at home supplemental instruction when available
8. Coordinate out of state summer STAAR testing for migratory students when possible.

- Coordination with Texas Migrant Interstate Program (TMIP)
9. Facilitate use of a variety of strategies for credit accrual for migratory students with late entry and early withdrawal characteristics.
 - Houston Community College (HCC) Adult High School Program (tuition vouchers)
 - Dual Credit
 - Credit by Exam (CBE)
 10. Assign tutors to twelfth grade migratory students to:
 - Dialogue about progress toward graduation and needs
 - Explain and assist students/parents with TASFA/FAFSA
 - Explain college application process
 11. Identify migratory students most in need of intervention services and coordinate with Title I and Title III.
 12. Identify migratory special education students most in need of intervention services and coordinate services based upon needs identified in student's Individual Education Plan (IEP).
 13. Address the dropout rate and graduation rate for migratory students
 - Identify at-risk migratory students
 - Utilize qualified, specialized staff to identify, target, and monitor potential dropouts
 - Students will be identified early, and their progress will be monitored as they move through middle and high school
 14. Address the STAAR performance of migratory students
 - Monitor implementation of a web-based tutorial program, Study Island, to address low performance by migratory students in grades 3-8
 - Monitor SOAR Study Skills Program to promote effective learning and study skills

Priority for Service (PFS) Action Plan For Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. 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)

- Who have made a qualifying move within the previous 1-year period;
AND
- Have failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, 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

- Who have made a qualifying move within the previous 1-year period;
AND
- Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; or
- For students in grades K-2, who have been retained, or are overage for their current grade level.

Priority for Service Criteria

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.*

School District: Houston ISD

Priority for Service (PFS) Action Plan Completed by HISD Migrant Staff

Region IV

School Year: 2017- 2018

Date: August 3, 2017

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 identify and ensure that Priority for Service migrant students have the same opportunity to meet the state content and student performance standards by providing instructional and support services that will ensure student success.

Objective(s):

100% of PFS students will have access to instructional opportunities and services. 80% of PFS students in grades 3-12 will meet the state academic achievement standard (STAAR).

80% of PFS students in grades K-2 will be promoted to the next grade level.

90% of PFS students will graduate with a high school diploma.

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. 	09/2017-08/2018	Irasema Gonzalez, NGS Luisa F. Parra, Specialist	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. 	08/03/2017	Magda Galindo, Manager	Priority for Service Action Plan Document
Additional Activities			
<ul style="list-style-type: none"> At the end of each grading cycle, MEP staff reviews PFS students' report cards and contact parents to inform them of the students' academic progress. 	Every grading cycle	Luisa Parra, Specialist Irasema Gonzalez, NGS Imelda Alvarado, Recruiter Isela Anaya, Recruiter Magda Galindo, Manager	Report cards and phone logs

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. 	Ongoing-Throughout the school year	Luisa F. Parra, Specialist	Emails, google form entries/log
During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria.	Ongoing-Throughout the school year	Luisa F. Parra, Specialist Irasema Gonzalez, NGS Imelda Alvarado, Recruiter Isela Anaya, Recruiter Magda Galindo, Manager	Phone logs
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.	Ongoing-Throughout the school year	Magda Galindo, Manager Luisa F. Parra, Specialist Joi Hebert, Tutor Alison Murray, Tutor Laura Sosa, Tutor Diane Turcios, Tutor	Google form log, mileage log, report cards, students' case files, parent notification letters for PFS tutoring services, school-tutor contracts

Provide Services to PFS Migrant Students			
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.	Ongoing-Throughout the school year	Magda Galindo, Manager Luisa F. Parra, Specialist Irasema Gonzalez, NGS Imelda Alvarado, Recruiter Isela Anaya, Recruiter	Phone logs, robocalls, flyers, parent letters, google form entries, newsletters
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.	Ongoing-Throughout the school year	Magda Galindo, Manager Luisa F. Parra, Specialist	Emails, phone logs, flyers, parent letters
The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	Ongoing-Throughout the school year	Magda Galindo, Manager	Student Information System (Chancery) records

SPECIAL EDUCATION

DEPARTMENT NAME: Office of Special Education Services

NEEDS ASSESSMENT/DATA REVIEW: Data reviewed included performance and compliance indicators.

DEPARTMENT NAME: Office of Special Education Services

STUDENT GOAL: Decrease the percentage of students with disabilities placed in general education for 40% or less of the school day by 5%.

MEASURABLE PERFORMANCE OBJECTIVE: 20.3% of students with disabilities will spend less 40% of the time in general education setting.

SUMMATIVE EVALUATION: District and State Assessments including STAAR Performance and STAAR Alternate

Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title I, II, III or IV, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
Provide the following professional development trainings to campus administrators and teachers: <ul style="list-style-type: none"> • Culture of Inclusion • Implementing Accommodations for Instruction and Assessment • Specially Designed Instruction Trainings will be face-to-face and online	<ul style="list-style-type: none"> • Assistant Superintendent • Special Education Sr. Managers • Special Education Program Specialists 	Two new special education teachers and teacher assistant positions to support students with autism at the high school level	<ul style="list-style-type: none"> • October 2017 • May 2018 	<ul style="list-style-type: none"> • Number of participants • Exit surveys from trainings • Follow-up requests for coaching • Classroom observations • Review of IEP accommodations

DEPARTMENT NAME: Office of Special Education Services				
COMPLIANCE GOAL: Improve achievement outcomes for students with disabilities in core content areas of reading, writing, math grades 3-8; and EOC/English Language Arts (ELA) and mathematics on STAAR Assessment) by 10%.				
MEASURABLE PERFORMANCE OBJECTIVE: 1) Increase percentage of students with disabilities in grades 3-8 in reading from 37.1% to 40.8%; in writing from 30.3% to 33.3%; in mathematics 44.6% to 49%. 2) Increase percentage of students with disabilities in mathematics EOC, from 39.9% to 44%; and in ELA EOC, from 23.7% to 26.07%.				
SUMMATIVE EVALUATION: District and State Assessments including STAAR Performance and STAAR Alternate				
Strategies	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title I, II, III or IV, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
Ensure that students with disabilities are included in the BOY, MOY, and EOY universal screenings and are included in the tiered levels of supports; ensure that progress monitoring implementation includes students with disabilities.	<ul style="list-style-type: none"> • Assistant Superintendent • Special Education Sr. Managers • Special Education Program Specialists 	Universal Screening Tool Renaissance 360	September/October 2017 January 2018 May 2018	Students with disabilities will receive tiered interventions as needed in addition to special education services identified in the IEP.

Provide training on implementation of web-based resources: <ul style="list-style-type: none"> • Goalbook • Teachtown • Unique Learning System • Odyssey Math • Kurzweil 	<ul style="list-style-type: none"> • Assistant Superintendent • Special Education Sr. Managers • Special Education Program Specialists 	<ul style="list-style-type: none"> • Specialized software training materials • Special education funds 	March 2018	Monthly usage reports
<ul style="list-style-type: none"> • Monitor IEP goal progress • Conduct classroom observations and walk-throughs with campus administrators 	<ul style="list-style-type: none"> • Assistant Superintendent • Special Education Sr. Managers • Special Education Program Specialists 	<ul style="list-style-type: none"> • EASY IEP 	MaY 2018	Quarterly reviews Bi-weekly walkthroughs

DEPARTMENT NAME: Office of Special Education Services				
COMPLIANCE GOAL: The percentage of students with disabilities who meet the Global Graduate (post-secondary readiness) standards will increase two percentage points annually per year.				
MEASURABLE PERFORMANCE OBJECTIVE: Increase the percentage of students with disabilities who graduate increase from 66.7% to 70%				
SUMMATIVE EVALUATION: District Graduation Report				
Strategies	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title I, II, III or IV, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
<ul style="list-style-type: none"> Review ninth grade graduation plans and student course selections to determine if course selections are aligned to post-secondary goals. Assist students with college exploration activities. Increase student-led Annual Review and Dismissal (ARD)/Individual Education Program (IEP) meetings from 1528 to 1600 using coaching as the method 	<ul style="list-style-type: none"> Assistant Superintendent Special Education Sr. Managers Special Education Program Specialists 	<ul style="list-style-type: none"> Special education services for students who are 18 and older Identify sources for internships 	December 2017 May 2018	Monthly reviews

<p>of preparation. Increase the number of student participating in internships</p> <ul style="list-style-type: none"> • Increase college application assistance from 57% - 60% • Increase student internships from 52-60. 				
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DEPARTMENT NAME: Office of Special Education Services				
COMPLIANCE GOAL: Meet established local/state/federal timelines and targets for identification of students with disabilities.				
MEASURABLE PERFORMANCE OBJECTIVE: Percentage of initial evaluations completed within 45 calendar days of receipt of parental consent will increase from 98.8% to 100%.				
SUMMATIVE EVALUATION: TEA Indicator				
Strategies	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title I, II, III or IV, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
<ul style="list-style-type: none"> Review initial referral FIE's Review initial referral FIE's Add alerts to the Special Education Data Management System to track the number of FIEs that may come within 15 days of the timelines for initial evaluations. 	<ul style="list-style-type: none"> Assistant Superintendent Special Education Sr. Managers Special Education Program Specialist 	<ul style="list-style-type: none"> Easy IEP FIE Write 	September 2017	Monthly reviews
<ul style="list-style-type: none"> Run and disseminate initial evaluation report from data management system to evaluators 	<ul style="list-style-type: none"> Assistant Superintendent Special Education Sr. Managers Special Education Program Specialist 	<ul style="list-style-type: none"> Easy IEP 	May 2018	Monthly reviews of report
<ul style="list-style-type: none"> Run and disseminate the dyslexia 	<ul style="list-style-type: none"> Assistant Superintendent Special Education Sr. Managers 	<ul style="list-style-type: none"> Easy IEP 	May 2018	Monthly reviews of report

