DISTRICT IMPROVEMENT PLAN 2018-2019

A. Elementary Curriculum and Development
B. Secondary Curriculum and Development
C. Coordinated School Health Programs
D. Gifted and Talented
E. Multilingual and Migrant Programs
E. Office of Special Education Services
G. External Funding
       Title I
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H. Teacher Career Development

I. Leadership Development
J. Social and Emotional Learning
K. Academic Interventions Office
L. Fine Arts Programs
M. Student Assistance and State Compens
N. Wraparound Services
O. Family and Community Engagement
P. Innovation and Postsecondary Program
Q. College Readiness
R. Career Readiness

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Mission, Vision, Core Beliefs, and Goals

In 2017, the Houston Independent School District Board of Education refined the district's mission, vision, and beliefs to more accurately reflect families.

MISSION

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

VISION

Every child shall have equitable opportunities and equal access to an effective and personalized education in a nurturing and safe environment. Our students will gradua solvers; they will know and understand how to be successful in a global society.

BELIEFS

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

In 2017, the Board of Education renewed its commitment to fostering rigorous academic programs that are aligned with state standards for all students from developed three goals — on which all strategic priorities are based — to ensure students demonstrate mastery of Global Graduate standards and show cons across content areas.

Goal 1

- The percentage of students reading and writing at or above grade level for grade 3 through English 2 will increase by 3 percentage points annually between

- Baseline reading data collected in September on the districtwide screener for students in K-12 will show improvement in the percentage of students readin[g]
  year testing windows by a minimum of 1/5 percentage points each.
- Data will be collected from students in grades 4 and 7 in September, December, and February from student portfolios of writing samples based on a distric[t]
  a passing score will increase proportionally to 90% in February from the September baseline.

Goal 2

- The percentage of graduates meeting the Global Graduate standards will increase 3 percentage points annually, starting at the 2017 baseline and increasin[g]
- The number and percentage of students completing (earning a 70 or better) a career or technical (CTE) course who are coded as a student taking a coheren[t]
  and will show improvement from the prior year's comparable semester and from fall to spring semesters.
- The number and percentage of students completing (earning a 70 or better) an AP or IB course will be reported for each semester and will show improvem[ent]
  semester and from fall to spring semesters.
- The number and percentage of students completing (earning a 70 or better) a dual-credit course will be reported for each semester and will show improve[ment]
  semester and from fall to spring semesters.

Goal 3

- Among students who exhibit below satisfactory performance on state assessments, the percentage who demonstrate at least one year of academic growth
  and math between spring 2017 and spring 2020.
- Monthly progress monitoring of students in grades K-12 identified as being below grade level in reading and/or math on the district's screener will demons[t]
  month through the End of Year (EOY) test**.**

District Overview

The Houston Independent School District, with more than 214,000 students and encompassing 333 square miles within greater Houston, is the seventh-largest pub[lic]
in Texas. Six area superintendents oversee HISD elementary, middle, high and alternative/charter schools (respectively). Approximately 41 school-support officers a[re]
superintendents. These individuals provide leadership to principals, align resources and support for teachers, and ensure that the district is providing equitable and
students. Parent liaisons are available to answer questions and address matters regarding district schools. HISD's organization is designed to emphasize teaching an[d]
for sustained improvement, eliminate duplicated services, and provide greater oversight of data and compliance with state laws and regulations.

HISD priorities for the upcoming 2018-2019 school year:

- **Ensure student health, safety and well-being**—the district will focus on expanding the <u>Every Community, Every School</u> initiative to serve more students, co[...]
  wraparound services, such as food, mental health, stable housing, and physical health needs.
- **Expand educational opportunities**—HISD will begin a coordinated effort to significantly increase prekindergarten student enrollment across the district, ac[...]
  aggressive expansion of fine arts programs.
- **Transform academic outcomes**—by fostering lifelong literacy and improving how we serve our special education leaders, the district will continue to focus
  gaps within the state-mandated STAAR tests.

- **Cultivate Team HISD talent**—there will be a comprehensive strategy implemented to develop future leaders and become the district of choice in the Houst
- **Increase organizational efficiency**—the district will create several initiatives that improves financial and business transparency, which includes the creation
  Representatives (HEAR), a small group of leaders who serve as an advocacy group. HISD has also established a new legislative hub, the district's first online
  become involved in the lawmaking process.

Accountability

The 2018 accountability system uses a performance framework that consists of three domains. Detailed information on each of the three domains, including constr
minimum size requirements and exclusions can be found in the Texas Education Agency's (TEA) 2018 Accountability Manual. The three domains are: Domain 1 – Stu
across all subjects for all students, on both general and alternate assessments, College, Career, and Military Readiness (CCMR) indicators, and graduation rates. Dor
and campus outcomes in two areas: the number of students that grew at least one year academically (or are on track) as measured by STAAR results and the achiev
campuses with similar economically disadvantaged percentages. Domain 3 – Closing the Gaps Uses disaggregated data to demonstrate differentials among racial/et
other factors. The indicators included in this domain, as well as the domain's construction, align the state accountability system with the federal Every Student Succ
are converted to a consistent scale and weighted to give campuses and districts an overall rating. To receive a Met Standard rating, districts and campuses must hav
with 70% of the overall calculation coming from the better outcome of the Student Achievement and School Progress domains and 30% of the calculation coming fr
if a campus or district receives less than a scaled score of 60 in three of the four areas (Domain 1, 2A, 2B, or 3), then the highest overall scaled score possible is 59.

Districts received A–F ratings this year while campuses received Met Standard or Improvement Required ratings. The new system is based on three domains, Stude
the Gaps. In addition, any campus or district that qualified for the Hurricane Harvey provision and would have otherwise received an Improvement Required (Camp
labeled Not Rated. The district has until September 14th, 2018 to submit appeals to TEA if any ratings have been calculated in error.

Key findings:

• The district received a rating of Not Rated: Harvey Provision for the 2017–2018 school year. If not for the Hurricane Harvey provision, the district would have rece

• 251 out of the 275 campuses that were rated (91 percent) were assigned a Met Standard rating while seven campuses (3 percent) were rated Improvement Requ

• 17 out of the 275 campuses that were rated (6 percent) received a Not Rated: Harvey Provision label, including two campuses without their own data that were p

• 19 out of the 27 campuses (70 percent) rated Improvement Required in 2016–2017 were assigned a Met Standard rating, one was not rated this year, and seven
Provision label.

