HOUSTON INDEPENDENT SCHOOL DISTRICT

2023-2024

District Improvement Plan

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Houston Independent School District

2023-2024 Houston Independent School District Improvement Plan

Vision Statement

HISD empowers students to become critical thinkers, visionary leaders, and active contributors in their community, fostering a pathway to success for limitless opportunities in a competitive global landscape.

Comprehensive Needs Assessment

Student Demographics

The Houston Independent School District, with more than 189,934 students and encompassing 333 square miles within greater Houston, is the eighth-largest public-school system in the nation and the largest in Texas. There has been a decline in enrollment since the 2020-2021 school year. However, continued improvement in data quality and identification has led to increases in the at-risk and students with disabilities populations.

Achievement Indicators:

HISD consistently underperforms when compared to state and national data. Black and Hispanic students underperform when compared to White and Asian peers. Despite some progress, there are persistent gaps in performance of student with disabilities (SWD) and emergent bilingual students (EB) when compared to peers. Students earn grades in HISD courses that often do not align to standardized testing. Equity of access to college and career readiness programs affects equity of outcomes.

National Assessment of Educational Progress (NAEP) 2022 Results

- There has been a significant decline in the average scale scores for grades 4 and 8 math over the past ten years (2011 to 2022) and since the prior NAEP administration in 2019.
- Since the prior NAEP administration in 2019, the average scale scores for grades 4 and 8 reading have remained about the same, but over the past ten years (2011 to 2022) there has been a significant decline.
- Gaps in performance were compared to other Texas TUDAs (Austin, Dallas, Ft. Worth) and the state of Texas. The ELL/non-ELL achievement gap for HISD is significantly smaller than the gap for Austin for grades 4 and 8 math and reading, but larger than the gap for Dallas, Fort Worth, and the state of Texas for grade 8 reading. The NSLP-eligible/non-NSLP achievement gap for HISD is significantly larger than the gap for the state of Texas for grades 4 and 8 math and reading, for Fort Worth for grade 4 math, and for Dallas for grade 8 math.
- A higher percentage of students overall were at or above the STAAR Approaches performance level than were at or above the NAEP Basic achievement level in 2022. Since 2013, the percentage of students at or above the STAAR Approaches performance level has increased for grade 4 reading and grade 4 math, remained flat for grade 8 reading, and has decreased for grade 8 math, and the percentage of students at or above the NAEP Basic achievement level has decreased for grades 4 and 8 math and reading.
- For all students, there were more TUDA districts with average scale scores significantly higher than HISD in 2022 than in the prior NAEP administration in 2019 for grade 4 and 8 math and grade 8 reading, and less for grade 4 reading. The largest changes can be seen in grade 4 reading, with fewer TUDA districts with average scale scores significantly higher than HISD in 2022 than in the prior NAEP administration.

SAT Class of 2022

- The number of students who took the SAT from the Class of 2022 is 8,662. This represents 79 percent of the entire senior class, an increase of 18 percentage points from the Class of 2021 but a decrease of 14 percentage points from the Class of 2020.
- Using the highest ERW and mathematics scores over the past four years, the Class of 2022 scored an average composite score of 966, an average ERW score of 490, and an average mathematics score of 476.
- The district's Asian and White students continue to outperform the district's African American and Hispanic students, as well as Asian and White students from the state and total group.

PSAT 2022-2023

- The total number of tested students on the PSAT assessments by grade level has decreased when compared to 2019 and 2021 (exception: 10th grade testers from 2021 to 2022).
- PSAT 8/9 and PSAT/NMSQT district performance by subject and grade level was lower than the performance for the state and the total group (international and national testers) in 2019, 2021, and 2022.
- The inclusion of TCAH, a statewide online charter program housed in HISD, masks significant equity gaps in participation rates. Exclusion of these students from participation calculations highlights that African American and Hispanic students are not participating in the PSAT at the same rate as their White and Asian peers.
- Across all assessments, grade levels, and subjects, significant equity gaps exist between PSAT performance and student's race/ethnicity. Specifically, White and Asian students outperform their African American and Hispanic peers.
- Similar to PSAT 8/9 performance, HISD has a larger total score decrease on the PSAT/NMSQT since 2019 than the state and total group.
- Participation and performance differences existed across both assessments as well as across campuses.

International Baccalaureate (IB) 2022

1. For 2022, 1,097 IB students in HISD took a total of 2,942 IB examinations and 1,489 scored 4 or higher, on a scale of 1 to 7.
2. Although the number of students earning an IB Career-Related Program (CP) Certificate has increased from 49 in 2021 to 73 in 2022, the number of students earning an IB diploma has decreased from 197 in 2021 to 131 in 2022.
3. For students enrolled in grades 11 and 12 districtwide, eight percent were enrolled in at least one IB course.
4. Hispanic and African American students are less likely to enroll in IB courses compared to their White and Asian peers.
5. IB Exams taken in the Individuals and Societies academic area represented the highest number of exams for both 2021 and 2022.
6. Out of 40 IB Exams where 5 or more students tested, HISD exceeded world mean scores on four exams. These were Spanish B HL, Geography SL, Astronomy SL, and Music SL.
7. When looking at performance on IB exams by score distribution and race/ethnicity, Asian and Hispanic students had the highest percentage of exams scored at 7 (4.7 percent and 4.6 percent, respectively) while African American students had the highest percentage of exams scoring at 1 (17.9 percent).

Advanced Placement (AP) 2022

8. The number of students districtwide taking at least one AP Exam increased by four percent to 13,823 in 2022 from 13,297 in 2021.
9. The number of AP Exams taken districtwide increased by four percent to 25,339 in 2022 from 24,355 in 2021.
10. The number of AP Exams scored 3 or higher increased by 18 percent to 10,484 in 2022 from 8,884 in 2021, and the proportion of exams scored 3 or higher increased from 36 percent in 2021 to 41 percent in 2022.
11. History and Social Sciences represented the largest category among the seven AP categories with 45 percent of all AP Exams taken districtwide, followed by 17 percent in English.
12. For the 2021–2022 school year, 33.0 percent of high school students enrolled in at least one AP course.
13. Twenty-nine campuses earned more AP Awards in 2022 than in 2021 including eight campuses that increased the number of AP Scholar Awards earned by double-digits.
14. In 2022, the district had a total of 1,074 high school AP Scholars, with 335 recognized with Honor, 719 recognized with Distinction, and 4 earning the AP International Diploma.