<p>identification report</p> <ul style="list-style-type: none"> • Calculate and disseminate report on initial evaluation compliance with state (45 calendar school days) timeline. 	<ul style="list-style-type: none"> • Special Education Program Specialist 			
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STUDENT ASSISTANCE AND STATE COMPENSATORY (SCE)

Needs Assessment/Data Review

The HISD's Student Support Services Department restructured in August 2017 to include the Department of Student Assistance. This department is responsible for the planning and implementation of programs which address the needs of students at risk for school failure due to non-academic indicators. The Student Assistance Department works to coordinate various support and strategies in schools and communities in order to provide at-risk students with the opportunity to graduate from high school. Through this new structure, more targeted assistance can be provided to increase the effectiveness of the district's support efforts to special populations by connecting them and their families to appropriate services as needed. The new department structure incorporates the use of outreach workers to support campuses in matters of attendance, homeless assistance, pregnancy-related services, and working to ensure that students who have been incarcerated or who are in foster care receive the assistance they need.

The following chart summarizes the student population as well as the district outcomes focus of the department. Student Assistance will work on reducing the achievement gap for at-risk students and increasing the attendance rate and, thereby, reducing the 4-year dropout rate.

District Profile	12-13	13-14	14-15	15-16	16-17
Total Enrollment	202,586	210,716	214,462	214,891	216,106
Econ. Disadv.	80%	81%	76%	77%	77%
At-Risk	57%	69%	72%	64%	67%
Pregnant/Parenting Student	1,132	872	827	762	698
Homeless	7,453	6,048	5,981	5,765	6,721

Source: District Profile; PEIMS 2016-17 Fall Collection, Resubmission; Chancery

District Outcomes	12-13	13-14	14-15	15-16	16-17
Attendance Rate	95.50%	95.70%	95.60%	95.60%	95.50%
4-Yr. Dropout Rate	11.30%	11.10%	10.80%	10.90%	12.60%

Source: District Profile; TEA Confidential Class of 2016 Four-Year Longitudinal Summary Report

In response to the data trend, the new Attendance Office was created to assist campuses and families with support and strategies that would incentivize attendance, which is a foundation for students to be successful at school and beyond.

Department Name: Student Assistance
Compliance Goal: Support schools with truancy prevention measures
Measurable Performance Objective: By June 2018, the district's attendance rate will increase by 0.2%
Summative Evaluation: End of year attendance report

Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title I, II, III or IV, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
Building capacity on campuses to increase student daily attendance by addressing truant behavior and reinforcing best practices for dropout prevention.	Manager, Student Assistance	General Funds	August 2017 to July 2018	<p>Review of truancy prevention measures which includes, but is not limited to, behavior improvement plans, school based community services, mediation, mentoring, and counseling.</p> <p>Review of graduation support committee or attendance meetings.</p> <p>Monthly review of attendance data.</p>

In addition, Student Assistance provides direct services to special populations of students and their families by providing them wraparound services (direct services and referrals) as needed. This is particularly important this year as our city deals with the aftermath of Hurricane Harvey. The McKinney-Vento Homeless Assistance Act ensures education rights and protections for children and youth experiencing homelessness. The program receives approximately \$425,000 from Title 1 funds and Texas Support for Homeless Education Program (TEXSHEP) grant which is a sub-grant of the McKinney-Vento Homeless Assistance Act. These funds provide services to students who are in homeless situations as identified in the McKinney-Vento Homeless Assistance Act. Pregnant Related Services are support services, including Compensatory Education Home Instruction that pregnant students receive during prenatal and postpartum periods to help them stay in school.

Department Name: Student Assistance
Compliance Goal: Provide wraparound service referrals to 100% of all homeless, pregnant or parent, foster care and formerly incarcerated students by the end of the 2017–2018 school year in order to improve student attendance.
Measurable Performance Objective: By June 2018, attendance of homeless, foster care, pregnant, or parent students will increase by 15%.
Summative Evaluation: Direct Service Logs. End of year attendance report

Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title I, II, III or IV, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
Provide direct services and supports to pregnant and parenting students to ensure they stay in school	Sr. Special Populations Program Specialist	General Funds	August 2017 to July 2018	Quarterly review of pregnant and parenting services provided Monthly review of attendance
Provide a strong re-entry model for youth returning to HISD campuses from adult/juvenile/foster-care court-ordered placements	Dual Status and Adjudicated Youth Manager	In-kind donations of volunteers that serve as mentors, and the Community Advisory Board	August 2017 to July 2018	Weekly review of youth re-entering schools from adjudication, monthly review of their attendance, discipline, mobility, and student withdrawals
Remove attendance barriers for homeless students by providing: 1. school supplies, 2. school uniforms, 3. transportation, 4. medical referrals, 5. immunizations, and required documentation	Homeless Outreach Workers	<ul style="list-style-type: none"> - Gift cards/in-kind donations - Title I funds - TEXSHEP Grant, 	August 2017 to June 2018	Strategies 1-2, 4-6: Quarterly review of homeless education service logs reflecting provided goods and services Strategy 3. Quarterly review of the transportation service log and Metro passes provided

State Compensatory Education is defined in law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. The purpose is to increase the academic achievement and reduce the dropout rate of these students. The goal of State Compensatory Education is to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39, or disparity in the rates of high school completion between students at risk of dropping out of school, as defined by section 29.081, and all other students. HISD provides supplemental state compensatory education programs and services for students at risk of dropping out of school. The following figures represent the approximate total HISD budget and Full-Time Equivalents (FTE's) for State Compensatory Education Program. This is a planning preliminary budget amounts for 2017-18 school year towards the 52% of the allocation:

Total Approximate District SCE Budget: \$103,940,801

Total Approximate FTEs: 953

AT RISK	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	277	0.19%	0.13%
ASIAN	3,422	2.35%	1.58%
BLACK/AFRICAN AMER.	32,299	22.16%	14.95%
HISPANIC/LATINO	103,219	70.83%	47.76%
WHITE	5,702	3.91%	2.64%
HAWAIIAN/PAC ISLAND	81	0.06%	0.04%
TWO OR MORE	725	0.50%	0.34%
TOTAL	145,725	100.00%	67.43%

Evaluation of State Compensatory Education 2016 Of the 215,627 students who attended HISD during the 2015–2016 academic year, 138,333 students (64.2 percent) were identified as being at-risk according to SCE criteria. The ethnic composition of at-risk students was 71.2 percent Hispanic, followed by 22.5 percent African American, 3.5 percent white, 2.3 percent Asian/Pacific Islander, and less than one percent American Indian or two or more races. Eighty-five and two-tenths (85.2) percent of at-risk students were economically disadvantaged. Key findings are:

- Districtwide, on the 2016 English language STAAR, the gaps in the percentage of students meeting the satisfactory standard between not-at-risk and at-risk students were 28 percentage points in reading, 24 percentage points in mathematics, 36 percentage points in writing and science, and 38 percentage points in social studies. The gaps decreased in reading, mathematics, and science from 2015 to 2016, continuing the decrease in the gap that occurred from 2014 to 2015. The 2016 performance in writing and social studies remained flat compared to the 2015 performance on those measures.
- Districtwide, on the 2016 Spanish language STAAR, the gaps in the percentage of students meeting the satisfactory standard between not-at-risk and at-risk students were 16 percentage points in reading and mathematics, 17 percentage points in writing, and 14 percentage points in science. The gaps decreased in reading, mathematics, and writing from 2015 to 2016.

- Districtwide, on the 2016 STAAR EOC, the gaps in the percent of not-at-risk and at-risk students who met the satisfactory standard ranged from 16 percentage points in U.S. History to 39 percentage points in English I and English II. The gaps in performance between not-at-risk and at-risk high school students remained unchanged in all subjects except biology in 2016 compared to 2015, which grew an additional four percentage points.
- For the class of 2015, 85.4 percent of not-at-risk students and 80.5 percent of at-risk students graduated from HISD. The completion rate (which includes graduates, continuers, and GED recipients) for not-at-risk students was 89.2 percent and the at-risk rate was 89.1 percent. The not-at-risk and at-risk gaps in the respective completion statuses decreased from 2014 to 2015. This reduction was especially pronounced with respect to the percentage of graduates between the two groups. Almost as large a percentage of at-risk students as not-at-risk students completed high school in the class of 2015.

Department Name: Student Assistance
Compliance Goal: Provide support to campuses as they use State Compensatory Education (SCE) funds to reduce the disparity between students at risk of dropping out and all other students.
Measurable Performance Objective: By June 2018, review 50% of school budgets related to use of SCE Funds
Summative Evaluation: End of year budget report

Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title I, II, III or IV, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
Provide supports to campuses that serve at-risk of dropping out students	Sr Special Populations Program Specialist	GF1	August 2017- June 2018	Provide supports to campuses that serve at-risk of dropping out students

SOCIAL EMOTIONAL LEARNING

NEEDS ASSESSMENT/DATA REVIEW: The Social and Emotional Learning (SEL) Department was created to address inequity in discipline procedures, such as significant disparities among race, disability status and socio-economic status. In response to these inequities, the HISD school board banned suspensions for students below third grade and amended the student code of conduct to reflect the need for intervention assistance team involvement prior to discretionary removals to the district's alternative education program (DAEP). These changes have grown to include restitution as a discipline option when students commit a level III offense as outlined in the Student Code Of Conduct, which consists of using restorative discipline as an alternative to suspensions.