• 243 campuses were eligible this year for Distinction Designations • 152 campuses (63 percent of those eligible) received at least one Distinction Designation.

• 19 campuses (8 percent of those eligible) received every eligible Distinction Designation.

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 bullyi[...] 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, [...] effort is made to protect the due process rights of all victims and alleged offenders.

> **Goal:**
> HISD campuses, and the district, will reduce the number of Level II-IV disciplinary offenses and reduce the number of reported bullying instances. The d[...]
> Counseling and Guidance, Student Assistance, Social and Emotional Learning and Professional Support and Development provide support for the following [...]

> **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 th[...] behaviors. Allegations and motives of bullying will be kept in the HISD data system. In addition, HISD has taken the following proactive prevention actions [...] 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 cu[...]
> - Classroom management and classroom culture (development items I–9 and I–10) video exemplars and effective practices designed to provide teachers[...] 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 lead[...]
> - Elementary counselors provide additional campus face-to-face trainings, as requested, and distribute conflict resolution and anti-bullying student materi[...]
> - During the first week in February, the district hosts an anti-bullying week where several community professionals are made available to provide campu[...] 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

Title IV – Transportation
> HISD Transportation: Zonar & Printers - $400,000

The transportation dept. is moving forward with GPS & Student tracking system connected with Zonar.

- All students will be issued scan cards to board the bus.
- Scanned card printers will be utilized to replace if students lose or damage issued cards.

The benefits of tracking students, bus GPS with direct link to Transfinder and the multifunctional scan cards will increase the department efficient and data accurac

Graduation and Dropout Rate

Graduation and Dropout Rates with Exclusions (State Accountability): Class of 2017
- Out of 12,310 students in the class of 2017, 9,940 (80.7 percent) graduated. The graduation rate for the class of 2017 was 0.2 percentage points higher district's largest cohort and largest number of graduates during that period but the second lowest graduation rate since the state implemented the current
- Among the four major ethnic groups in the class of 2017, Asian students had the highest graduation rate (91.8 percent), followed by African American stu percent), and White students (78.7 percent). The graduation rate for African American and Hispanic students increased by 2.3 and 0.1 percentage points, re and White students decreased by 2.7 and 2.5 percentage points, respectively.
- The longitudinal dropout rate for the class of 2017 was 12.6 percent (based on 1,548 dropouts), the same as the dropout rate for the class of 2016.
- African American students had the highest longitudinal dropout rate among the major ethnic groups (13.8 percent), followed by White students (13.0 perce
- (12.6 percent). Asian students had the lowest longitudinal dropout rate (4.0 percent). The dropout rates for Asian, White, and Hispanic students were 2.6, rates for the class of 2016. The dropout rate for African American students decreased by 1.0 percentage points.

Graduation and Dropout Rates without Exclusions (Federal Accountability): Class of 2017
- The graduation rate used for federal accountability purposes was 78.8 percent for the class of 2017, an increase of 0.9 percentage points over the class of 2
- The longitudinal dropout rate for all students decreased by 0.6 percentage points from 13.7 percent in 2016 to 13.1 percent in 2017.

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

Houston Independent School Distict - Distri

District Name:	Houston ISD
Department Name:	Elementary Curriculum and Development
Data/Needs Assessment:	Elementary Curriculum and Development recognizes gains in grades 3-5 mathematics, grades 3... writing to increase student achievment and to close the achievement gap.
Problem Statement #1:	Grade 4 STAAR Writing performance decline of 4% at the...
Root Cause #1:	Lack of systemic teaching of writing skills and processes a...
Goal #1:	Percent of students reading and writing at or above grad...
Summative Evaluation:	2019 STAAR Reading and Writing

(Header right side, cut off: Cou... / Educat...)

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - In... Sou...
By June 2019, the percent of students reading at or above grade level for grades three through five will increase by at least three percentage points as measured by STAAR and monitored by the district-wide universal screener.	Implement small group guided reading instruction using authentic texts with fidelity	August 2018 - May 2019	HISD Curriculum &... Bookroom
	Provide district wide professional development to address the reading Texas Essential Knowledge and Skills process standards	August 2018 - May 2019	HISD Curriculum, ... Teacher Developm... Curriculum Specia...
	Provide a phonics manual for kindergarten to 2nd grade teachers that systematize phonics instruction across the district	August 2018 - May 2019	HISD Curriculum &... Curriculum Specia...
	Provide ongoing professional development for campus leaders including: Principals, Assistant Principals, Reading Specialists, and Reading Lead Teachers.	August 2018 - June 2019	Texas School Lead...
	Focus on independent reading and conferring with students about their comprehsiion goals, coaching them to think deeply about text	August 2018 - May 2019	Dynamic Personali... Libraries; Title II - T... Development and ... Specialists
By June 2019, the percent of students writing at or above grade level in grade four will increase by at least three percentage points as measured by STAAR and monitored by common writing formative assessments in the fall and spring.	Provide grade level specific, geogrphic area office professional development address effective writing instruction throughout the school year	August 2018 - May 2019	HISD Curriculum, ... Teacher Developm... Curriculum Specia...
	Host the Pre-K to 12th grade Writing Summit featuring classroom teachers, specialists and experts sharing best practices for teachers and administrators across the district	August 2018 - May 2019	Lead Teachers; Ide... Teacher Presenter... Development and ... Specialists
	Provide principals and administrators with resources to support and monitor effective writing instruction through monthly principal meeting sessions and weekly walk-through documents	August 2018 - May 2019	HISD Curriculum a...