Dual Enrollment (OnRamps) 2022-2023

15. A total of 2,074 dual enrollment courses were taken in 2022–23 by a total of 950 students across the district. This is approximately double the enrollment (1,004) and student count (420) in 2021–22.
16. Fifteen campuses offered at least one dual enrollment course in 2022-23 and a total of 16 different courses were offered among them. This includes 10 additional campuses from 2021–22.
17. Forty-three percent of students participating in dual enrollment qualified for college credit in at least one course, with 44 percent of courses being qualified for college credit.
18. Six hundred forty-one courses, or 31 percent, were accepted by the student, resulting in college credit on a UT transcript.
19. The total cost to Houston ISD to provide dual enrollment courses was $189,710 in 2022–2023, which breaks out to a cost of $209.85 per course that qualified for credit.
20. Only 1.9 percent of economically disadvantaged high school students in Houston participate in dual enrollment, compared to 6.1 percent of non-economically disadvantaged students.
21. Despite similar participation rates, achievement gaps exist between various demographic groups. For example, 83 percent of Asian students who participate in dual enrollment qualify for credit for at least one course, whereas only 39 percent of Hispanic students who participate qualify for credit.

Students in different populations graduate and experience post-secondary success at different rates.

Graduation and Dropout Analysis 2021-2022

- Out of 12,754 students in the class of 2022, 10,705 (83.9 percent) graduated. The graduation rate for the class of 2021 was 1.8 percentage points lower than the rate for the class of 2021.

- Among the four major demographic groups in the class of 2022, Asian students had the highest graduation rate (95.3 percent) but represented the fewest number of graduates (504). The lowest rate was Hispanic students (82.5 percent) but represented the largest number of graduates (6,499). Even when compared to the class of 2019, prior to the COVID-19 pandemic, the four major ethnic groups all experienced increases in graduation rates.
- The longitudinal dropout rate for the class of 2022 was 13.0 percent (based on 1,658 dropouts), 2.5 percentage points higher than the rate for the class of 2021, but 0.6 percentage points lower than the rate for the class of 2019 (pre-pandemic). Both the class of 2021 and class of 2022 are at or above 13 percent, reaching a high not seen in this decade.
- Hispanic students had the highest longitudinal dropout rate among the major ethnic groups (14.3 percent), which reflected nearly a four percentage point increase when compared to the previous class of 2021. Asian students had the lowest longitudinal dropout rate (3.0 percent). Gaps between Asian student dropout rates and other ethnic groups continued to increase for the class of 2022.
- The gaps in performance between Ever English Language Learners in high school (EB/EL 9–12) and their peers persisted across multiple metrics for the class of 2022. These EB students graduated at rates 16.7 percentage points lower than the district average, and dropped out at rates double (26.6 percent) the district average.
- Students receiving special education services (SWD) have continued improving across multiple student outcomes for the class of 2022. Eighty-one percent of SWD graduated from class of 2022, which reflects a 1.3 percentage point increase since last year's class and a ten percentage point increase over the last decade. In addition, SWD dropped out at a rate of 15.5 percent, which is 4.5 percentage points lower than pre-pandemic (class of 2019) and 1.3 percentage points lower than ten years ago.
- In 2022, annual drop rates for students in grades 9–12 rose to the highest rate in a decade (4.3 percent). Annual dropout rates for students in grades 7–8 fell to 2.8 percent but remain significantly higher than prepandemic.
- Eighty-seven percent of the class of 2022 earned a distinguished diploma, and 94 percent of those earned at least one endorsement (10,075 students).
- The most common endorsement earned for the class of 2022 was multidisciplinary studies (40.2 percent) and 19.2 percent of endorsements earned were in STEM.
- The annual district Individual Graduation Committee (IGC) rate decreased by 3.9 percentage points between the 2020–2021 school year and the 2021–2022 school year, which is the lowest district rate since 2017-18. The district rate is below the 10 percent threshold outlined in TEC §39.003(a-10); however, 16 campuses remain above 10 percent and therefore are open to state investigation.

Postsecondary Enrollment: Class of 2022

- For the Class of 2022, the number of students enrolling in college immediately after high school graduation in the fall and within one year of high school graduation has increased back to pre-pandemic levels.
- College enrollment increased at more than half of HISD's high schools from the Class of 2021 to the Class of 2022.
- Among the four largest race/ethnicity groups, Asian students continue to have the highest college enrollment rate.
- Aside from a drop in 2020, the percentage of non-economically disadvantaged students enrolling in college has increased since 2015. However, since the pandemic, less than half of economically disadvantaged graduates have enrolled in college within one year of high school graduation.
- Seventy percent of the college enrollees from the Class of 2022 met college readiness benchmarks as defined by the state of Texas. Only 51 percent of college enrollees met the TSI criteria for both reading and mathematics.

Individual Graduation Committee (IGC) 2021-2022

- The HISD IGC rate fell from 12.3 percent in 2020–21 to 8.5 percent in 2021–22, below the 10 percent threshold.
- The number of campuses above the 10 percent TEC threshold fell from 21 campuses in 2020-21 to 16 campuses in 2021-22.
- Thirty–six campuses maintained a zero IGC rate or decreased their IGC rates from 2020–21 to 2021–22. Wheatley HS had the largest one-year campus decrease (15.1 percentage points).

Significant disproportionalities exist in the risks of different races of students to experience exclusionary discipline. *22-23 Discipline Report*

- In 2020–2021, disciplinary action rates were low due to the COVID-19 pandemic. In 2021–2022 and 2022–2023, the rates increased to similar levels from before the pandemic.
- In 2022–2023, students who were male, Black, received special education services, economically disadvantaged, or considered at risk received disciplinary actions at disproportionately higher rates. Black students were more than twice as likely than their peers to receive a disciplinary action.
- In 2022–2023 for students in prekindergarten (PK) through 2nd grade, the number of total in-school suspensions (ISS) was 20 and the number of total out-of-school suspensions (OSS) was 13.
- In 2022–2023, 9th grade students had the largest proportion of in-school suspensions (27.6 percent), out-of-school suspensions (23.3 percent), referrals to DAEP (26.7 percent), and expulsions to JJAEP percent).
- In 2022–2023, among the race/ethnicity groups, Black students have the highest percentage of missed days of school due to out-of-school-suspensions. Male students, students receiving special education services, students at risk, and economically disadvantaged students also have a rate higher than the district's rate.
- According to chapter 37 of the TEC, out-of-school suspensions are not to be given to homeless students for a discretionary discipline action reason. However, in 2022–2023, homeless students missed a total of 1,987 days due to discretionary out-of-school suspensions.
- In 2022–2023, 193 students in special education were removed from their regular instructional settings for more than ten days due to in-school or out-of-school suspensions.

STAAR 3-8

In spring 2023, over 78,000 HISD students in grades 3 through 8 took the State of Texas Assessments of Academic Readiness, or STAAR, assessments in reading, mathematics, science, and social studies.