DEPARTMENT NAME: Social and Emotional Learning
STUDENT GOAL: To create alternatives and preventative practices that address students' social emotional wellness while building social skills needed to have long-term academic and behavioral success.
MEASURABLE PERFORMANCE OBJECTIVE: Decrease the district number of out-of-school suspensions, as well as the disparities between African-American students and the majority population using restorative discipline; positive behavior interventions and supports; social and emotional learning curriculum; and intervention assistance.
SUMMATIVE EVALUATION: Annual review of the department's objectives as outlined in the comprehensive program improvement plan (CPIP).

Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title I, II, III or IV, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
Implement tier II interventions that merge positive behavior interventions & supports (PBIS) and mental health to address the disparities in the district's current discipline practices	Director of SEL	Resources aligned with the Office of Student Support	June 1, 2018	Monthly review through the Social And Emotional Learning Department's CPIP
Provide social skills curriculum and training for campus wide implementation	Director of SEL	Resources aligned with the Office of Student Support	June 1, 2018	Monthly review through the Social And Emotional Learning Department's CPIP

to address social skills deficits				
Provide restorative discipline training and ongoing support for campus wide implementation as an alternative to suspensions	Director of SEL	Resources aligned with the Office of Student Support	June 1, 2018	Monthly review through the Social And Emotional Learning Department's CPIP

DEPARTMENT NAME: Social and Emotional Learning
COMPLIANCE GOAL: To support the development of safe and civil schools where students are emotionally and academically healthy
MEASURABLE PERFORMANCE OBJECTIVE: Develop and conduct training sessions designed to assist schools in implementing campus-wide social and emotional learning, as well as provide behavior and crisis intervention during the school year
SUMMATIVE EVALUATION: Annual review of the department's objectives as outlined in the comprehensive program improvement plan (CPIP).

Strategies	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title I, II, III or IV, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
Provide each campus with a social and emotional learning coordinator to assist with implementation of programs; behavior intervention; and critical needs	Director of SEL	Resources aligned with the Office of Student Support	June 1, 2018	Monthly review through the Social And Emotional Learning Department's (CPIP)

Provide campuses with community resources to assist with students in crisis, in need of emotional health, physical wellness, and/or food & shelter	Director of SEL	Resources aligned with the Office of Student Support	June 1, 2018	Monthly review through the Social And Emotional Learning Department's (CPIP)
Provide campus-based trainings covering crisis, classroom management, social-emotional learning and empathy as requested	Director of SEL	Resources aligned with the Office of Student Support	June 1, 2018	Monthly review through the Social And Emotional Learning Department's (CPIP)

EXTERNAL FUNDING – TITLES I, II, AND IV

DEPARTMENT NAME: External Funding – Title I

NEEDS ASSESSMENT/DATA REVIEW:

HISD has 256 Title I, Part A Campuses for the 2017–2018 school year. The Every Student Succeeds Act (ESSA), mandates that the use of Title I funds must upgrade the entire educational program of a schoolwide program and include all of the components of a schoolwide program. The Title I, Part A Program in HISD serves approximately 166,350 low-income students which is 77.4% of the HISD student population. These funds provide additional instructional resources to enhance academic achievement for low performing students on Title I, Part A campuses.

DEPARTMENT NAME: External Funding

STUDENT GOAL: Provide supplemental funding to schools with high concentrations of students from low-income families in order to provide all students a high-quality education that will enable them to meet the state’s student-performance standards.

MEASURABLE PERFORMANCE OBJECTIVE: By the end of July 2018, 85% of the students that attended the 2018 Summer School Program will be promoted to the next grade level.

SUMMATIVE EVALUATION: The 2018 Summer School report card will be used as our summative evaluation to ensure that we have met our objective.

Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title I, II, III or IV, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
1. Implement procedures, develop manual, and provide technical support to school personnel for the Title I, Part A	<ul style="list-style-type: none"> External Funding Title I Grant Administrators External Funding Title I 	<ul style="list-style-type: none"> Title I Schoolwide Funds Title I Summer School Program Funds 	August, 2017 through August 2018	<ul style="list-style-type: none"> Budget worksheets 2018 Summer School report card 2017-2018 Title I, Part A Student Achievement Evaluation Report

Extended-Year Summer School Program.	Campus Grant Administrators	<ul style="list-style-type: none"> Title I Focus and Priority Funds Title I Homeless Program Funds 		
2. Provide constant communication and program updates that will assist Title I campuses in implementing the components of a schoolwide campus and to remain in compliance of the ESSA statute.				

DEPARTMENT NAME: Leadership Development Department – Title II

NEEDS ASSESSMENT/DATA REVIEW:

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

Data Review

1. Aspiring School Leaders: “Grow-Your-Own”

The HISD Leadership Development Department offered three “grow-your-own” aspiring school leader cohort programs: 1) the Principal Candidate Development Opportunity (PCDO), 2) the Assistant Principal Candidate Development Opportunity (APCDO), and 3) the School Leadership Academy (SLA):

1a. The Principal Candidate Development Opportunity (PCDO) offered rigorous training aligned with Texas Principal Standards and HISD current initiatives. The Leadership Development Department collaborated with a number of effective principals and

school support officers, nominated by their school area chiefs, to develop content and learning activities for each of the training sessions in order to prepare the candidates to take leadership roles on HISD campuses.

- In 2016–2017, out of fifty-two (52) applicants, forty-nine (49) were selected to participate in PCDO. Two (2) of them were offered campus leadership positions before the beginning of the training; forty (40) candidates completed the program and qualified for the final skills demonstration activities. Nine (9) PCDO participants were appointed new principals at HISD campuses; three (3) were promoted to central office positions.
- The candidates were surveyed after every training session, and their feedback was used in planning the subsequent session content and learning activities. The participants' overall satisfaction with the program averaged 4.44 out of 5.0 points.

1b. The Assistant Principal Candidate Development Opportunity (APCDO) offered rigorous training aligned with Texas Principal Standards and HISD current initiatives. APCDO pulled from a variety of campus leadership experiences, from teacher leader to campus instructional specialist, and APCDO cohort participants had opportunities to apply the new learning in their current assignments or during planned field activities, which served as an extension of learning sessions, and showcased the acquired skills in a real-time skills demonstration.

- In 2016–2017, out of sixty-four (64) applicants, twenty-four (24) were selected to participate in the APCDO. All twenty-four (24) participants completed the program. Fifteen (15) APCDO participants were promoted to campus or central office leadership positions. The participants' overall satisfaction with the program averaged 4.7 out of 5.0 points.

1c. The School Leadership Academy (SLA) bridged the gap between the roles of teacher leader and first-time school instructional leader. The Leadership Development Department designed a year-long curriculum that focused on the preparation of instructional leaders with an emphasis on data-driven instruction, school culture, and observation/feedback in the context of the unique needs of HISD schools and students.

- In 2016–2017, out of one hundred and eight (108) applicants, thirty-eight (38) were selected to participate in the SLA. Thirty-five (35) participants completed the program; twenty-two (22) SLA participants were promoted to campus or central office leadership positions. The participants' overall satisfaction with the program averaged 4.7 out of 5.0 points.

2. State Mandated Induction

The HISD Leadership Development Department is responsible for the full implementation of the Texas Mandated Induction Program for all first-time campus-based administrators in the state of Texas. State mandated induction is a requirement of TEA as specified in 19 TAC §241.25. All first-time principals and assistant principals/deans must participate in a full year of induction and be assigned a mentor. Participants attended monthly cohort meetings throughout the academic year and engaged in at least four face-to-face campus visits from an assigned mentor:

2a. The First-Year Principals (FYP) Cohort provided carefully planned leadership learning experiences and professional development in collaboration with the school offices and other district departments to continue on-the-job training and development of first-time administrators. Session content and activities were aligned with Texas Principal Standards, HISD goals, Global Graduate Leader profile, and current district initiatives.

- In 2016–2017, twenty-five (25) first-time principals in HISD were provided an opportunity to participate in the first-year principals’ cohort.
- As a result of high-quality preparation and support for the cohort members, 100 percent of the first-year principals continue as campus administrators in HISD for the 2017–2018 school year. The participants’ overall satisfaction with the program averaged 4.5 out of 5.0 points.

2b. The Assistant Principal 1 (AP1) Cohort provided carefully planned leadership experiences in collaboration with the school offices and other district departments to continue the on-the-job training and development of first-time assistant principals/deans. Session content and activities were aligned with Texas Principal Standards, HISD goals, Global Graduate Leader profile, and current district initiatives:

- In 2017–2017, sixty-seven (67) first-time assistant principals and deans in HISD were provided an opportunity to participate in the first-year administrators’ cohort.
- As a result of high-quality preparation and support for the new campus leaders, seven (7) assistant principals were promoted to principals’ roles; a total of fifty-nine (59) cohort participants, or 88 percent, continue as campus administrators in HISD for 2017–2018 school year.