Problem Statement #2:	Equitable access to high quality Fine Arts instruction and
Root Cause #2:	Lack of targeting essential staffing, facilities, materials an zoning.
Goal #2:	The percentage of graduates meeting the Global Gradua
Summative Evaluation:	Full time and certified Fine Arts teachers, Librarians, and

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - In Sou
By June 2019, promote high quality fine arts instruction and global graduate competencies by increasing the number of full-time certified visual arts, dance, music, and theater arts teachers by 5%.	Continued data collection and development. Compile comparitive data from 2017-2018 school year, in areas of campus offerings and certified and non-certified teachers.	August 2018–June 2019	GF1, Title IV
	Provide continued professional development for administrators and teachers in the areas of best practices, campus vision and instructional support.	August 2018–June 2019	GF1, Title IV
	Strengthen national, local and community partnerships to maximize equitable facilities, materials and equipment for underfunded and/or qualifying campuses.	August 2018–June 2019	Various local and non-profits and pa
By June 2019, promote 21st century learning and global graduate competencies by increasing the number of full-time certified librarian positions by 5%.	Recruit HISD employees annually to enroll in a post-secondary School Library Certification cohort to obtain their school library certification.	Enrollment by Spring 2019 semester, graduation by Summer 2020.	Partnership with H university parnters program using libr curriculum
	Partner with Construction Services to ensure that each new/renovated campus is constructed with a library space that is capable of housing the physical collection and providing a space for research work, studying and collaboration.	August 2018–June 2019	Bond Office
	Conduct an analysis of each campus library collection to determine their TCEA status, along with funds needed to further develop any library collection that doesn't meet Proficient status	August 2018–June 2019	GF- Library Curricu

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - In... Sou...
By June 2019, increase prekindergarten high-quality programming and planning to be able to serve an additional 1,000 students in prepartion for the 2019-2020 school year.	Provide high-quality instructional resources, increase teacher qualifications through ongoing professional development, and expand early childhood family and community engagement opportunities as outlined in Rider 78	August 2018–June 2019	GF PK Curriculum
	Partner with HISD Research and Accountability to analyze PK enrollment trends, space availability, and enrollment/zoning practices	August 2018–March 2019	HERC Partnership

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - In... Sou...
By June 2019, increase prekindergarten high-quality programming and planning to be able to serve an additional 1,000 students in prepartion for the 2019-2020 school year.	Provide high-quality instructional	August 2018–June 2019	GF PK Curriculum

Problem Statement #3:	Acheivement gap for African American, Hispanic, Econom
Root Cause #3:	Lack of consistent implementation of the 135 minute lite capacity for campus administrators and teachers.
Goal #3:	Among students who exhibit below satisfactory performa in reading and math between spring 2017 and spring 202
Summative Evaluation:	2019 STAAR Reading and Math

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - In Sou
By June 2019, the percent of students exhibiting below satisfactory performance on the 2018 STAAR reading assessment will demonstrate at least one year of academic growth resulting in an at least three percentage point increase as measured by the 2019 STAAR Reading assessment and monitored on district formative assessments and the district-wide reading universal screener.	Provide resources and training for administrators and Intervention Assistant Team (IAT) department managers and specialists to match interventions and strategies for struggling readers based on data	August 2018 - May 2019	HISD Curriculum, I Teacher Developm (TDS) and General Curriculum Specia
	Integrate Social Studies within the literacy block and use district adoption Studies Weekly	August 2018 - May 2019	HISD Curriculum & Instructional Resro
	Implement Literacy Rotuines as the district-wide Sheltered Instruction Model during literacy and content instruction	August 2018-May 2019	Title II & III- Teach Specialists
By June 2019, the percent of students exhibiting below satisfactory performance on the 2018 STAAR math assessment will demonstrate at least one year of academic growth resulting in an at least three percentage point increase as measured by the 2019 STAAR mathematics assessments and monitored on district formative assessments, universal screener, and the district-wide resource, Imagine Math.	Increase math student achievement through implementation of Guided Math to the 5E lesson model framework by providing high-quality instructional resources and ongoing professional development.	August 2018 - June 2019	HISD Curriculum, I Curriculum Specia Teacher Developm
	Provide ongoing professional development for campus leaders including: Principals, Assistant Principals, Math Specialists, and Math Lead Teachers.	August 2018 - June 2019	Texas School Lead
	Implement and monitor Imagine Math diagnostic assessments, usuage, and student TEKS mastery.	August 2018 - June 2019	Instructional Mate (IMA)

Houston Independent School Distict - District Improvement Plan 2018-2019

District Name:	Houston ISD	**County District Number:**	101912	Superint ent Na	
Department Name:	Secondary Curriculum and Development	**Educational Service Center:**	Region 4	School Y	

Data/Needs Assessment:	The Secondary Curriculum and Development department celebrates STAAR gains in the 2017-2018 school year. However, de and increases in achievement gaps necessitate a focused plan that addresses the needs of all student groups and continues efforts across all secondary content areas, with a special emphasis for writing across the curriculum.
Problem Statement #1:	Writing scores decreased and achievement gaps widened for grades 7, English I, and English II.
Root Cause #1:	Further development and expansion of literacy practices in tier one instruction, across all conten sustainability of a district literacy culture that advances student proficiency.
Goal #1:	The percent of students reading and writing at or above grade level for grades three through Eng percentage points annually between spring 2017 and spring 2020.
Summative Evaluation:	STAAR Reading and Writing, Spring 2019

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Result (Outcome Data)
By June 2019, the percent of 7th grade students writing at or above grade level will increase by at least three percentage points as measured by STAAR and monitored by common writing formative assessments in the fall and spring.	Secondary Curriculum and Development will maintain implementation of Literacy in the Middle and Literacy Empowered through professional development for all four core secondary teachers and will continue to allocate literacy resources for all secondary students.	Fall 2018-Spring 2019	Classroom Libraries, Digital libraries, Teacher Training (GF, Title I, Title II, Instructional Materials Allotment)	Secondary Curriculum Directors of English/Language Arts, Mathematics, Social Studies, Science, and Literacy	Universal Screener, Achieve 3000, District Formative Assessments, Professional Learning Participation	
	Secondary Curriculum and Development will provide job-embedded professional development around the reading and writing process in all core disciplines and for each school office area.	Fall 2018-Spring 2019	Teacher Development Specialists (Title I, Title II)	Secondary Teacher Development Specialists of English/Language Arts, Mathematics, Social Studies, Science, and Literacy	Universal Screener, Achieve 3000, District Formative Assessments	

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Result (Outcome Data)
	Secondary Curriculum and Development will build capacity in all levels of instructional support through the implementation of the writing toolkits for each content area.	Fall 2018-Spring 2019	Developed and Implemented through Teacher Development Specialists (Title I, Title II)	Secondary Curriculum Directors of English/Language Arts, Mathematics, Social Studies, Science, and Literacy	Common writing assignments on district formative assessments and in the district curriculum.	
	Secondary Curriculum and Development will provide on-going professional development for all four core teachers that develops them as writers, allows for student writing callibration, and provides responsive pedagogy.	Fall 2018-Spring 2019	Developed and Implemented through content directors and Teacher Development Specialists (GF, Title I, Title II)	Secondary Curriculum Directors and Teacher Development Specialists of English/Language Arts, Mathematics, Social Studies, Science, and Literacy	Common writing assignments on district formative assessments and in the district curriculum. Participation in district-wide professional learning.	