Key Findings:

• Reading at the Meets Grade Level standard ranged from 38 (4th grade) to 47 percent (5th, and 8th grades), with a decrease in almost all grades apart from 6th graders at Meets proficiency, as compared to Spring 2022.

• Math at the Meets Grade Level standard ranged from 28 (8th grade) to 43 percent (5th grade), an increase in 3rd, 4th, and 7th grade Meets proficiency standards, as compared to Spring 2022.

• Science showed a decrease in performance for both 5th and 8th grade testers at all proficiency standards (Approaches, Meets, Masters) as compared to Spring 2022.

• Social Studies showed an increase in performance in meets standard, compared to Spring 2022.

• The percentage of HISD students scoring at or above the Approaches, Meets, and Masters Grade Level standards was lower than students at the State level across all grades and subjects.

STAAR EOC

In spring 2023, Houston Independent School District (HISD) students took over 79,000 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 to earn a high school diploma from a Texas public or charter school, as required in Texas Education Code (TEC) 39.025.

Key Findings Include:

• The performance gap between the district and state has decreased across all proficiency levels on the Algebra I EOC assessment. However, for all other assessments at the Meets Grade Level standard, the gap has increased.

• The English I and II assessments have the lowest percentage of students meeting the minimum passing standards, but a higher percentage of students meet the grade level standards compared to the Algebra I and Biology EOC assessments. U.S. History continues to have the highest performance levels across all proficiency standards.

• Meets Grade Level performance on the English I EOC is higher than pre-COVID levels. However, for all other assessments, Meets Grade Level performance remains lower than preCOVID levels, with Algebra I showing the largest gap to pre-pandemic performance (15 percentage points).

• The Meets Grade Level standard performance gap between African American and nonAfrican American students has decreased for Algebra I, English I, and U.S. History, but increased for English II.

• The Meets Grade Level standard performance gap between Hispanic and non-Hispanic students has increased across all assessments, with a double-digit equity gap observed in all assessments except Algebra I. These gaps are particularly pronounced for non-economically disadvantaged Hispanic students.

Title I- Student Achievement 2022-2023

- The number of students enrolled in Title I schools was 176,724 (across 246 Title I campuses) in the 2021–2022 school year and 172,342 (across 250 Title I campuses) in the 2022–2023 school year.
- In Spring 2023, a lower percentage of students enrolled in Title I programs performed at or above the Approaches Grade Level standard compared to non-Title I students across the following assessments: STAAR 3–8 assessments in Reading Language Arts (RLA), Mathematics, Science, and Social Studies and STAAR End-of-Course (EOC) assessments in Algebra I, Biology, English I, English II, and U.S. History.

- Over the past two years, disparities between the percentage of Title I students and non-Title I students who performed at or above the Approaches Grade Level standard have narrowed on the STAAR 3–8 Social Studies assessment and on the Algebra I, Biology, English I, and U.S. History STAAR EOC assessments.
- Over the past two years, there has been an increase in the disparities between the percentage of Title I students and non-Title I students who performed at or above the Approaches Grade Level standard on RLA and Science STAAR 3–8 assessments.
- Title I schools experienced a decline in the percentage of students who performed at or above the Approaches Grade Level standard on the STAAR 3–8 assessments in RLA and Science and on the English II STAAR EOC assessment.
- Title I schools have shown an increase in the percentage of students who performed at or above the Approaches Grade Level standard on the Social Studies STAAR 3–8 assessment and on the Algebra I, Biology, English I, and U.S. History STAAR EOC assessments.

State Comp Ed 2021-2022

Program Cost and Funding Source: The annual budget for SCE programs in the Houston Independent School District (HISD) for the 20212022 academic year was $246,569,306.00. Under the guidelines of fund use, a minimum of 55% of this amount had to be allocated for direct services. This is a budgeted amount and not final expenditures for 2021–2022. The money allocated for state-funded compensatory education programs and/or services was based on the number of at-risk students in the district.

- Of the 194,141 students who attended HISD during the 2021-2022 academic year, 119,352 students (61.5 percent) were identified as being at-risk according to SCE criteria. More males than females were identified as at-risk (52 percent of males in the district were identified as at-risk and 48 percent of females were).
- The ethnic composition of at-risk students was 74.3 percent Hispanic, followed by 18.5 percent African American, 3.8 percent White, and 2.7 percent Asian/Pacific Islander. Less than one percent of at-risk students was either American Indian or Two or More Races. Economically disadvantaged students made up 90.2 percent of district at-risk distribution. A majority of Hispanic (73.6%) students, as well as those who were economically disadvantaged (77.2%), were deemed at-risk.
- Of the 119,352 students indicated to be at-risk during the 2021–2022 school year, 57.1 percent were identified as being Emergent Bilingual, and 13.7 percent were identified as having been retained in one or more grades. These subsets make up 35 percent and 8.4 percent of all students, respectively.
- Students indicated to be at-risk in grades 9–12 show a minority representation of Emergent Bilingual as compared to other grades. Districtwide, on the 2022 administration of the STAAR 3-8 assessments, the gaps in the percentage of students who achieved the Approaches Grade Level Performance Standard between not-at-risk and at-risk students were 19.7 percentage points in mathematics, 22.1 percentage points in reading, 26.7 percentage points in science, and 37.5 percentage points in social studies.
- Districtwide, on the spring of 2022 administration of the STAAR EOC assessments, the gaps in the percentage of students who achieved the Approaches Grade Level Performance Standard between not-at-risk and at-risk students were 33.8 percentage points in Algebra I, 30.4 percentage points in Biology, 43.6 percentage points in English I, 40.6 percentage points in English II, and 20.2 percentage points in U.S. History.
- Districtwide, on the winter of 2021 administration of the STAAR EOC assessments, the gaps in the percentage of re-testers who achieved the Approaches Grade Level Performance Standard between not-at-risk and at-risk students were 5.1 percentage points in Algebra I, 46.1 percentage points in Biology, 10.4 percentage points in English I, and 18.8 percentage points in English II. At-risk students exceeded the rate of not-at-risk students by 12.4 percentage points in U.S. History.

- Districtwide, on the summer of 2021 administration of the STAAR EOC assessments, the gaps in the percentage of re-testers who achieved the Approaches Grade Level Performance Standard between not-at-risk and at-risk students were 11.3 percentage points in Algebra I, 11.4 percentage points in Biology, 6.4 percentage points in English I, 12 percentage points in English II, and 18.5 percentage points in U.S. History.
- For the class of 2021, 92.4 percent of not-at-risk students and 79.1 percent of at-risk students graduated from HISD within four years of starting ninth grade. This reflects an overall increase for not-at-risk students, and a slight decrease for at-risk students since 2019.