3. Differentiated Choice Courses for Leaders - During the 2016–2017 school year, the Leadership Development Department offered ten (10) choice courses designed to address specific development areas for HISD campus leaders based on cumulative feedback from principals and other district leaders. The Leadership Development team developed interactive, workshop style learning sessions that allowed for high engagement, reflection and action-planning for leaders in response to the identified improvement areas. The sessions were well attended by campus principals and their leadership teams as well as central office staff who support campus teachers.

- Overall, we served approximately eighty (80) school leaders and followed up with one-to-one support upon request. Feedback from the leaders reflected that they immediately applied many strategies from the sessions into their practice.

4. Districtwide Leadership Learning and Professional Development for School Leaders and Leadership Teams

The HISD Leadership Development Department provided districtwide leadership learning and professional development for school leaders in order to support the individual and specific instructional needs of their campuses. Principals and leadership teams engaged in growth and development sessions in the following areas: 1) Lead4Ward, 2) STAAR Planning, 3) Professional Learning Series, 4) HISD Welcome Back, 5) Staff Documentation, and 6) Skills Demonstration:

4a. Lead4ward - During the 2016–2017 school year, HISD partnered with lead4ward to support campuses in improving instruction for students. Schools were selected by chiefs to attend the lead4ward instructional leadership and instructional planning workshops. Lead4ward staff worked with the Leadership Development team to propose a sequence of learning sessions to support the instructional leadership efforts on campuses and the instructional planning by campus teams. A total of one thousand seventy-three (1,073) school leaders and teachers attended the lead4ward workshops during the 2016–2017 school year. As a result of instructional support provided by this training,

- Eighty-two (82) of the 106 schools (77%) met standards on the TEA Accountability Rating Report 2016–2017.

- Ten (10) of the 21 staar4ward schools met standard in 2017.
- Eight (8) out of 16 anchor schools that were rated IR in 2016, met standard in 2017.

Data gathered from satisfaction surveys and completed post lead4ward training sessions, indicated a high rate of implementation of lead4ward instructional planning strategies and tools on campuses.

4b. STAAR Planning Sessions - Leadership Development collaborated with the Special Education, Multilingual, and Student Assessment departments to create a plan and timeline for STAAR Planning sessions. Leadership Development was strategic in providing a forum for the departments to share, with all school leaders and selected members of their leadership teams, timely and relevant information that impacted STAAR and End-of-Course testing in the district. School leaders had opportunities to hear specific updates and guidelines that affected test administration and to gain answers to specific questions regarding testing at their campuses, as well as receive guided support in creating campus-wide testing plans. The sessions supported all 288 HISD campuses and charter schools.

4c. Professional Learning Series 2016-2017 - Over 1,400 school and district leaders convened on June 12th and 13th at Kingdom Builders Center for HISD's 2017 Professional Learning Series (PLS). The two-day development, collaboration, and learning set the focus and priorities for the upcoming 2017–2018 school year. The PLS 2017 theme, "Support Every Child: Create a Culture and Climate for all Students," emphasized connections between a positive school culture and adult behaviors in schools. School leaders focused on how improving school culture and climate can reduce dropout rates, discipline issues, bullying, and other high-risk behaviors while supporting students to increase academic and behavioral performance. They also learned about implicit bias, inclusive practices, intervention strategies, and support for all students.

1,420 individuals received credit for attending the PLS 2017 on Day 1, and 1,190 individuals received credit for attending on Day 2 of the PLS. A 71% response rate to the conference feedback survey was recorded (1,429 surveys sent: 1,006 responses submitted). Initial feedback from conference participants indicated a very high level of satisfaction with the following:

- Overall, sessions were relevant to their professional development needs (92% satisfied and highly satisfied);
- Sessions provided opportunities to reflect, interact with peers, and create a plan for application (88% - satisfied and highly satisfied); and
- Sessions provided resources (contacts/information) for further support (89% - satisfied and highly satisfied).

Leaders reported an 88% overall satisfaction rate regarding the quality of the conference. Implications for moving forward in the 2017–2018 school year include:

- a consideration for more chief-guided content sessions during PLS 2017–2018
- a need to continue to supplement the learning in the different focus areas for HISD leaders to expand their growth and development during PLS 2017 and during the school year;
- a need to provide more individualized support to campuses to ensure effective implementation of strategies;
- a need to monitor programmatic systems to ensure appropriate alignment with district goals and expectations; and

- a need to create systems and solutions for leaders to guide their own development and to provide adequate feedback and support to teachers and staff.

4d. Welcome Back - Leadership Development was responsible for coordinating and facilitating the HISD 2016–2017 Welcome Back Leadership Event, a one-day required in-service for principals, assistant principals, deans, and central office instructional leaders. The in-service was planned by Leadership Development in collaboration with the school offices. During the general session, the Superintendent of Schools (Interim) welcomed new leaders and set the direction for the new year by outlining goals, initiatives, successes, and challenges from the previous year. Following the general session, HISD chiefs met with their principals to plan and develop collaborative strategies for ensuring instructional excellence and school improvement. Chief School Officers (CSO) worked with school leaders to finalize campus professional development plans and beginning of school activities. During the individual CSO meetings, school leaders also engaged in professional learning around various topics, such as Response to Intervention, Effective Coaching\Development, and strengthening leadership capacity through an on-going book study. Over 307 principals, or their designees, attended the Welcome Back Leadership Event.

4f. Staff Documentation - Leadership Development collaborated with the HISD Legal team and Thompson and Horton to facilitate eight separate staff development trainings from June through July 2016. The sessions provided principals and Central Office staff (SSOs and CSOs) with training on documentation for employee improvement or separation. The interactive sessions covered various topics including legal updates, review of Texas Education Code, HISD board policies and regulations (related to contracts, investigations, and grievances), tools and scenarios, and effective strategies. Training was attended by:

- Ninety-four (94) school administrators, representing 109 schools; eighteen (18) SSOs and CSOs; and thirty-five (35) central office administrators who provide support to schools.
- Data indicated the need for additional sessions to support most recently hired school administrators as well as other non-administrator appraisers on campuses; online staff documentation refresher training (veterans); and more interactive “HISD” case studies to support learning.

4g. Skills Demonstrations - Skills Demonstration is the second step in a three-step series of in-basket assessments that are required to be taken by applicants for HISD campus leadership positions. The assessment measures knowledge and skills that align with everyday campus leadership responsibilities.

- From July 28, 2016, to June 30, 2017, the Leadership Development team administered 242 face-to-face skills demonstrations to internal applicants and three (3) via online access for external candidates.

Based on the review of data, the Leadership Development Department has identified the following **measurable performance objectives**:

1. Eighty percent (80%) of aspiring school leaders (Principal Candidate Development Opportunity, Assistant Principal Candidate Development Opportunity, and School Leadership Academy) will complete the cohort program requirements.
2. Seventy percent (70%) of aspiring school leaders who participate in Leadership Development cohorts will be promoted to fill leadership vacancies.
3. Ninety percent (90%) of first-time school leaders (principals, assistant principals, and deans) will complete the induction program in 2017–2018 and will continue as leaders in HISD at the beginning of the 2018–2019 school year.

DEPARTMENT NAME: Leadership Development Department
STUDENT GOAL: High quality school leadership
MEASURABLE PERFORMANCE OBJECTIVE: 80% of aspiring school leaders (Principal Candidate Development Opportunity, Assistant Principal Candidate Development Opportunity, and School Leadership Academy) will complete the cohort program requirements.
SUMMATIVE EVALUATION: Will be determined by accomplishment of department goals and milestones.
<p>4. A minimum of 10 self-selected choice courses that are aligned to specific needs of current and aspiring school leaders will be offered by the Leadership Development Department during the 2017–2018 school year.</p> <p>5. A minimum of five (5) districtwide leadership professional developments/trainings that are aligned to state mandates and district initiatives will be available to school leaders during the 2017–2018 school year.</p>

Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title I, II, III or IV, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
<p>To increase the number of eligible candidates who have the knowledge, skills, and disposition to become school leaders in the district.</p> <p>Recruit, select, and train aspiring school leaders.</p>	Assistant Superintendent, Leadership Development	Title II Central Program funds to provide materials, consulting services, and support for validated, research-based practices.	September 1, 2017–June 30, 2018	<ul style="list-style-type: none"> - By September 1, 2017 Launch Principal Candidate Development Opportunity, - By September 1, 2017 Launch Assistant Principal Candidate Development Opportunity - By September 1, 2017 Launch School Leadership Academy - Monitor program completion requirement - Monitor pool acceptance

DEPARTMENT NAME: Leadership Development Department
STUDENT GOAL: High quality school leadership
MEASURABLE PERFORMANCE OBJECTIVE: 70% of aspiring school leaders who participate in Leadership Development cohorts will be promoted to fill leadership vacancies.
SUMMATIVE EVALUATION: Will be determined by accomplishment of department goals and milestones.

Strategies	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title I, II, III or IV, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
<p>To increase the number of internal candidates selected to lead diverse campuses with the district.</p> <p>Recruit, select, and train aspiring school leaders.</p>	Assistant Superintendent, Leadership Development	Title II Central Program funds to provide training materials, screening, and support	September 1, 2017– June 30, 2018	<ul style="list-style-type: none"> - By September 1, 2017 identify leadership learning gaps. - By October 1, 2017 differentiate professional development content to address priorities. - Monitor program completion status. - Monitor pool acceptance. - Monitor HR new hire report.