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Result (Outcom Data
	Secondary Curriculum and Development will provide six intensive professional development opportunities by school office area and five early release day professional developments to support teacher development in writing across the content areas.	Fall 2018-Spring 2019	External partnership with writing trainers (Title I, Title II, grant)	Partnership - Spillman Consulting and Teacher Development Specialists	Common writing assignments on district formative assessments and in the district curriculum. Participation in professional learning.	

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Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Result (Outcom Data
	Secondary Curriculum and Development will provide six intensive professional	Fall 2018-Spring 2019	External partnership with writing trainers (Title I, Title II, grant)	Partnership - Spillman Consulting and Teacher Development	Common writing assignments on district formative	

Problem Statement #2:	With an increase in STAAR accountability, soft skill development must be planned for and prioriti... student development and college and career readiness.
Root Cause #2:	STAAR accountability places more priority on TEKS mastery, less on whole-child development.
Goal #2:	The percentage of graduates meeting the Global Graduate standards will increase three percenta... the 2017 baseline up to 85% by 2022.
Summative Evaluation:	Student Survey and, ultimately, Domains 1, 2, and 3 of the State Accountability System

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Result (Outcom Data
By June 2019, the number of high school students reporting increased opportunities to develop Global Graduate competencies will increase as measured by the Global Graduate survey.	The secondary core district curriculum resources will provide alignment to Global Graduate development competencies and outline strategies to develop soft skills while mastering TEKS during Tier One instruction. This includes the inclusion of college readiness modules in the middle school ELA	Fall 2018-Spring 2019	Title I, Title II, GF Positions (Teacher Development Specialists, Content Directors, Curriculum Specialists)	Secondary Curriculum Specialists and Teacher Development Specialists (under the leadership of all secondary core content directors)	Implementation/usage of curriculum as measured by observations and learning management system (HUB) data reporting.	
By April 2019, all HISD high school campuses will have successfully identified teachers to pass the ESL certification test.	Instructional Technology TDS will supply campuses with teacher coaching, CIT development, and project support for students.	August 2018 - April 6, 2019	Title I, Title II, GF Positions	Director of Instructional Technology	Survey responses and feedback from CITs, campus participation in projects	

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Result (Outcome Data)
By April 2019, all high school campus will have at least two participating teams in the year-long project opportunity that complements the "Together with Tech" spring event/showcase.	The Secondary Curriculum and Development team will collaborate with community partners to provide learning opportunities for all participants during the event. Through strategic partnerships with community partners, prizes will be awarded to the student winners of the competitions.	August 2018 - April 6, 2019	Title I, Title II, GF Positions	Director of Instructional Technology	Partner participation and support	

Problem Statement #3:	While data currently reveals increases in reading and mathematic achievement, continued work
Root Cause #3:	Continued teacher development and instructional supports in differentiating Tier 1 instruction an
Goal #3:	Among students who exhibit below satisfactory performance on state assessments, the percenta
Summative Evaluation:	STAAR 2019 Cohort Data

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Resul (Outcom Data
By June 2019, the percent of secondary students exhibiting below satisfactory performance on the 2018 STAAR Reading assessment will demonstrate at least one year of academic growth resulting in at least three percentage points of increase as measured by the 2019 STAAR Reading assessment and monitored on district formative assessments and the district-wide reading universal screener and provided through tier one differentiation in all content areas.	Continued instructional supports are needed to ensure all students are able to read and comprehend complex texts, inlcuding further teacher preparation in delievering differentiation instruction based on data.	Fall 2018-Spring 2019	Title I, Title II, GF Positions	Curriculum Directors of English/Language Arts, Social Studies, and Science	District formative assessment growth, participation in professional learning, classroom observations, Universal Screener	
	Continued instructional supports are needed to ensure an increase in the volume of reading and writing daily in all content areads. Support includes curriculum embeded reading and writing opportunities, a reading app to measure independent reading, aquiring additional digital YA texts and aligned professional development.	Fall 2018-Spring 2019	Title I, Title II, GF Positions, Intructional Materials Allottment	Curriculum Directors of English/Language Arts, Social Studies, and Science	District formative assessment growth, participation in professional learning, classroom observations, Universal Screener, data from reading APP	

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Result (Outcome Data
	Continued instructional supports are needed to ensure all students receive data-driven small-group instruction/small group work in all core content areas. This level of differentiation ensures all students grow in literacy abilities. Support includes curriculum embedded small-group instruction/small group work, TDS modeling, planning supports through PLCs and Wednesday PDs, and collaboration with Data Teacher Development Speciaists (DDIs).	Fall 2018-Spring 2019	Title I, Title II, GF Positions	Curriculum Directors of English/Language Arts, Social Studies, and Science	District formative assessment growth, participation in professional learning, classroom observations, Universal Screener	

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Resul (Outcom Data
By June 2019, the percent of secondary students exhibiting below satisfactory performance on the 2018 STAAR Mathematics assessment will demonstrate at least one year of academic growth resulting in at least three percentage points of increase as measured by the 2019 STAAR Mathematics assessments and monitored on district formative assessments and the district-wide resource, Imagine Math and provided through tier one differentiation.	Continue to provide teacher development in academic discourse through district-level teacher development specialists and district-wide professional learning centered around HISD TEKS-aligned curriculum. Strategies will include, but not be limited to, Rough Draft Talk and Small Group Work.	Fall 2018 and Spring 2019 Early Release Professional Learning and also through bi-weekly Wednesday Professional Learning opportunitie s for Achieve 180 campuses.	Teacher Development Specialists Rice University School Mathematics Project will provide concurrent STAAR content courses for teachers on the Early Release dates (paid for by interested campuses)	Secondary Mathematics Director	District formative assessments, Imagine Math data, participation in professional learning	
	Continue to provide teacher development in the appropriate implementation of graphing calculators and digital tools through district-level Teacher Development Specialists and district-wide professional learning centered around HISD TEKS-aligned curriculum.	Fall 2018-Spring 2019	Title I, Title II positions Texas Instruments and Casio (free training)	Secondary Mathematics Director	District formative assessments, Imagine Math data, participation in professional learning, increased observations of calculator usage	

	Houston Independent School District - District Improvement Plan 2018-2019			
District Name: Houston ISD	County District Number: 101912		Superintendent Name:	Dr. C
Department Name: Coordinated School Health/Secondary Curriculum and Development	Educational Service Center: Region 4		School Year:	2018
Data/Needs Assessment:	• Youth Risk Behavior Survey (YRBS) • FitnessGram Data • School Health Profiles (SHP) • School Health Policies and Programs Study (SHPPS) • School Health Index (SHI)			

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Problem Statement #1:	An Institute of Medicine report acknowledges the complexity of the health problems experienced by adolescents. Childhood obesity, injury a tobacco use are just a few of the health problems children and adolescents face today. These health problems are likely to compromise their decreased academic performance, truancy, and school dropout rates. The coordinated school health initiative has emerged in response to th education. It is an organized set of policies, procedures, and activities designed to protect and promote the health and wellbeing of students health-related areas covering all aspects of the school health education and services for the benefit and well-being of students in establishing their lifetime. All Texas schools are required by law to implement a coordinated school health program in grades K-8. HISD School Health Adv all campuses to have a health and wellness teams.
	