Goals

Student Outcome Goals:

Goal 1: The percent of 3rd grade students in Houston ISD earning Meets Grade Level on the STAAR reading test will increase from 41% in June 2023 to 56% in June 2028.

Group	2023 Baseline	2024 Goal	2025 Goal	2026 Goal	2027 Goal	2028 Goal
All Students	41	42	44	49	53	56
American Indian	50	51	53	58	62	64
Asian	69	69	70	72	74	75
Black	35	36	40	46	51	55
Hispanic	35	36	40	46	52	55
Pacific Islander	62	63	65	66	67	68
Two or More	71	72	74	77	79	80
White	73	73	74	75	76	77
Eco. Dis.	33	34	38	44	49	53
EB	31	32	35	41	46	50
SpEd	19	20	24	30	34	36

Goal Progress Measure 1.1: The percentage of 3rd grade students projected at Meets Grade Level on NWEA MAP in reading will increase from 28% in September 2023 to 43% in May 2028.

Alignment to Goal: NWEA MAP aligned cut scores for Meets based on STAAR data from prior years and as students test in BOY, MOY, EOY, these cut scores increase to align with expected end-of-year STAAR performance.

Group	2023 BOY Baseline	2024 Goal	2025 Goal	2026 Goal	2027 Goal	2028 Goal
All Students	28	29	30	35	40	43
American Indian	30	31	32	37	42	45
Asian	63	64	65	70	75	78
Black	27	28	29	34	39	42
Hispanic	18	19	20	25	30	33
Pacific Islander	64	65	66	71	76	79
Two or More	70	71	72	77	82	85
White	64	65	66	71	76	79
Eco. Dis.	19	20	21	26	31	34
EB	13	14	15	20	25	28
SpEd	12	13	14	19	24	27

Goal Progress Measure 1.2: The percentage of 3rd graders attending an NES or NESA campuses projected at Meets Grade Level in reading on NWEA MAP will increase from 18% in September 2023 to 38% in May 2028.

Alignment to Goal: NES/A campuses reflect superintendent's priority and are campuses with the highest needs.

Group	2023 BOY Baseline	2024 Goal	2025 Goal	2026 Goal	2027 Goal	2028 Goal
All Students	18	20	23	28	33	38
American Indian	-					
Asian	9	11	14	19	24	29
Black	22	24	27	32	37	42
Hispanic	15	17	20	25	30	35
Pacific Islander	-					
Two or More	40	42	45	50	55	60
White	26	28	31	36	41	46
Eco. Dis.	18	20	23	28	33	38
EB	10	12	15	20	25	30
SpEd	5	7	10	15	20	25

Goal Progress Measure 1.3: The percentage of 3rd grade students that have a Conditional Growth Index (CGI) of 0.6 or higher on NWEA MAP in reading will increase from XX% in January 2024 to YY% in May 2028.

Alignment to the goal: Students need to grow at 0.6 or more to accelerate learning and achieve the Meets Grade Level standard on STAAR. More students meeting grade level will improve the school growth indicator performance.

Baseline data is anticipated January 29 following close of MOY MAP testing window. Baseline data will be set using BOY – MOY Conditional Growth Index. Summative Progress Measure data will be based on EOY – EOY Conditional Growth Index, which will not be available until June 1, 2025.

Group	2024 MOY Baseline	2024 Goal	2025 Goal	2026 Goal	2027 Goal	2028 Goal
All Students						70
American Indian						
Asian						
Black						
Hispanic						
Pacific Islander						
Two or More						
White						
Eco. Dis.						
EB						
SpEd						

Goal 2: The percent of 3rd grade students in Houston ISD earning Meets Grade Level on the STAAR math test will increase from 38% in June 2023 to 53% in June 2028.

Grolup	2023 Baseline	2024 Goal	2025 Goal	2026 Goal	2027 Goal	2028 Goal
All Students	38	39	41	47	51	53
American Indian	45	46	48	54	56	58
Asian	72	73	75	78	79	80
Black	25	26	31	36	41	45
Hispanic	34	35	40	45	49	53
Pacific Islander	38	41	44	47	50	53
Two or More	62	63	66	69	72	75
White	69	71	73	75	78	80
Eco. Dis.	30	31	35	39	44	48
EB	32	33	36	40	44	47
SpEd	18	20	24	28	32	35

Goal Progress Measure 2.1: The percentage of all 3rd graders projected at Meets Grade Level on NWEA MAP in math will increase from 24% in September 2023 to 39% in May 2028.

Alignment to Goal: NWEA MAP aligned cut scores for Meets based on STAAR data from prior years and as students test in BOY, MOY, EOY, these cut scores increase to align with expected end-of-year STAAR performance.

Group	2023 BOY Baseline	2024 Goal	2025 Goal	2026 Goal	2027 Goal	2028 Goal
All Students	24	25	27	33	37	39
American Indian	41	42	44	50	54	56
Asian	61	62	64	70	74	76
Black	14	15	17	23	27	29
Hispanic	18	19	21	27	31	33
Pacific Islander	56	57	59	65	69	71
Two or More	64	65	67	73	77	79
White	60	61	63	69	73	75
Eco. Dis.	15	16	18	24	28	30
EB	17	18	20	26	30	32
SpEd	9	10	12	18	22	24

Goal Progress Measure 2.2: The percentage of 3rd grade students attending an NES or NESA campuses projected at Meets GL on NWEA MAP in math will increase from 12% in September 2023 to 32% in May 2028.

Alignment to Goal: NES/A campuses reflect superintendent's priority and are campuses with the highest needs.

Group	2023 BOY Baseline	2024 Goal	2025 Goal	2026 Goal	2027 Goal	2028 Goal
All Students	12	14	17	22	27	32
American Indian	-					
Asian	6	8	11	16	21	26
Black	8	10	13	18	23	28
Hispanic	14	16	19	24	29	34
Pacific Islander	-					
Two or More	4	6	9	14	19	24
White	17	19	22	27	32	37
Eco. Dis.	12	14	17	23	28	30
EB	11	13	16	21	26	31
SpEd	4	6	9	14	19	24

Goal Progress Measure 2.3: The percentage of 3rd grade students that have a Conditional Growth Index (CGI) of 0.6 or higher on NWEA MAP in math will increase from XX% in January 2024 to YY% in May 2028.

Alignment to the goal: Students with a conditional growth index are growing at a greater rate than the national norm. This demonstrates a level of accelerated learning that moves students towards achieving the Meets Grade Level standard.