DEPARTMENT NAME: Leadership Development Department
STUDENT GOAL: High quality school leadership
MEASURABLE PERFORMANCE OBJECTIVE: 90% of first-time school leaders (principals, assistant principals, and deans) will complete induction program in 2017-2018 and will continue as leaders in HISD at the beginning of the 2018–2019 school year.
SUMMATIVE EVALUATION: Will be determined by accomplishment of department goals and milestones.

Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title I, II, III or IV, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
<p>To retain, develop, and support highly effective school leaders in the district.</p> <p>Mentor, coach, train and support first-time principals and assistant principals/deans.</p>	Assistant Superintendent, Leadership Development	Title II Central Program funds to provide training consulting services, materials, and support.	September 1, 2017– June 30, 2018	<ul style="list-style-type: none"> - By September 1, 2017 identify first-time principals, assistant principals, and deans in the district. - By October 1, 2017 launch First-Year Principals Cohort. - By October 1, 2017 launch First-Year Assistant Principals/Deans Cohort. - Monitor program completion requirement for new campus-based administrator induction.

DEPARTMENT NAME: Leadership Development Department
STUDENT GOAL: High quality school leadership
MEASURABLE PERFORMANCE OBJECTIVE: A minimum of 10 self-selected choice courses that are aligned to specific needs of current and aspiring school leaders will be offered by the Leadership Development Department during the 2017-2018 school year.
SUMMATIVE EVALUATION: Will be determined by accomplishment of department goals and milestones.

Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title I, II, III or IV, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
To increase leadership effectiveness by closing the knowledge and skills gap that may exist among aspiring and veteran school leaders in the district.	Assistant Superintendent, Leadership Development	Title II Central Program funds to provide training, consulting services, materials, and support.	September 1, 2017– June 30, 2018	<ul style="list-style-type: none"> - By October 15, 2017 identify growth areas of aspiring and veteran campus-based leaders. - By November 1, 2017 notify principals, assistant principals/deans, and aspiring school leaders of differentiated and self-selected professional development offerings and schedule. - Monitor attendance and implementation - Follow-up school visits.

DEPARTMENT NAME: Leadership Development Department
STUDENT GOAL: High quality school leadership
MEASURABLE PERFORMANCE OBJECTIVE: A minimum of 5 districtwide leadership professional developments/trainings that are aligned to state mandates and district initiatives will be available to school leaders during the 2017–2018 school year.
SUMMATIVE EVALUATION: Will be determined by accomplishment of department goals and milestones.

Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title I, II, III or IV, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
<p>To create targeted and collaborative professional development experiences that are aligned, relevant, and support school leaders as they address state mandates and district initiatives.</p> <p>Districtwide professional development: 1) Lead4Ward, 2) STAAR, 3) Staff Documentation, 4) Welcome Back, and Professional Learning Series (PLS).</p>	Assistant Superintendent, Leadership Development	Title II Central Program funds to provide training, consulting services, materials, and support.	September 1, 2017– June 30, 2018	<ul style="list-style-type: none"> - By October 1, 2017 identify instructional priorities. - By October 15, 2017 notify principals of districtwide professional development offerings and schedule. - Review formative assessment data. - Monitor attendance and implementation. - Follow-up school visits.

DEPARTMENT NAME: Teacher Career Development – Title II

NEEDS ASSESSMENT/DATA REVIEW:

An analysis of Human Resources hiring for 2017–2018 school year shows we have hired 1,938 teachers. Of those, 951 teachers (51.4%) are beginning with no prior teaching experience. Many of those teachers are in an Alternative Certification Program, which means they have little experience with teaching.

The Teacher Career Development team manages and coordinates New Teacher Academy (NTA) the summer prior to their first year in the district. This five-day event onboards and prepares teachers to be successful in HISD. It focuses on Human Resource systems, district priorities, the HISD curriculum, Teacher Professionalism, Social Emotional Learning, and pedagogy. It also introduces the Teacher Appraisal and Development System (TADS), with heavy emphasis on the Instructional Practice Rubric and the corresponding Effective Practices.

Each year, in January, we sent a needs-assessment survey to new teachers. Last year, the survey was completed by 871 respondents. New teachers are asked for feedback on NTA (E.g. “Select all of the topics introduced at New Teacher Academy that helped prepare you for your first semester in HISD.” “Select all of the topics introduced at New Teacher Academy that could have been covered in more detail.”). Results from this survey inform the NTA agenda for the upcoming year.

In this survey, new teachers are also assessed about support from their campus based mentor. Every beginning teacher, with no prior teaching experience, is assigned a campus-based mentor. Ninety-three percent (93%) of beginning teachers responded that they have been assigned a mentor. Our expectation is that 100% of beginning teachers are assigned a mentor. Therefore, this data informs our goals for the following school year. On the survey, 84% of teachers agree “My work with my mentor has led to improvements in my teaching practice”. This data set is used to modify program expectations of the Mentor program.

This year, 1,235 new teachers attended the five-day event, July 31–August 4, 2017. At the end of each session, and the event, participants were surveyed and their responses inform our work. 967 teachers completed the survey. 84% of participants agreed that “because of attending NTA, I feel more prepared to begin teaching in HISD”. In addition to the quantitative data, we ask participants “what can we do to make New Teacher Academy a better experience?” and “What other professional development would be helpful for you to receive?” Our team analyses these responses and use it to fine tune our professional development offerings during the school year.

On the mid-year needs assessment, new teachers are also asked about the impact of different audiences on their instructional success. The highest scoring factor is “coaching and feedback from my campus mentor/teacher leader. This data validates the guiding principal of our work. “The solution to campus challenges already exist in their building: Teacher Leaders. The Teacher Career Development (TCD) team’s responsibility is to develop their leadership mindset and skills to build capacity on each campus.” The data guides our fundamental tenets:

- The primary responsibility of the TCD team is to improve student outcomes and teacher effectiveness, through purposeful support grounded in effective instructional practices, aligned to shared district goals and priorities.
- Teacher leaders prioritize support for beginning teachers in developing their skill and mindset, over changing the habit, skill and mindset of experienced teachers.

The Career Pathway Teacher Leader program was created to provide job-embedded support for new and struggling teachers by leveraging the best teachers on the campus. The teacher leaders and school leaders are surveyed at the beginning and the end of each school year. Supported teachers are surveyed at the end of the school year. This data is shared with the Research and Accountability Department who provides a “Program Design and Outcomes Report”. This extensive report answers research questions for all three audiences (teacher leaders, supported teachers and campus leaders) that are used to fine-tune the Career Pathways Teacher Leader program for the next school year.

These data sets are analyzed by the Teacher Career Development Leadership Team and used to modify and improve all programs managed by our team. The goals below are a result of this exercise.

DEPARTMENT NAME: Teacher Career Development

COMPLIANCE GOAL: 75% of new/beginning teachers will participate in provided New Teacher Support offerings by the end of the 2017–2018 School Year in order to improve effective classroom instruction.

MEASURABLE PERFORMANCE OBJECTIVE: By May 2018, beginning teacher attendance in forums and New Teacher Support Trainings will increase by 25% as reported by MAS and attendance reports

SUMMATIVE EVALUATION: End of the year summary attendance reports for professional development trainings and support

Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title I, II, III or IV, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
Provide onboarding/professional development for all new/beginning teachers	Teacher Career Development Team (Sr. Manager and Program Managers, Key teacher)	General Funds (GF) and Title funds, in-kind donations, Astros tickets, sponsors (vendor fair)	August 2017	Annually (early August) Evaluations and surveys completed by participants

CIC and mentors assigned to each campus and each beginning teacher *weekly check-in, monthly forums	TCD Program Manager	GF funds for stipends	August 2017–May 2018	Weekly and monthly monitoring/reports of MAS system
New Teacher Offerings: New Teacher Learning Series Desserts and Development PD in your PJs Live and Virtual Feedback and Modeling	TCD Program Managers and Key Teachers	Title funds	August 2017–May 2018	Three offerings in the Fall semester Bi-monthly during the Fall semester Continuous Quarterly review of attendance/participation logs

DEPARTMENT NAME: Teacher Career Development

COMPLIANCE GOAL: Provide instructional support to 85% of teacher leaders by the end of the 2017–2018 School Year in order to improve the building capacity of Career Pathways campuses

MEASURABLE PERFORMANCE OBJECTIVE: Increase the number of effective/highly effective teachers on Career Pathways campuses by 10% through the instructional support of teacher leaders

SUMMATIVE EVALUATION: End of the year Instructional Practice Rubric ratings of supported teachers

Strategies	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title I, II, III or IV, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc)	Timeline	Milestones/ Formative Evaluation
Provide onboarding/professional development for all teacher leaders	Teacher Career Development Team (Sr. Manager and Program Managers)	GF funds	August 2017–October 2017	Evaluations and surveys completed by teacher leaders, supported teachers and school leaders.
Provide ongoing support to teacher leaders Skill-building trainings	TCD Program Managers, Teacher Leaders,	GF funds	September 2017–May 2018	Evaluations and surveys completed at the end of each session. Informal feedback

Problem-Solving Communities Roundtable sessions Coaching by Program Managers	Instructional Impact Leaders, Key Teachers			during skill and leadership development sessions and Problem-Solving Communities.
Partner with various district departments to provide relevant, strategic and aligned professional development opportunities	TCD Program Managers, Teacher Leaders, Instructional Impact Leaders, Key Teachers, Social and Emotional Learning, EdTech, Curriculum and Instruction, various other Academics departments	GF funds	August 2017–May 2018	Comprehensive support for district initiatives. Incorporation and alignment of learning opportunities to district priorities.