	As a social construct, media are diverse entry points (T.V., music/audio, computer, video games, print, movies) into the commercial marketpl aesthetic philosophy. Frequent use of media exposes youth to these uncritical ideas that are carried into schooling. Consequently, media con addition youth are less likely to be physical active and make poor food choices.
	Multiple studies reveal:
	• Youth spend a significant amount of time within this inauthentic environment.
	  1) Frequent exposure to celebrity lifestyle choices influence youths' concepts of self-perception, body image, education, and community.
	  2) Advertisement firms direct placement ads targeting racial, ethnic, and income groups across the United States.
	• T.V. alone exposes children and adolescents to at least 14,000 ads per year
	  1) Most ads for high energy foods.
	  2) Houston ranked in the top ten for the most total hours watched in 2015-16.
	• The State Physical Activity Nutrition Texas surveillance survey revealed general increase in screen-time:
	    1) from 3-4 hours in 4th graders
	    2) to 8-9 hours a day in 8th and 11th graders.
	• Signs of generational and generalized uncritical ideas of overconsumption (a consumer culture) are:
	    1) Persistent academic underperformance and underachievement (material and aesthetic ideas are carried into the school enviro interferes with structured learning processes).

	2) Minority groups were influenced to spend an estimated 2.2 trillion dollars in the commercial marketp
	  3) Cross-sector community impact: divestment of helath, educaation and economic assets results in long-term impace of unproductivity ar
	    (beauty and materialism - a tendency to consider material possessions and physical comfort as more imprtant than

Root Cause #1:	Commercial marketplace influence of aesthetic philosophy and materialism perpetuate the overconsumption of uncritical ideas. This parallel energy dense foods, entertainment, and other consumer goods.
Goal #1:	School Health and Medical Services, Curriculum & Development, and Nutrition Services collaborates to create a centralized infrastructure to in thinking and behaviors about nutrition, physical fitness, academics, and community health on PK-12th campuses. The infrastructure consis Support campus implementation of Coordinated School Health Program (CSHP) Wellness Team as mandated by law using the Whole School, Model 2) professional development or **professional learning communities** 3) critical thinking, food literacy, comprehensive health and ph and delivery 4) change in environmental influences. **Program Progress Reports will be developed annually, by Program Staff.
Summative Evaluation:	Behaviors/Traits a) Academic: STAAR longitudinal performance, college admission tests b) Consumer expenditure survey* c) Food choices (s Behavior surveyn (YRBS) e) SPAN survey. Needs Assessment g) School Health Index(SH) Asseessement h) Youth Quality of Life (YQL) Survey assessment j) Food preference surveys k) Self-efficacy surveys. Physical* l) Biometrics m) Fitness Gram* - the district's HPE and IT departmer teacher/school access to the online tool to report and monitor fitness data as mandated for students in grades 3-12. Annually assesses the p three or higher in a course that satisfies the curriculum requirements for physical education under Section 28.002(a) (2) (C). Program Evalua markers for thinking.

Measurable Performance Objectives	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	
Support campus implementation of multidisciplinary CSHP Wellness teams at all PK-12th campuses using the WSCC model. District/Campus CSHP Wellness teams will consist of the following: • Campus Administrators/Deans etc. • Health/Physical Education Teacher • Campus Nutrition Service Personnel • Core Teachers • Counseling and Guidance • School Safety/Police • Plant Operator • Nurse • Librarian • Parents • Students • Community Members	Monthly - through August 2019	Nutrition Services, Health Physical Education Curriculum, External Resources such Foundation for Critical Thinking CATCH Resources, Coordinate with School Health Advisory Council Wellness Policy	Curriculum Manager, Health/PE Director, Food Literacy	School Health Index		

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Measurable Performance Objectives	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	
	Aug-19	Nutrition Services, Health Physical Education Curriculum, External Resources such as Foundation for Critical Thinking, Coordinate with School Health Advisory Council Wellness Policy	Curriculum Manager, Health/PE Director, Food Literacy	School Health Index		

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Measurable Performance Objectives	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	
	Jun-19	Nutrition Services, Health Physical Education Curriculum, External Resources such as Foundation for Critical Thinking, Coordinate with School Health Advisory Council, Wellness Policy	* Curriculum Manager, Health/PE * Director, Food Literacy, * CSHP Wellness Teams	Formative assessments and composite Pre- and post-intervention (program/participants) Behaviors/Traits a) Academic: STARR longitudinal performance, college admission tests b) Consumer expenditure survey* c) Food choices (surveys and Point of Sale) * d) Youth Risk Behavior survey (YRBS)* e) SPAN survey* g) Discipline records and truancy* Needs Assessment g) School Health Index (SHI) Assessment h) Youth Quality of Life (YQL) Survey Mental i) Critical thinking pre/post-assessment j) Food preference surveys k) Self-efficacy surveys Physical* l) Biometrics m) FitnessGram®-the district's HPE and IT departments, TEA, and US Games will provide teacher/school access to the online tool to report and monitor fitness data as mandated for students in grades 3-12. 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 Objectives	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	
Provide professional development or **professional learning communities** to CSHP wellness teams, including other interested district and school staff.	Monthly - through August 2019	Nutrition Services, Health Physical Education Curriculum, External Resources such as Foundation for Critical Thinking, Coordinate with School Health Advisory Council, Wellness Policy	*Curriculum Manager, Health/PE *Director, Food Literacy, *CSHP Wellness Teams	Teacher Evaluation, Focus Groups, Teachbacks, Reflective Journals, Checks for Understanding, Teacher Observations		