Baseline data is anticipated January 29 following close of MOY MAP testing window. Baseline data will be set using BOY – MOY Conditional Growth Index. Summative Progress Measure data will be based on EOY – EOY Conditional Growth Index, which will not be available until June 1, 2025.

Group	2024 MOY Baseline	2024 Goal	2025 Goal	2026 Goal	2027 Goal	2028 Goal
All Students						
American Indian						
Asian						
Black						
Hispanic						
Pacific Islander						
Two or More						
White						
Eco. Dis.						
EB						
SpEd						

Goal 3: The percent of students graduating TSI ready and with an industry-based certification (IBC) will increase from 11% for the 2021–2022 graduates to 26% for the 2026-2027 graduates.

Group	2023 Baseline (2022 Grads.)	2024 Goal (2023 Grads.)	2025 Goal (2024 Grads.)	2026 Goal (2025 Grads.)	2027 Goal (2026 Grads.)	2028 Goal (2027 Grads.)
All Students	11	12	15	20	23	26
American Indian	15	16	18	20	22	23
Asian	14	16	18	21	23	24
Black	9	10	12	17	20	23
Hispanic	10	11	13	18	21	24
Pacific Islander	21	22	24	27	30	32
Two or More	9	10	12	15	17	20
White	13	14	17	20	22	24
Eco. Dis.	10	11	14	19	22	25
EB	5	6	10	15	18	20
SpEd	4	5	7	10	12	14

This goal accomplishes responding to the community's values, the desire of the Board to incorporate the CCMR Outcomes Bonus higher threshold, and the alignment with the needs assessment that produced Destination 2035. Focusing on the career ready component of the outcomes bonus is the highest leverage because it is the lowest component of the OB measure, and it also addresses the needs assessment as outlined in Destination 2035 (Year 2035 competencies and experiences).

Goal Progress Measure 3.1: The percent of 11th graders meeting TSI criteria on SAT, ACT, or TSIA in both math and reading will increase from 15% in May 2023 to 30% in May 2028.

Alignment to goal: Demonstrating TSI readiness is one way to demonstrate College Readiness for the Texas Accountability system. By ensuring that students are meeting the Texas Success Initiative prior to their senior year, the district increase the percent of graduates who are college ready. TSI is one of the requirements of the outcomes bonus for both career and college ready.

Group	2023 BOY Baseline	2024 Goal	2025 Goal	2026 Goal	2027 Goal	2028 Goal
All Students	15	16	17	22	27	30
American Indian	21	22	23	28	33	36
Asian	42	43	44	49	54	57
Black	10	11	12	17	22	25
Hispanic	11	12	13	18	23	27
Pacific Islander	20	21	22	27	32	35
Two or More	31	32	33	38	43	47
White	30	31	32	37	42	45
Eco. Dis.	9	10	11	16	21	24
EB	11	12	13	18	23	26
SpEd	4	5	6	11	16	19

Goal Progress Measure 3.2: The percent of 10th, 11th, and 12th grade students who are on-track to achieve CTE Completer status by graduation will increase from 34% in May 2023 to 49% in May 2028.

Alignment to goal: CTE completers must complete 3 courses in an aligned program of study to be eligible for a CCMR point after passing the IBC exam. This metric also ensures that students are on track to obtain an industry-based certification before graduation. Success on an IBC exam is a component of the career readiness outcomes bonus funding.

Group	2023 BOY Baseline	2024 Goal	2025 Goal	2026 Goal	2027 Goal	2028 Goal
All Students	34	35	36	41	46	49
American Indian	27	28	29	34	39	42
Asian	37	38	39	44	49	52
Black	32	33	34	39	44	47
Hispanic	36	37	38	43	48	51
Pacific Islander	29	30	31	36	41	44
Two or More	27	28	29	34	39	42
White	27	28	29	34	39	42
Eco. Dis.	34	35	36	41	46	49
EB	36	37	38	43	48	51
SpEd	25	26	27	32	37	40

Goal Progress Measure 3.3: The percent of 11th graders who qualify for college credit will increase from 33% in May 2023 to 48% in May 2028.

Alignment to goal: AP, IB, Dual Credit, and Dual Enrollment provide students the opportunity to earn college credit and earn a CCMR point. These are all areas leading to students being successful in TSI as well, aligning to the outcomes bonus career readiness component.

Current baseline data is missing 2021 Dual Enrollment data, which is a minimal portion of the dataset, given the scope of DE in that year and the fact that most students do not participate in DE as a freshman.

Group	2023 BOY Baseline	2024 Goal	2025 Goal	2026 Goal	2027 Goal	2028 Goal
All Students	33	34	35	40	45	48
American Indian	25	26	27	32	37	40
Asian	71	72	73	78	83	86
Black	22	23	24	29	34	37
Hispanic	33	34	35	40	45	48
Pacific Islander	20	21	22	27	32	35
Two or More	45	46	47	52	57	60
White	38	39	40	45	50	53
Eco. Dis.	28	29	30	35	40	43
EB	37	38	39	44	49	52
SpEd	9	10	11	16	21	24

Goal 4: Students in grades 4 through 8 who receive special education services that achieve growth as measured by the Domain 2 Part A of the state accountability system will increase from 63% in August 2023 to 78% in August 2028.

Group	2023 BOY Baseline	2024 Goal	2025 Goal	2026 Goal	2027 Goal	2028 Goal
All Students (SPED)	63	64	66	72	76	78
American Indian	--					
Asian	82	83	84	85	86	87
Black	62	63	66	72	76	78
Hispanic	61	6	65	71	75	78
Pacific Islander	75	76	77	78	79	80
Two or More	70	71	72	75	77	78
White	72	73	74	75	77	78
Eco. Dis.	62	63	65	70	74	78
EB	59	60	62	66	69	70

Goal Progress Measure 4.1: The percentage of students in grades 4 through 8 who receive special education services that have a Conditional Growth Index (CGI) of 0.6 or higher on NWEA MAP in reading will increase from XX% in January 2024 to YY% in May 2028.

Alignment to the goal: Students with a conditional growth index are growing at a greater rate than the national norm. This demonstrates a level of accelerated learning that moves students towards achieving the Meets Grade Level standard. More students meeting grade level will improve the school growth indicator performance.

Baseline data is anticipated January 29 following close of MOY MAP testing window. Baseline data will be set using BOY – MOY Conditional Growth Index. Summative Progress Measure data will be based on EOY – EOY Conditional Growth Index, which will not be available until June 1, 2025.