DEPARTMENT NAME: Elementary Curriculum and Development – Fine Arts - Title IV

NEEDS ASSESSMENT/DATA REVIEW: Fine Arts professional development has been sporadic and primarily provided by outside sources. HISD has established a Fine Arts Department within Elementary Curriculum and Development to address professional development, to ensure equity of access to fine arts instruction at all campuses, and to align fine arts curriculum with district focuses and State TEKS.

DEPARTMENT NAME: Elementary Curriculum and Development – Fine Arts

STUDENT GOAL: Increase student access to fine arts instruction by 5% through instrument purchase and repair, providing professional development to non-fine arts educators through online sessions, and increase professional development offerings to HISD staff.

MEASURABLE PERFORMANCE OBJECTIVE: By June 2018, fine arts integrated professional development will be available to 100% of HISD educators and 95% of all HISD fine arts teachers will have attended professional development provided by Fine Arts Department focused on their specific content. By May 2018, student access to school-owned instruments will increase by 5% as reported by Fine Arts Department survey of instrumental music instructors.

SUMMATIVE EVALUATION: End of Year instrumental teacher surveys will reflect an increase of school-owned and student accessible instruments. Online professional development will have been accessed by non-fine art educators as reflected in course registrations.

Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title I, II, III or IV, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
Remove barriers to instrumental program access.	Fine Arts Department School-based instrumental program teachers	<ol style="list-style-type: none">1. Title IV to purchase and repair school owned instruments2. Arts Access Initiative (AAI) Partnerships3. Online professional	August 2017 to June 2018	<ol style="list-style-type: none">1. Quarterly review of instrumental programs and student access to instruments2. Instrumental program analysis and baseline data collected, reviewed by October 15, 20173. Instrumental needs assessed with implementation of repair and replace program enacted to impact student equity and access across district.

		development course		
Provide foundation core educators Arts Integrated professional development	Fine Arts Department DMOL Team	<ol style="list-style-type: none"> 1. Fine Arts General Funds 1 budget 2. Title IV funds to provide video recording for online sessions 	August 2017 – June 2018	<ol style="list-style-type: none"> 1. Quarterly review of progress on professional development sessions. 2. Launch arts integration professional development on movement (dance) by November. 3. Outline process and begin arts integration into writing professional development session.

DEPARTMENT NAME: Wraparound Services - Title IV

NEEDS ASSESSMENT/DATA REVIEW: Wraparound Services are critical for the academic success of our students. There is a strong correlation between adverse non-academic factors, i.e. attendance and mobility rates and student performance. Providing student supports that address root causes of non-academic factors will increase student academic achievement.

DEPARTMENT NAME: Wraparound Services

STUDENT GOAL: To better identify students' and schools' wraparound services needs by gathering base-line data to connect more students to effective services and learn from the inaugural pilot year by improving these processes and tools before the Fall 2018 launch.

MEASURABLE PERFORMANCE OBJECTIVE: To increase access to effective services to meet students' needs by setting up robust governance structures, develop tools and support systems to track student and family usage of services, hire wraparound resource specialists and managers, and create a sustainable funding and operating model to scale up and impact all HISD families as reflected in the following board constraints progress measures:

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 2: The district will launch cohort one of Every Community, Every School with a minimum of 15 school by the end of the 2017-2018 school year and will increase annually until all schools are served in 2022.

Constraint 3: The district will develop tools for campuses to conduct a needs assessment, to access to a provider database, a data tracker, and professional development in 2017-2018 and will increase usage annually until all campuses access the tools and trainings by 2022.

SUMMATIVE EVALUATION: Student Attendance and Discipline Data combined with STAAR 3-8 and End-of-Course results

Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title I, II, III or IV, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
Select campuses and principals using identified leadership qualities and analyze the readiness of the school's infrastructure	Assistant Superintendent	Title IV funds	September 2017 to June 2018	<ul style="list-style-type: none">• Wraparound Resource Specialist and Managers positions for the 10 Superintendent Schools will be hired.• Wraparound Resource Specialist positions will be assigned to the A180 Superintendent Schools• Campus applications for cohort one of Every Community, Every School will be submitted and reviewed.

				<ul style="list-style-type: none"> A policy recommendation – first reading – will be submitted and approved by the board.
Evaluate the current access to service providers and the strengths of the community	Assistant Superintendent	Title IV Funds	September 2017– June 2018	<p>Conduct a needs assessment and a survey in partnership with Rice University and Dr. Moore.</p> <p>Conduct a program evaluation and an external evaluation in partnership with the Boston Consultancy group to acquire data to assess the current service providers and establish plans to enhance access.</p>
Hire a department director, managers and 15 wraparound specialists to provide support to schools.	Assistant Superintendent	Title IV Funds	October 2017	Positions have been posted and interviews are being conducted for the 10 superintendent schools. Additionally, 5 wraparound resource manager positions are also posted and interviews are being conducted for the positions.
Provide support to pilot schools principals and staff.	Wraparound Specialists	Title IV Funds	October 2017 – June 2018	<p>Needs assessment will be completed.</p> <p>IT solution is being developed.</p> <p>Data Tracking and Provider Data Base is being developed.</p> <p>Professional development is being developed.</p> <p>On track to be fully launched by <u>January 2018</u>.</p>

COLLEGE AND CAREER READINESS (CCR)

DEPARTMENT NAME: College Readiness

Narrative of Data Analysis and Identified Needs

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. This year the College Readiness Department has expanded its programming to include additional support for elementary and middle schools, as well as college matriculation support. In addition, the EMERGE team will be graduating a class of students from 42 HISD high schools.

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 2014 was 81 percent—a higher rate than other low-income, high minority, urban schools across the nation.
- Fifty-six percent of seniors who graduated in 2016 enrolled in college during the next school year (32% to 4-year and 24% to 2-year institutions).
- For the Class of 2017, 76% of seniors applied to college (55% to a 4 year-program and 42% to 2 year-program).
- College Success Advisors advised 58% of 2017 seniors. Of these, 86% applied to a college (66% to a 4-year program and 44% to a 2-year program).
- 292 SPED seniors were advised by a College Success Advisor. Of those, 217 applied to college and 170 submitted a FAFSA.

Scholarship and Financial Aid Offers and FAFSA/TASFA Completion

- Scholarship and Financial Aid Offers for 2016-2017 was \$388.4 million, an increase of 647% from 2009 (\$52 million)
- Scholarship and Financial Aid Offers increased by 23.49% from 2016 to 2017.
- Scholarship and Financial Aid Offers for Hispanic students increased from \$119.5 million in 2016 to \$171.5 million in 2017.
- Scholarship and Financial Aid Offers for African American Students increased from \$102.5 million in 2016 to \$106.5 million in 2017
- FAFSA/TASFA completion increased from 50% in 2016 to 60% for 2017.
- Students who were advised by the College Success team completed their FAFSA/TASFA at a 73% rate (60% for all seniors in the district).

PSAT 8/9, PSAT/NMSQT and SAT School Day Participation and College Readiness Benchmarks

- PSAT 8/9: In 2016, 76 percent and 46 percent of 8th graders in Texas and the nation, respectively, took the PSAT 8/9 compared to 82 percent of HISD 8th graders. Among 9th graders, the difference was even more stark—79 percent of HISD students took the test compared to 31 percent and 40 percent of students in Texas and the nation, respectively.
- PSAT/NMSQT: In HISD, 81 percent of 10th graders and 78 percent of 11th graders took the PSAT/NMSQT compared to 70 percent of 10th graders and 67 percent of 11th graders in Texas and roughly half of 10th and 11th graders in the country.
- PSAT 8/9: Among 8th graders, mean ERW and Math scores were 397 and 403, respectively, compared to mean ERW scores of 398 and mean Math scores of 407 in Texas. Among 9th graders, mean ERW and Math scores were 409 and 411, respectively, compared to mean ERW scores of 425 and mean Math scores of 428 in Texas. The range for each section on PSAT 8/9 is from 120 to 720.
- PSAT/NMSQT: Among 10th graders, mean ERW and Math scores were 435 and 438, respectively, compared to mean ERW scores of 452 and mean Math scores of 456 in Texas. Among 11th graders, mean ERW and Math scores were 459 and 464, respectively, compared to mean ERW scores of 484 and mean Math scores of 487 in Texas. The range for each section on PSAT/NMSQT is from 160 to 760.
- PSAT 8/9: The proportion of 8th and 9th graders combined that met CCR Benchmarks in 2016 in both subjects was 28 percent compared to 26 percent in fall 2015.
- PSAT/NMSQT: The proportion of 10th and 11th graders combined that met CCR Benchmarks in 2016 in both subjects was 26 percent compared to 25 percent in fall 2015.
- 82.8 percent of HISD juniors (9,601) participated in SAT School Day 2017. This reflects approximately a one percentage-point increase from the participation rate in 2016 (81.9).
- National, Texas, and district average SAT scores increased from 2016 to 2017 in Evidenced-based Reading and Writing (ERW) and mathematics.
- The mean SAT scores for HISD juniors were slightly lower than those for Texas and the nation. The mean total score was 953 for HISD juniors, 955 for students in Texas, and 996 for students across the nation who took the same administration.
- The district's improvement on the mean total score of 19 scale score points outpaced both the state at 11 and the nation at 13 scale score points. On the ERW section, the gap between the district and the nation decreased from 33 scale score points in 2016 to 23 scale score points in 2017 and compared to the state, the gap decreased from 6 scale score points in 2016 to 1 scale score point in 2017.