Measurable Performance Objectives	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	
	Monthly - through August 2019	Nutrition Services, Health Physical Education Curriudum, External Resources such as Foundation for Critical Thinking, Coordinate with School Health Advisory Council, Wellness Policy, Collaborate with the IT Department, TEA and US Games to report and monitor fitness data as mandated for students in grades 3-12.	*Curriculum Manager, Health/PE *Director, Food Literacy, *CSHP Wellness Teams	Teacher Evaluation, Focus Groups, Teachbacks, Reflective Journals, Checks for Understanding, Teacher Observations, FitnessGram School/District Reports		

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Measurable Performance Objectives	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	
	Early Dismissal Days	Nutrition Services, Health Physical Education Curriculum, External Resources such as Foundation for Critical Thinking	* Curriculum Manager, Health/PE * Director, Food Literacy, * CSHP Wellness Teams	Teacher Evaluations, Focus Groups, Teachbacks,		
	Monthly - through August 2019	Nutrition Services, Health Physical Education Curriculum, External Resources such as Foundation for Critical Thinking	* Curriculum Manager, Health/PE * Director, Food Literacy, * CSHP Wellness Teams	Teacher Evaluation, Focus Groups, Teachbacks, Reflective Journals, Checks for Understanding, Teacher Observations		

Measurable Performance Objectives	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	
Integrate, align and delivery critical thinking, food literacy, health and physical education curriculum.	Monthly - through August 2019	Nutrition Services, Health Physical Education Curriuclum, External Resources such Foundation for as Critical Thinking, Coordinate with School Health Advisory Council, Wellness Policy	Curriculum Manager, Health/PE Director, Food Literacy	Centers of Disease Control Health Education Curriculum Analysis Tool and Physical Education Curriculum Analysis Tool, Critical Thinking Assessment Tool, District Developed Food Literacy Assessment Tool		

Measurable Performance Objectives	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	
Create and implement a change in school environment to change influences such as utilizing the cafeteria as a learning laboratory and installation of instructional garden ecosystems (outdoor classrooms) following the district feeder patterns system.	Monthly - through August 2019	Nutrition Services, Health Physical Education Curriculum, External Resources such Foundation for Critical Thinking, Coordinate with School Health Advisory Council, Wellness Policy	Curriculum Manager, Health/PE Director, Food Literacy	intervention (program/participants) Behaviors/Traits a) Academic: STARR longitudinal performance, college admission tests b) Consumer expenditure survey* c) Food choices (surveys and Point of Sale) * d) Youth Risk Behavior survey (YRBS)* e) SPAN survey* g) Discipline records and truancy* Needs Assessment g) School Health Index (SHI) Assessment h) Youth Quality of Life (YQL) Survey Mental i) Critical thinking pre/post-assessment j) Food preference surveys k) Self-efficacy surveys Physical* l) Biometrics m) FitnessGram®-the district's HPE and IT departments, TEA, and US Games will provide teacher/school access to the online tool to report and monitor fitness data as mandated for students in grades 3-12. 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). Program Evaluation n) School Health Profile *Surrogate markers for thinking		

Measurable Performance Objectives	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	
				5) Implement the P.E.A.C.E. Immersion System of Processes (Preference, Experiential Learning, Awareness of overconsumption, Critical thinking; health, food literacy, and physical Education) at fifty-two PK-12th pilot campuses. (Refer to objectives 3 & 4) 6) Support linkages to non-academic services, i.e. wraparound services, mental health, and safe schools.		

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Houston Independent School Distict - District Improvement Plan 2018-2019						
District Name:	Houston ISD	**County District Number:**	101912			Superintenden Name
Department Name:	Gifted and Talented Students	**Educational Service Center:**	Region 4			School Year
Data/Needs Assessment:	The Gifted and Talented Department will continue to support campuses who have less than 10% of identified Gifted and T					
Problem Statement #1:	Identified Gifted and Talented Students are not being offered Differentiated Instruction durin					
Root Cause #1:	Teachers are not fully aware of the areas of strengths of their identified G/T students.					
Goal #1:	Every G/T student will have a Gifted Education Plan in their area of strength.					
Summative Evaluation:	Increase of G/T students meeting Mastery on STAAR Reading from 55% to 75% and in Writing					

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)
Ensure that all G/T students are provided differentated instruction in their area of strength which will Increase the percentage of identified G/T Students meeting Mastery on STAAR	Gifted Education Plan for every identified G/T student created by the teacher who provides instruction in the student's area of strength.	Communication to all Campuses-September 4, 2018.	Training Modules created by the Gifted and Talented Department.	Program Specialists	Request data from Campus Coordinators of training dates for their campus	

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)
		Training for campuses- November 2018	Chancery (template for inputting information)	Director, Patricia Palacios	Request data from Chancery of how many GT Students are still in need of GEP-2 check points February 2019 and April 2019	
		Open Labs and Support to Campuses November- January 2018	Video created by the Gifted and Talented Department			
		Completion of all GEPs May 2018				

Problem Statement #2:	There is a gap between testing windows for students in Elementary that leaves students unid
Root Cause #2:	Students may be Gifted however are not supported by parents or teachers to test and qualify
Goal #2:	Increase the number of off level requests for testing and increase appropriate identification c
Summative Evaluation:	Compare the number of identified G/T students in 4th and 5th grade for increased numbers c

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)
Increase the number of off level requests for testing in Elementary at 4th grade level.	Provide information to parents through Parent Sessions about the indicators and behaviors of Gifted stduents through Parent Sessions. Focus is on underserved campuses with less than 10% GT population	September 20, 2018 and October 3, 2018	Trainig and informational session prepared by Gifted and Talented Department.	Program Specialists and Director of Gifted and Talented.	End of year test summary reports and a comparison of STAAR results for two years of 4th graders.	
			Research and academic information by Research and Accountability	Achieve 180 Campus Coordinators.		