Group	2024 MOY Baseline	2024 Goal	2025 Goal	2026 Goal	2027 Goal	2028 Goal
All Students (SPED)						
American Indian						
Asian						
Black						
Hispanic						
Pacific Islander						
Two or More						
White						
Eco. Dis.						
EB						

Goal Progress Measure 4.2: The percentage of students in grades 4 through 8 who receive special education services that have a Conditional Growth Index (CGI) of 0.6 or higher on NWEA MAP in math will increase from XX% in January 2024 to YY% in May 2028.

Alignment to the goal: Students with a conditional growth index are growing at a greater rate than the national norm. This demonstrates a level of accelerated learning that moves students towards achieving the Meets Grade Level standard. More students meeting grade level will improve the school growth indicator performance.

Baseline data is anticipated January 29 following close of MOY MAP testing window. Baseline data will be set using BOY – MOY Conditional Growth Index. Summative Progress Measure data will be based on EOY – EOY Conditional Growth Index, which will not be available until June 1, 2025.

Group	2024 MOY Baseline	2024 Goal	2025 Goal	2026 Goal	2027 Goal	2028 Goal
All Students (SPED)						
American Indian						
Asian						
Black						
Hispanic						
Pacific Islander						
Two or More						
White						
Eco. Dis.						
EB						

Goal Progress Measure 4.3: The percentage of students in grades 3 through 8 who receive special education services who are projected at Meets Grade Level in reading or math on NWEA MAP will increase from 11% in September 2023 to 26% in May 2028.

Alignment to the goal: NWEA MAP conducted a linking study between the STAAR assessment on the MAP assessment to determine projected proficiency performance. Those that attain the Meets grade level standard on the STAAR assessment are likely to receive a point toward the school growth indicator.

Group	2023 BOY Baseline	2024 Goal	2025 Goal	2026 Goal	2027 Goal	2028 Goal
All Students (SPED)	11	12	13	18	23	26
American Indian	-					
Asian	43	44	45	50	55	58
Black	6	7	8	13	18	21
Hispanic	7	8	9	14	19	22
Pacific Islander	-					
Two or More	35	36	37	42	47	50
White	41	42	43	48	53	56
Eco. Dis.	6	7	8	13	18	21
EB	6	7	8	13	18	21

Superintendent Constraints:

Constraint #1: The Superintendent shall not allow the number of multi-year D or F campuses with a prior unacceptable rating to grow or maintain the same.

Note: Five-year targets are based on the campus component score aligned with a C in domain 2a of the accountability system for progress measures one and two and a C for CCMR for domain 1 for progress measure three. As campuses who are rated D/F are not at the C level yes, these constraint progress measures are the path to meeting the constraint.

CPM 1.1: The percentage of grade 2-5 students enrolled in a campus with a prior year unacceptable rating who have a Conditional Growth Index (CGI) of 0.6 or higher on NWEA MAP in reading or math will increase from XX% in January 2024 (beginning to middle of year) to 63% in May 2028 (beginning to end of year).

Group	2024 MOY Baseline	2024 Goal	2025 Goal	2026 Goal	2027 Goal	2028 Goal
Target						63%
Actual						

No baseline due to MOY being in January 2024

CPM 1.2: The percentage of grade 6-8 students enrolled in a campus with a prior year unacceptable rating who have a Conditional Growth Index (CGI) of 0.6 or higher on NWEA MAP in reading or math will increase from XX% in January 2024 (beginning to middle of year) to 61% in May 2028 (beginning to end of year).

Group	2024 MOY Baseline	2024 Goal	2025 Goal	2026 Goal	2027 Goal	2028 Goal
Target						61%
Actual						

No baseline due to MOY being in January 2024

CPM 1.3: The percentage of graduates from campuses with a prior year unacceptable rating who graduated College, Career, or Military Ready will increase from XX% in August 2023 to 64% in August 2028.

Group	2023 Baseline	2024 Goal	2025 Goal	2026 Goal	2027 Goal	2028 Goal
Target						64%
Actual						

No baseline due to delay in accountability ratings release

Constraint #2: The Superintendent shall not allow ineffective supports, systems and processes for students receiving SPED services across the district to negatively impact Individual Education Plan development and implementation.

CPM 2.1: The District will increase the percentage of initial eligibility ARD committee meetings conducted in compliance with federally required timelines from 87% in June 2023 to 100% in June 2024 and maintain 100% compliance through June 2028.

Group	2023 Baseline	2024 Goal	2025 Goal	2026 Goal	2027 Goal	2028 Goal
Target		100%	100%	100%	100%	100%
Actual	87%					

CPM 2.2: The percentage of IEPs reviewed by an independent team from the Special Education Department for compliance and delivery of services will increase from XX% in January 2024 to XX% in June 2028.

Group	2024 Baseline	2024 Goal	2025 Goal	2026 Goal	2027 Goal	2028 Goal
Target						
Actual						

Constraint #3: The superintendent shall not make significant changes to programming or school options without conducting and communicating a research-based analysis of the effectiveness and impact on the achievement of board adopted student outcome goals.

CPM 3.1: The number of significant changes to school options or programming made by the superintendent without conducting and communicating research-based analysis of the effectiveness and impact on the achievement of board adopted student outcome goals shall not increase from zero in November 2023 to zero in June 2028.

Group	2023 Baseline	2024 Goal	2025 Goal	2026 Goal	2027 Goal	2028 Goal
Target		0	0	0	0	0
Actual	0					

Houston Independent School District

23-24 District Improvement Plan

Goals and Measurable Objectives, By Department

Counseling

Houston Independent School District- District Improvement Plan 2023-2024	
Department Name: Counseling Department	
Data/ Needs Assessment (Include your problem statement and root cause based on your data): All campuses were not providing a comprehensive counseling program. In addition, all students were not exposed to post-secondary options prior to entering high school.	
Department Goal 1: All school counselors will submit their campus comprehensive counseling plans to the counseling department by September 27, 2023	
Strategic Priority: • Expand leadership density • Improve the quality of instruction • Strengthen central office effectiveness • Improve reading instruction Pre-K through 4th grade • Improve SPED and SEL services • Improve safety of facilities	**List the Strategic Priority(ies) this Goal Addresses**: ○ Expand leadership density ○ Strengthen central office effectiveness ○ Improve SEL services ○ Improve safety

Summative Evaluation (Year-End):

Measurable Performance Objectives	**Strategy (include PD)**	**Timeline**	**Resources Including Funding Sources and Dollar Amounts**	**Title of Person(s) Responsible**	**Formative Evaluation**	**Check Point: Results (Outcomes/ Data)**	**Progress:** **1. No Progress** **2. Some Progress** **3. Significant Progress** **4. On Track to Meet Goal**	**Next Steps**
100% of campuses will submit an approved campus wide counseling plan.	All school counselors received PD on what a comprehensive counseling plan was and how to implement it	August 2023	0	Director of Counseling	Yes	Coordinators followed up with counselors at campus visits and by email+	On track to meet goal of 100%	When coordinators are meeting with counselors, they are using the comprehensive counseling plan to measure where counselors are