Platform Tracking Systems

1. National Student Clearinghouse (NSC) StudentTracker system for post high school graduation results starting with high school graduating class of 2004 through graduating class of 2015.
2. CollegeBoard yearly reports
3. OneLogos to track applications to Texas college universities and colleges, and FAFSA/TASFA submissions.
4. Scholarship Plus Reports to track scholarship offers.

NEEDS ASSESSMENT/DATA REVIEW:

Based on the Data Analysis and Needs Assessment, the following *Measurable* Objectives must be included, along with any department/program key initiatives for 2017-18:

College Applications, Enrollment and Completion

Objectives:

- 90% of Class of 2018 seniors will have applied to a college. 70% to a 4 year program and 80% to a 2 year program.
- 55% of Houston ISD 2018 graduates will enroll in a college or university within one year of graduating from HISD with a targeted increased in the number enrolling in four-year institutions.
- The percent of HISD graduates who graduate from college within 6 years of graduating from high school will increase by 10%.

Scholarship and Financial Aid Offers and FAFSA/TASFA Completion

Objectives:

- The amount of scholarship and financial aid offers to HISD students will increase by 10%.
- The FAFSA/TASFA completion rate will increase by 5% for class of 2018.
- Students who were advised by the College Success team will increase their completed their FAFSA/TASFA rate by 5%

PSAT 8/9, PSAT/NMSQT and SAT School Day Participation and College Readiness Benchmarks

Objectives:

- Houston ISD will increase the percentage of students taking the SAT or ACT assessments by 10%.
- HISD students taking ACT/SAT assessments will increase composite scores by 10%.
- Houston ISD will increase students scoring 'college ready' on the PSAT 8/9, PSAT/NMSQT and SAT School Day by 10%
- HISD will increase the percentage of special education students testing under accommodations by 5%.

DEPARTMENT NAME: College Readiness
STUDENT GOAL: <ul style="list-style-type: none"> 90% of Class of 2018 seniors will have applied to a college. 70% to a 4 year program and 80% to a 2 year program. 60% of Houston ISD 2018 graduates will enroll in a college or university within one year of graduating from HISD, with a targeted increase in the number enrolling in four-year institutions. The percent of HISD graduates who graduate from college within 6 years of graduating from high school will increase by 10%.
MEASURABLE PERFORMANCE OBJECTIVE: College Applications, Enrollment and Completion
SUMMATIVE EVALUATION: End of year National Student Clearing House and Texas Higher Education Coordinating Board reports on college applications and enrollment will indicate increases from the previous year.

Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title I, II, III or IV, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
<p>Team of centrally trained College Success Advisors assigned to high schools.</p> <p>Middle School College Knowledge Workshops.</p> <p>Targeted advising of seniors (underrepresented minorities/lower income students) identified as traditionally less likely</p>	<p>Officer, College and Career Readiness</p> <p>Assistant Superintendent, College Readiness</p> <p>Assistant Superintendent, Linked Learning</p>	<p>Software Platforms: Naviance, StudentTracker, Scholarship Plus, and OneLogos.</p> <p>National Student Clearinghouse data.</p> <p>Monthly Professional development trainings (College Institutes) at the University of Houston.</p>	<p>Advising begins the first week of school and continues through the end of June.</p> <p>September through May Professional Development Meetings (College Institutes) at the University of Houston.</p> <p>Application workshops starting September through December.</p>	<p>Annual reporting from the National Student Clearinghouse Student Tracker program will be used to measure efficacy of improvement strategies.</p> <p>Administrative reports in Naviance, ScholarshipPlus and OneLogos will be used to monitor student progress and access to information and applications for admissions, financial aid, and scholarships.</p> <p>Trainings will be monitored through attendance and participation logs.</p>

<p>to attend college by the College Success team.</p> <p>College Readiness awareness events and enrichment programs, including TACRAO fairs, Black College Expo, Top Tier College Night, International DREAMERS Summit, and National Hispanic Institute.</p> <p>More intentional outreach to campus staff, such as teachers, to increase awareness of the college application process.</p> <p>Summer Melt Texting Project and transitional programs/workshops for graduated seniors.</p> <p>College Field Trips for ELL/Migrant Students</p> <p>College Field Trips for all 9th graders</p> <p>College parent tours to local colleges and universities to increase exposure.</p>	<p>Director, Senior Managers, Managers, College Readiness</p> <p>Director, Senior Manager, Manager, Advisors, College Success,</p> <p>Director, Senior Manager, Program Manager, Emerge</p> <p>Managers, Linked Learning</p>	<p>HISD HUB landing page will have relevant college readiness and financial aid/scholarship information posted weekly.</p> <p>College & Career Readiness bi-weekly newsletter that is sent to campus staff and other stakeholders and contains relevant application information.</p> <p>Resources created for teachers with relevant application deadlines and instructions on how to upload letters of recommendation on Naviance.</p> <p>Race to the Top grant funds</p>	<p>Application benchmarks are created each week and shared among the three teams. Action plans are implemented for those schools or student sub-population sets who need attention.</p>	<p>Expenditures will be monitored through budget spreadsheets, contracts, invoicing, and financial reports.</p> <p>Audit of Race to the Top compliance documentation by campus</p>
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DEPARTMENT NAME: College Readiness
STUDENT GOAL: <ul style="list-style-type: none"> • The amount of scholarship and financial aid offers to HISD students will increase by 10%. • The FAFSA/TASFA completion rate will increase by 5% for class of 2018. • Students who were advised by the College Success team will increase their FAFSA/TASFA completion rate by 5%
MEASURABLE PERFORMANCE OBJECTIVE: Scholarship and Financial Aid Offers and FAFSA/TASFA Completion
SUMMATIVE EVALUATION: End of year reports from Scholarships Plus and the US Department of Education will show an increase in the number of scholarship and grant offers received, and an increase the rates of completion of financial aid applications from the previous year.

Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title I, II, III or IV, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
<p>A series of professional development trainings targeting financial aid will be provided, conducted by uAspire, university financial aid officers, and HISD trained college readiness/success/Emerge managers.</p> <p>A summit for HISD international students</p>	<p>Officer, College and Career Readiness</p> <p>Assistant Superintendent, College Readiness</p> <p>Director, Senior Managers, Managers, College Readiness</p>	<p>OneLogos is a tracking platform used 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.</p> <p>uAspire, a nationally recognized professional</p>	<p>September through May Professional Development Meetings (College Institutes) at the University of Houston.</p> <p>uAspire trainings on FAFSA, CSS Profile, and award letter comparison.</p>	<p>Weekly reports run from the OneLogos Platform will be used to measure efficacy of improvement strategies.</p> <p>Trainings of College Access Coordinators, Success Managers/Advisors, and Emerge Program managers will be monitored through attendance and satisfaction surveys.</p>

<p>is planned in December to assist this subpopulation of students with their TASFA applications.</p> <p>The department will visit campuses to provide ongoing FAFSA support. On October 6th, the department will host a FAFSA event to increase FAFSA completion.</p> <p>Weekly FAFSA/TASFA completion reports will be reviewed by the department and shared with campus and district leadership. Action plans will be developed for struggling campuses and sub-populations.</p>	<p>Director, Senior Manager, Manager, Advisors, College Success,</p> <p>Director, Senior Manager, Program Manager, Emerge</p>	<p>development non-profit, will provide two on-site trainings to all HISD and CBO college advising staff as well as access to their counselor resource portal and two webinars.</p> <p>HISD FAFSA webpage.</p> <p>HISD HUB landing page will have relevant college readiness and financial aid/scholarship information posted weekly.</p> <p>College & Career Readiness bi-weekly newsletter that is sent to campus staff and other stakeholders and contains relevant scholarships and financial aid information.</p>	<p>HISD will host a FAFSA event on October 6th to increase FAFSA completion rates.</p> <p>HISD will host the DREAM summit for HISD international students in December 2017.</p>	<p>Expenditures will be monitored through budget spreadsheets, contracts, invoicing, and financial reports.</p>
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DEPARTMENT NAME: College Readiness
STUDENT GOAL: <ul style="list-style-type: none"> ● Houston ISD will increase the percentage of students taking the SAT or ACT assessments by 5%. ● HISD students taking ACT/SAT assessments will increase composite scores by 5%. ● Houston ISD will increase students scoring ‘college ready’ on the PSAT 8/9, PSAT/NMSQT and SAT School Day by 5% ● HISD will increase the percentage of special education students testing under accommodations by 3%.
MEASURABLE PERFORMANCE OBJECTIVE: PSAT 8/9, PSAT/NMSQT and SAT School Day Participation and College Readiness Benchmarks
SUMMATIVE EVALUATION: End of year performance reports from the College Board and ACT will indicate greater participation and levels of college readiness across student groups.

Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title I, II, III or IV, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
<p>The College Readiness Department will communicate (academic memo) that all high school students will have their Khan Academy accounts linked to their CollegeBoard Accounts.</p> <p>The College Readiness Dept. will provide</p>	<p>Officer, College and Career Readiness</p> <p>Assistant Superintendent, College Readiness</p> <p>Director, Senior Managers, Managers, College Readiness</p>	<p>Khan Academy SAT Prep and Apex ACT/SAT test prep platforms will be available to all HISD high school students free of charge.</p> <p>All grade 9, 10, and 11 students will be given the PSAT and grade 11 will be given the school day SAT free of charge.</p>	<p>College Readiness will audit all middle/high school campuses in August and September to make sure they have ordered PSAT materials, as well as SAT and ACT fee waivers..</p>	<p>Annual reports from College Board will be used to measure efficacy of improvement strategies.</p> <p>PSAT & SAT scores will be monitored in conjunction with Khan usage to determine the effectiveness of Khan Academy.</p> <p>Trainings of College Access Coordinators, Success Managers/Advisors, and Emerge Program managers will be monitored through attendance and participation logs.</p>

<p>targeted training for College Access Coordinators, Success Managers/ Advisors, and Emerge Program managers to connect students to resources and support.</p> <p>The College Readiness Department will create an incentive program to encourage students to use Khan Academy to prepare for the PSAT and SAT.</p> <p>The College Readiness Department will create an incentive program to encourage teachers and campus staff to use the coaching tool to increase Khan Academy usage.</p> <p>Ongoing training will be conducted in coordination with the Academics' department for campus/district staff & leadership on accessing the CollegeBoard score portal to align instruction to prepare</p>	<p>Director, Senior Manager, Manager, Advisors, College Success,</p> <p>Director, Senior Manager, Program Manager, Emerge</p>	<p>A series of professional development workshops for teachers and campus/district leaderships will be available.</p> <p>HISD HUB landing page will have relevant college readiness and financial aid/scholarship information posted weekly.</p> <p>College & Career Readiness bi-weekly newsletter that is sent to campus staff and other stakeholders and contains relevant information regarding testing dates, deadlines, and resources..</p> <p>The House Bill 18 middle school HUB course will contain information on the PSAT for middle school students.</p>	<p>PSAT exams will be administered in October.</p> <p>Scores will be uploaded into Naviance and HISD SIS system in late fall.</p> <p>September to December all HISD campuses will work to link student's KHAN academy accounts to their CollegeBoard Accounts.</p> <p>College Readiness will audit all middle/high school campuses in February to make sure they are registering Grade 11 students for the school day SAT.</p> <p>Grade 11 students will take the School Day SAT test in April.</p> <p>August – March training will be provided for</p>	<p>Expenditures will be monitored through budget spreadsheets, contracts, invoicing, and financial reports.</p> <p>The College Readiness and Special Education department will monitor the number of eligible students registering with accommodations. An action plan will be created and monitored for struggling campuses.</p>
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students for the PSAT/SAT exams.			PSAT/SAT site administrators.	
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DEPARTMENT NAME: Career Readiness

NEEDS ASSESSMENT/DATA REVIEW: The Career Readiness Department oversees the career and technical education (CTE) and dual credit courses offered at all high schools. The department empowers students to compete in a global society through rigorous coursework relative to their career goals. The CTE curriculum is aligned with the state required Texas Essential Knowledge and Skills (TEKS) for Career and Technical Education, Chapter 130 and the TEKS for Career Development, Chapter 127 for High Schools. The program provides students opportunities to earn college credit through dual credit courses. Completing dual credit coursework allows students to earn both high school and college credit-hours simultaneously that may be accepted for college-course credit after the student has enrolled at a participating college. Students who enroll in CTE pathways have an opportunity to complete the pathway and in many cases earn an industry recognized certification/license that will afford them the chance to graduate with marketable skills to apply to careers related to their concentration. In preparation for the upcoming changes to the state accountability, the CTE department will be partnering with high school campus personnel to increase the number of students taking TEA recognized exams, as reported on the Perkins Grant application. Last year the Dual Credit Division was established as part of the Career Readiness Department. The Dual Credit Division was created in order to centralize the implementation and oversee the processes of dual credit courses in HISD. Federal Perkins funds are used to provide an increased focus on the academic achievement of career and technical education students, strengthen the connections between secondary and postsecondary education, and improve state and local accountability. Students who enroll in two or more college/high school career and technical education courses and earn at least three CTE credits are coded as a two.

Percentage of Seniors Completing a CTE Pathway

Year	Number Of Seniors	Seniors completing a Pathway	Percentage of Seniors completing a Pathway
2106-2017	9,745	3,629	37%
2015-2016	9,901	3,181	32%

Number of Students Enrolled in Dual Credit

Year	Students Enrolled in DC
2016-2017	5,357
2015-2016	4,778

DEPARTMENT NAME: Career Readiness
STUDENT GOAL: Provide career readiness awareness, exploration, and credentialing opportunities to students across Houston Independent School District.
MEASURABLE PERFORMANCE OBJECTIVE: Increase the number of seniors completing a coherent sequence by 8%.
SUMMATIVE EVALUATION End of year summary CTE reports will show an increase in the number of seniors completing a coherent sequence.

Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title I, II, III or IV, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
Campus identified CTE Administrator	CTE Director & specialist, Managers, Linked Learning		August 18, 2017	Review submitted list on August 21, 2017
Review PGPs, transcripts, and schedules for seniors at Achieve 180 campuses that request it	CTE Director, Compliance Manager, Specialist		August-September & December-January	Weekly updates on data review
Provide professional development for campus personnel on CTE pathway requirements	CTE Director, Compliance Manager, Specialist Managers, Linked Learning		August-October	Bi-weekly review of scheduled meetings
Complete audit on PGP/CTE plans at all	CTE Director, Managers, Specialists		September and October	Audit summary sheets for each campus.

campuses that offer CTE pathways				
Career Industry Field Trips for all 10 th graders	Managers, Linked Learning		February 2018	Audit of Race to the Top compliance documentation by campus
DEPARTMENT NAME: Career Readiness				
STUDENT GOAL: Provide career readiness awareness, exploration, and credentialing opportunities to students across Houston Independent School District.				
MEASURABLE PERFORMANCE OBJECTIVE: 60 % of the CTE teachers will attend content specific professional development to increase their knowledge/skills to help prepare students for industry certification exams.				
SUMMATIVE EVALUATION: End of year summary CTE will show that 60% or more of the CTE teachers will attend at least 8 hours of content specific professional development.				

Strategies	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title I, II, III or IV, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
Develop a professional development plan that allows teachers in all 16 CTE clusters to earn 8 hours of professional development	CTE Professional Development team, CTE content specialist, and CTE director	Perkins Grant Funds	August-October 2018	Collaborate with Region IV Bi-weekly meeting minutes from the CTE professional development team meetings
Create professional development units for each of the 16 CTE clusters	CTE Professional Development team, CTE content specialist, and CTE director	Perkins Grant Funds	August 2017 -July 2018	Bi-weekly meeting minutes from the CTE professional development team meetings Collaborate with Region IV
Use Microsoft Office 365 to create Team pages by cluster	CTE teachers, CTE content specialist, and CTE director, Managers, Linked Learning		August 2017 -July 2018	Bi-weekly postings that share teaching strategies or content material

DEPARTMENT NAME: Career Readiness
STUDENT GOAL: Provide career readiness awareness, exploration, and credentialing opportunities to students across Houston Independent School District.
MEASURABLE PERFORMANCE OBJECTIVE: Increase the number of middle school students exploring careers through lessons and courses by 10%
SUMMATIVE EVALUATION: End of year summary CTE reports will show an increase in the number of students enrolled in middle school CTE course.

Strategies	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title I, II, III or IV, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
Awarding grant funds to middle school CTE teachers for classroom career activities	CTE Specialist assigned to middle school campuses, campus based staff and director of CTE	Perkins Grant Funds	August 2017 - December 2017	Evaluate grant applications October 2017 Evaluate the number of middle school students enrolled in CTE courses- June 2017 Review student use of Naviance and Virtual Job Shadow in middle school- June
Provide Professional development specifically designed for middle School CTE teachers	CTE Specialist assigned to middle school campuses, campus based staff and director of CTE	Perkins Grant Funds	August 2017 -July 2018	Registration Forms August 2017 -July 2018 Professional Development Evaluation forms August 2017 -July 2018
Developing “When I Grow Up Expo” activity for middle school students to align with CTE courses currently provided	CTE Specialist assigned to middle school campuses, campus based staff and director of CTE	Race to the Top grant funds	February 2018- April 2018	Registration-February and March 2018 Participation-April 2018

DEPARTMENT NAME: Career Readiness
Student Goal: Provide career readiness awareness, exploration, and credentialing opportunities to students across Houston Independent School District
MEASURABLE PERFORMANCE OBJECTIVE: Increase the number of students completing an associate degree or level 1 certificate by 3%.
SUMMATIVE EVALUATION: End of year summary dual credit reports will show an increase in the number of students completing an associate degree or level 1 certificate.

Strategies	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title I, II, III or IV, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Milestones/ Formative Evaluation
Provide professional development to dual credit campus staff and designated dual credit leaders	Specialists, Director of Dual Credit		August 2017 -July 2018	Registration Forms August 2017 -July 2018 Professional Development Evaluation forms August 2017 -July 2018
Monitor student progress in dual credit courses	Campus Dual Credit Leaders, Dual Credit Instructors		August 2017 -July 2018	Early Alerts provided by partnering institution, Progress Reports, Exams
Advise campuses on course selection and appropriate dual credit processes	Specialists, Director of Dual Credit		August 2017 -July 2018	Degree Plan and Level 1 Certificate Semester Course Progress – December 2017, May 2018