Problem Statement #3:	Gifted and Talented Students across the district are not receiving differentiated instruction b					
Root Cause #3:	Principals and teachers do not understand the importance and impact that it has on the stud					
Goal #3:	All GT students will be served by a trained GT teachers to ensure appropriate differentiated i					
Summative Evaluation:	Review all three audits for the school year involving training documents and Chancery to ens					

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)
All identified GT students will be served by a trained GT teacher to ensure all GT students show academic growth.	Communicate all courses available to campuses, teachers and administrators.	Job Alike Sessions-August 15 and August 22, 2018	One Source	Rebecca Ryan and Cecily Hale	Mini Audit results and percentages by campus of uncoded GT Students in Chancery due to teachers not being trained.	
	Communicate the Uncoding of all GT students by February 1, 2018 who are not being served by a trained GT teacher	1. Monthly GT Coordinator Newsletter 2. Monthly Communication by Program Specialists. 3. Mini Audit-November 12-16, 2018 and second audit January 28-February 1 2019	1. Online Training 2. Training Modules created by the Gifted and Talented Department	Program Specialist		

District Name:	Houston ISD	County District Number:	101912	Superintendent Name:	Dr. C... Supe...
Department Name:	Multilingual	Educational	Region 4	School Year:	2018...

Data/Needs Assessment:	Based on the results of the 2018 Reading STAAR assessment, 52% of ELs, 39% of Immigrants, 35% of Refugees, and 52% of Migran... Based on the results of the 2018 Writing STAAR assessments, 39% of ELs, 31% of Immigrants, 30% of Refugees, 40% of Migrants r... Based on the results of the 2018 English I & II EOC assessment, 15% of ELs, 11% of Immigrants, 23% of Refugees, and 45% of Migr... Based on the 2018 TELPAS assessment, 54% of the district's Current EL and Monitored students met the progress rate. Of the tot... waivers, 33% were certified by the end of the year.
Problem Statement #1:	Based on the results of the 2018 Reading STAAR assessment, 52% of ELs, 39% of Immigrants, 35% of Refug... the passing standard. Based on the results of the 2018 Writing STAAR assessments, 39% of ELs, 31% of Im... 40% of Migrants met the passing standard. Based on the results of the 2018 English I & II EOC assessment... Immigrants, 23% of Refugees, and 45% of Migrants met the passing standard.
Root Cause #1:	Lack of teacher/leader capacity as it relates to knowledge of sheltered instructional practices.
Goal #1:	The percentage of identified (ELL, Immigrant, Refugee, Migrant) students reading and writing at or above... through English II will increase by three percentage points annually between Spring 2018 and Spring 2022
Summative Evaluation:	STAAR and EOC Data

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	
Coordinate programming to ensure data-driven services are provided to qualifying students	Meet with campus leadership at least 3 times annually to review ELL/Immigrant/Refugee/Migrant data to determine appropriate identification, assessment administration, and placement	Aug-Sept 18	Title III--Part A, Immigrant; Title I Part C, and General Funds	Assistant Superintendent for Multilingual Programs, Multilingual Programs Senior Managers, Managers, Specialists	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		
	Program Specialists will visit with LPAC Administrators or Principal of each campus to create a Campus Support Plan (CSP) by the end of October.	Aug-Oct 18	Title III--Part A, Immigrant; Title I Part C, and General Funds	Assistant Superintendent for Multilingual Programs, Multilingual Programs Senior Managers, Managers, Specialists	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		

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	
	The Compliance Team will complete desk audits as it relates to data entry--home language surveys and program placement.	Aug-Oct 18	Title III--Part A, Immigrant; Title I Part C, and General Funds	Assistant Superintendent for Multilingual Programs, Multilingual Programs Senior Managers, Managers, Specialists	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		
	Program Specialists will visit with LPAC Administrators or Principal of each campus to create a Campus Support Plan (CSP) by the end of October.	Aug-Oct 18	Title III--Part A, Immigrant; Title I Part C, and General Funds	Assistant Superintendent for Multilingual Programs, Multilingual Programs Senior Managers, Managers, Specialists	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		

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	
Provide on-going support to all campuses based on number of students (quintiles) and need according to STAAR/TELPAS and reclassification data (tiers)	Program Specialists will make campus visits with a focus on providing teachers/administrators with feedback on program implementation (time and content allocation), evidence of sheltered instructional practices.	Aug-May 18	Title III--Part A, Immigrant; Title I Part C, and General Funds	Assistant Superintendent for Multilingual Programs, Multilingual Programs Senior Managers, Managers, Specialists	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		
	Program Specialists and Managers will provide professional development created to meet the needs of the district and campuses as it relates to state data.	Aug-May 18	Title III--Part A, Immigrant; Title I Part C, and General Funds	Assistant Superintendent for Multilingual Programs, Multilingual Programs Senior Managers, Managers, Specialists	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		

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	
Establish collaborative partnerships with Curriculum and Instruction and the Interventions Office to increase academic opportunities and achievement by establishing systems and embedding processes that are documented and communicated	Meet with Curriculum and Instruction Officers and/or Managers to develop one systematic approach for sheltered instruction for the district.	Aug-May 18	Title III--Part A, Immigrant; Title I Part C, and General Funds	Assistant Superintendent for Multilingual Programs, Multilingual Programs Senior Managers, Managers, Specialists	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 Interventions Officer and/or Managers to assist and provide feedback for the team when providing support to campuses where the target population are ELs.	Aug-May 18	Title III--Part A, Immigrant; Title I Part C, and General Funds	Assistant Superintendent for Multilingual Programs, Multilingual Programs Senior Managers, Managers, Specialists	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		

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	
	Meet monthly with Curriculum and Instruction/Interventions Office Directors and/or Managers to review the implementation of curriculum or supports as it relates to EL's, immigrants, refugees, and migrant students.	Aug-May 18	Title III--Part A, Immigrant; Title I Part C, and General Funds	Assistant Superintendent for Multilingual Programs, Multilingual Programs Senior Managers, Managers, Specialists	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		

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Problem Statement #2:	Based on the 2018 TELPAS assessment, 54% of the district's Current EL and Monitored students met the p
Root Cause #2:	Lack of teacher/leader capacity as it relates to knowledge of sheltered instructional practices.
Goal #2:	The percentage of English Language Learners (ELs) in US schools 4+ years receiving a TELPAS Composite R
Summative Evaluation:	TELPAS Data

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	
Communicate and monitor the academic and linguistic progress of potential exits with all schools so that those students are given an opportunity to meet state reclassification criteria	Work closely with student LPAC Administrators will be required to attend 3 compliance trainings for the school year to be able to communicate the process for students to meet reclassification criteria.	Aug-Sept 18	Title III--Part A, Immigrant; Title I Part C, and General Funds	Assistant Superintendent for Multilingual Programs, Multilingual Programs Senior Managers, Managers, Specialists	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		