	All counselors received a campus comprehensive plan template	August 2023	0	Director of Counseling	No	Was the provided template used.	On track to meet goal of 100%	

Department Goal 2: Implement five tier I activities across the district that promotes college, career, and life-readiness skills.	
Strategic Priority: • Expand leadership density • Improve the quality of instruction • Strengthen central office effectiveness • Improve reading instruction Pre-K through 4th grade • Improve SPED and SEL services • Improve safety of facilities	**List the Strategic Priority(ies) this Goal Addresses**: • Expand leadership density • Strengthen central office effectiveness • SEL services • Improve safety

Summative Evaluation (Year-End):

Measurable Performance Objectives	Strategy (include PD)	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
100% of campus counselors will be trained on districts Tier I initiatives.	All counselors received training on district tier I activities	August 2023	0	Director of Counseling	Yes	Monitor campus activities throughout the year	On track to meet goal	

	Character Counts Week- focuses on building students' character, social-emotional, and academic skills, while shaping a positive school culture.	October 16th -20th	0	Counseling Department	No	Visited campuses to observe their character counts week		
	Red Ribbon Week- Encouraging students to be drug free	October 23rd- 27th	0	Counseling Department	No	Visited campuses to observe their character counts week		
	Gen TX Week- a statewide movement to ensure students have the information and resources regarding post-secondary options such as college, career, and military.	November 13th-17th	0	Counseling Department	No	Visited campuses to observe their character counts week		
	Random Acts of Kindness Week	February 12th-16th	0	Counseling Department	No	Visited campuses to observe their character counts week		
	Career Week	February 26th- March 1st	0	Counseling Department	No	Visited campuses to observe their character counts week		

Crisis Response Department – District Improvement Plan (DIP)

DIP Component: Evidence-based practices that address the needs of students for special programs:

1a) Suicide Prevention including parental notification procedures. (TEC 11.252(3)(B)(i))

Description of Work: HISD has a district crisis protocol that address suicide ideation, self-harm, and threat assessments. This protocol provides a comprehensive plan to support students and staff on behaviors associated with suicide ideation, self-harm, and severe psychiatric behaviors.

Action Plan*:*

- *Increase campus and district staff awareness of HISD Crisis Protocols, specifically addressing incidents related to suicide ideation and threat assessments. The protocol also includes a parent notification form so that parents/ guardians are informed and provided with resources and support. Reference Attachment: Parent notification form.*
- Support the establishment of campus crisis teams by training Administrators, Counselors, and School Nurses on suicide awareness and screening for suicidal ideation using the Columbia Suicide Severity Rating Scale.
- Facilitate weekly campus crisis protocol trainings in adherence with Senate Bill 11. This provides campus and district staff with the required steps to recognize the signs associated with suicide ideation and crisis protocols to ensure student safety. Virtual trainings are offered weekly.
- Partnered with Human Resources to develop a mandatory compliance course for all district employees on suicide prevention and awareness. This training is required by all district staff and must be completed annually.

Current Data:

- As of November 2023, we've received **173** student cases related to suicidal ideation and self-harm.

2023 - 2024 District Metric

- By June 2024, **95%** of campus and division leaders will have completed the crisis protocol mandatory training in accordance with Senate Bill 11. This increases their knowledge and best practices on crisis management for their campuses.

DIP Component:

2a) Integrate best practices on grief-informed and trauma informed care (TEC 11.252(a)(3)

Description of Work: The HISD Crisis Response Department provides crisis intervention specific to addressing trauma & grief informed practices related to crisis events. This includes increasing district campaigns and programs related to mental health and suicide awareness.

Action Plan*:*

- Utilize Rethink Ed mental health suite of resources to provide targeted support for students to increase awareness and for post crisis support planning.
- During schoolwide crisis events related to deaths, we provide group support to students and staff aligned to grief and trauma informed best practices.
- Provide professional development on grief & trauma informed practices for 277 campuses.

Current Data: SY 23-24, HISD has supported 13 schoolwide crisis incidents related to student or teacher deaths.

Career and Technical Education (CTE)

Houston Independent School District- District Improvement Plan 2023-2024								
Department Name: Career and Technical Education (CTE)								
Data/ Needs Assessment (Include your problem statement and root cause based on your data): Due to the various degrees of specific work experience in program of study area for teachers and the length of time out of active industry participation, many CTE teachers demonstrate the need for additional knowledge and skill in latest industry-based practices. In order to prepare teachers to better serve the needs of students in IBC attainment and hands-on practice at current level of industry standards.								
Department Goal 1: By June 2024, 25% of CTE programs of study to begin in SY 2024-2025 will be aligned to 2035 competencies.								
Strategic Priority: • Expand leadership density • Improve the quality of instruction • Strengthen central office effectiveness • Improve reading instruction Pre-K through 4th grade • Improve SPED and SEL services • Improve safety of facilities			**List the Strategic Priority(ies) this Goal Addresses**: 2. Improve the quality of instruction					
Summative Evaluation (Year-End): Documents created for use by campus personnel. Evidence of new course scheduling in the master schedule of each campus.								
Measurable Performance Objectives	**Strategy (include PD)**	**Timeline**	**Resources Including Funding Sources and Dollar Amounts**	**Title of Person(s) Responsible**	**Formative Evaluation**	**Check Point: Results (Outcomes/ Data)**	**Progress:** **1. No Progress** **2. Some Progress** **3. Significant Progress** **4. On Track to Meet Goal**	**Next Steps**
Development of comprehensive program of study realignment plan.	○ Perform Comprehensive Local Needs Assessment (CLNA) activities. ○ Using competencies needed for 2035 workforce projections,	November 2023-August 2024	Perkins Grant $1,000,000 ○ Upgrade lab equipment. ○ Purchase equipment based on requirements for program of study specific	Director, CTM, Coordinator 2	Progress on completion of CLNA.			

	create alignment document with selected TEKS of courses.		classroom and labs					
Adjust courses in programs of study to align with TEA CTE Program of Study Refresh and results of CLNA.	○ Course audit ○ Review new documents and create plan for campuses to follow to implement new program of study/phase-out old program of study (when change is needed) by cohort. ○ Participate in Master Scheduling training.	November 2023-August 2024	TEA documents. Campus master schedules.		Documents produced for campus use.			