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	
Communicate and monitor the academic and linguistic progress of potential exits with all schools so that those students are given an opportunity to meet state reclassification criteria	LPAC Administrators will be required to attend 3 compliance trainings for the school year to be able to communicate the process for students to meet reclassification criteria.	Aug-May 18	Title III--Part A, Immigrant; Title I Part C, and General Funds	Assistant Superintendent for Multilingual Programs, Multilingual Programs Senior Managers, Managers, Specialists	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		
	Program Specialists will visit with LPAC Administrators or Principal of each campus to create a Campus Support Plan (CSP) by the end of October.	Aug-Oct 18	Title III--Part A, Immigrant; Title I Part C, and General Funds	Assistant Superintendent for Multilingual Programs, Multilingual Programs Senior Managers, Managers, Specialists	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		

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	
Communicate program reclassification criteria and procedures to LPAC Administrators and school leaders	LPAC Administrators will be required to attend 3 compliance trainings for the school year to be able to communicate the process for students to meet reclassification criteria.	Aug-May 18	Title III--Part A, Immigrant; Title I Part C, and General Funds	Assistant Superintendent for Multilingual Programs, Multilingual Programs Senior Managers, Managers, Specialists	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		
	Program Specialists will visit with LPAC Administrators or Principal of each campus to create a Campus Support Plan (CSP) by the end of October.	Aug-Oct 18	Title III--Part A, Immigrant; Title I Part C, and General Funds	Assistant Superintendent for Multilingual Programs, Multilingual Programs Senior Managers, Managers, Specialists	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		

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	
	The Compliance Team will complete desk audits as it relates to data entry--home language surveys and program placement.	Aug-Oct 18	Title III--Part A, Immigrant; Title I Part C, and General Funds	Assistant Superintendent for Multilingual Programs, Multilingual Programs Senior Managers, Managers, Specialists	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		
	LPAC Administrators will be required to attend 3 compliance trainings for the school year to be able to communicate the process for students to meet reclassification criteria.	Aug-Oct 18	Title III--Part A, Immigrant; Title I Part C, and General Funds	Assistant Superintendent for Multilingual Programs, Multilingual Programs Senior Managers, Managers, Specialists	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		

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	
Guide school leaders to monitor pre-exit student placement so that students who meet indicators are given an opportunity given an opportunity to participate in the pre-exit phase of the bilingual program	Program Specialists will visit with LPAC Administrators or Principal of each campus to create a Campus Support Plan (CSP) by the end of October.	Aug-Oct 18	Title III--Part A, Immigrant; Title I Part C, and General Funds	Assistant Superintendent for Multilingual Programs, Multilingual Programs Senior Managers, Managers, Specialists	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		

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	
Guide school leaders to monitor pre-exit student placement so that students who meet indicators are given an opportunity given an opportunity to participate in the pre-exit phase of the bilingual program	The Compliance Team will complete desk audits as it relates to data entry--home language surveys and program placement.	Aug-Oct 18	Title III--Part A, Immigrant; Title I Part C, and General Funds	Assistant Superintendent for Multilingual Programs, Multilingual Programs Senior Managers, Managers, Specialists	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		

Problem Statement #3:	Of the 216 ESL waivers reported in 2017-2018 school year, 71 teachers were certified by July 2018.
Root Cause #3:	Teachers on waivers do not participate in a preparation program before taking the state's ESL certification
Goal #3:	The percentage of teachers approved for ESL waivers who must be certified by the end of the 2018-2019 to ensure appropriately certified personnel.
Summative Evaluation:	Total number of teachers certified by the end of July 2019

Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	
Provide certification training and materials to successfully prepare identified teachers to pass the ESL certification test.	Secure and pay for 3 trainings per semester from Harris County Department of Education for teachers to participate in.	Sep-18	Title III--Part A, Immigrant; Title I Part C, and General Funds	Assistant Superintendent for Multilingual Programs, Multilingual Programs Senior Managers, Managers, Specialists	Monitor total number of teachers who are signed up for training and submit ESL passing scores.		

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Measurable Performance Objectives	Strategy (Actions/Processes)	Timeline	Resources - Including Funding Sources	Title of Person(s) Responsible	Formative Evaluation	Results (Outcomes/Data)	
	Work with the certification office to identify teachers on waivers to be able to provide them and administrators with the information on the process and supports in place by the district to get certified-- Academic Service memo, email, and in person contact.	Sept-Oct 2018	Title III--Part A, Immigrant; Title I Part C, and General Funds	Assistant Superintendent for Multilingual Programs, Multilingual Programs Senior Managers, Managers, Specialists	Monitor total number of teachers who are signed up for training, and submit ESL passing scores.		

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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 Elementa[...] 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 interce[...] 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, graduatio[...] academic standards.
- Ensure that migratory children receive full and appropriate opportunities to meet the same challenging state academic standards that all children a[...]
- Design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related p[...] 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 bas[...]
  (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 migra[...]
    - 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 [...]

PROGRAM NEEDS ASSESSMENT

The Texas MEP has identified the unique educational and educationally-related needs of migratory children through its statewide Comprehensive Needs Ass[...] 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

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 identif
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, New Generation System (NGS) and Migrant Student Information Exchange (MSIX)
   - 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

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 intervent
     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 ski

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. Provide support to twelfth grade migratory students:
    - 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'

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

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; <u>AND</u> • Have failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing p level.
Grades K-3	• Who have made a qualifying move within the previous 1-year period; <u>AND</u> • Have been designated LEP in the Student Designation section of the New Generation System (NG Program Component; <u>or</u> • For students in grades K-2, who have been retained, or are overage for their current grade level.

Migrant Priority for Service (PFS) Action Plan

<u>Goal</u>: To identify and ensure that Priority for Service migrant students have the same opportunity to meet the state content and student performance st

support services that will ensure student success.

<u>Objectives</u>:

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	Doc
Monitor the progress of MEP students who are on PFS.			
• Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.	09/2018-08/2019	Irasema Gonzalez, NGS Luisa F. Parra, Specialist	PFS Mo
• 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.	08/01/2018	Magda Galindo, Manager	Priority Plan Do
Additional Activities			
• 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 Isela Anaya, Recruiter Magda Galindo, Manager	Report logs
Communicate the progress and determine needs of PFS migrant students.			
• 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, entries/
• 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 Parra, Specialist Irasema Gonzalez, NGS Isela Anaya, Recruiter Magda Galindo, Manager	Phone l
• 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 Hourly Lecturers	Google log, rep case file notifica tutoring tutor co

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 Isela Anaya, Recruiter	Phone l flyers, p google t newslet
• 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, parent l