Department Goal 2: By August 2024, 30% of CTE teachers will have participated in an industry aligned upskilling opportunity.	
Strategic Priority: • Expand leadership density • Improve the quality of instruction • Strengthen central office effectiveness • Improve reading instruction Pre-K through 4th grade • Improve SPED and SEL services • Improve safety of facilities	**List the Strategic Priority(ies) this Goal Addresses**: 2. Improve the quality of instruction
Summative Evaluation (Year-End): Lesson plans and instructional strategies should reflect new knowledge attained by teachers.	

Measurable Performance Objectives	Strategy (include PD)	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
CTE Teachers will participate in professional development to prepare for the IBC aligned to their program of study	1. Align PD opportunities to skills needed to attain IBC. 2. Collaborate with certifying agency on each IBC and required knowledge and skills needed.	August 2023-August 2024	Extra duty pay. Perkins Grant $110,500 Supplementary resources.	CTM, Coordinator 2	1. Monitor teacher attendance at PD. 2. Survey for teachers on perceived areas of challenge to demonstrate competency on IBC.			
CTE Teachers will engage with business partners to develop work-based learning opportunities, such as practicum experiences.	1. Develop business partnerships in each cluster area. 2. Present to Advisory Council on requirements of work-based learning for students. 3. Create work groups within cluster areas.	June 2024-August 2024	Extra duty pay. Perkins Grant $110,500	Director, CTM, Coordinator 2	○ Monitor attendance at work group meetings. ○ Survey for teachers and business partners on possible work opportunities.			

CTE teachers will participate in externships with industry partners to ensure knowledge of up-to-date industry practices.	1. Collaborate with business partners to create 3-day externships in each cluster area.	June 2024-July 2024	Extra duty pay. Perkins Grant $110,500	Director, CTM, Coordinator 2	2. Monitor attendance through externships. 3. Debrief with teachers at end of experience for new knowledge.			

Curriculum

Houston Independent School District- District Improvement Plan 2023-2024								
Department Name: Curriculum Design								
Data/ Needs Assessment (Include your problem statement and root cause based on your data): Despite efforts to enhance the reading proficiency of 3*rd*-4th grade students, the current percentage of students reading at or above grade level falls below the desired standard. This is caused by a lack of rigorous, high-quality standards-aligned, Tier 1 instructional materials.								
Department Goal 1: Increase the percentage of 3rd and 4th grade students reading at or above grade level by 3% by providing high quality, rigorous reading language arts curriculum as measured by STAAR and monitored by NWEA.								
Strategic Priority: • Expand leadership density • Improve the quality of instruction • Strengthen central office effectiveness • Improve reading instruction Pre-K through 4th grade • Improve SPED and SEL services • Improve safety of facilities			**List the Strategic Priority(ies) this Goal Addresses**: 4. Improve reading instruction Pre-K through 4th grade					
Summative Evaluation (Year-End):								
Measurable Performance Objectives	**Strategy (include PD)**	**Timeline**	**Resources Including Funding Sources and Dollar Amounts**	**Title of Person(s) Responsible**	**Formative Evaluation**	**Check Point: Results (Outcomes/ Data)**	**Progress:** **1. No Progress** **2. Some Progress** **3. Significant Progress** **4. On Track to Meet Goal**	**Next Steps**
By June 2024, 100% of all curriculum documents will be aligned to state-standards utilizing high-quality instructional materials.	Provide curriculum maps and lesson documents that include differentiated instruction	June 2024	Amplify, Carnegie, Eureka, HMH, HISD Curriculum, Newsela, Copyright Clearing Center, Studies Weekly (additional resources added as needed)	Executive Director Elementary Director Secondary Directors	STAAR NWEA Map			

By June 2024, the percentage of students receiving foundational reading skills will increase by 3% as monitored by NWEA assessments.	Provide Science of Reading instructional materials	June 2024	Amplify, HMH	Executive Director, Elementary Director, Secondary Director	NWEA Map			
By May 2024, 80% of teachers surveyed will agree or strongly agree they received professional development to support implementation of district high-quality curriculum.	Partner with the professional development team on aligning and providing professional development for teachers on curriculum documents.	May 2024	N/A	Executive Directors	Teacher survey			
By June 2024 students in special populations will increase in academic achievement by improving their performance as monitored by NWEA assessments.	Partner with special population teams for scaffolding and embedding supports	June 2024	N/A	Executive Directors, Specialized Learning Directors	NWEA Map			

Discipline

Houston Independent School District- District Improvement Plan 2023-2024								
Department Name: Program Compliance-Discipline/JJAEP								
Data/ Needs Assessment (Include your problem statement and root cause based on your data): Campus discipline data must be audited and assessed for accuracy and compliance. New coding implementation has taken place and campuses must follow proper protocol when coding incidents.								
Department Goal 1: By May 2024, 85% of campuses will be in compliance with all monitored program expectations established by AAC to reduce exclusionary consequences. Campus administrators must adhere to district, state, or federal policies aimed at reducing exclusionary consequences by providing ongoing adult-centered staff training (bias, trauma-sensitive, etc.)								
Strategic Priority: • Expand leadership density • Improve the quality of instruction • Strengthen central office effectiveness • Improve reading instruction Pre-K through 4th grade • Improve SPED and SEL services • Improve safety of facilities				**List the Strategic Priority(ies) this Goal Addresses**: • Expand leadership density				
Summative Evaluation (Year-End):								
Measurable Performance Objectives	**Strategy (include PD)**	**Timeline**	**Resources Including Funding Sources and Dollar Amounts**	**Title of Person(s) Responsible**	**Formative Evaluation**	**Check Point: Results (Outcomes/ Data)**	**Progress:** **1. No Progress** **2. Some Progress** **3. Significant Progress** **4. On Track to Meet Goal**	**Next Steps**
Decrease 15% of the overall number of Code Violations that have resulted in Out-Of-School Suspensions (OSS), In-School Suspensions (ISS) and Alternative placements (DAEP)/Expulsions (JJAEP)	Weekly tracking, review and dissemination of in Out-Of-School Suspensions (OSS), In-School Suspensions (ISS) and Alternative placements (DAEP)/Expulsions (JJAEP) by schools and divisions.	Weekly August-June	$0	Principal/ Campus Admin/ Behavior coordinator	Weekly tracking, review and dissemination of in Out-Of-School Suspensions (OSS), In-School Suspensions (ISS) and Alternative placements (DAEP)/Expulsions (JJAEP) by schools and divisions.		2	

Department Goal 2: By May 2024, 85% of campuses will be in compliance with all monitored program expectations established by AAC for the Discipline Compliance Department through district-wide and campus-specific discipline training, to build the capacity of all campuses to establish effective campus-specific discipline management systems in order to appropriately code incidents and remain in compliance with the implementation of new discipline codes.

Strategic Priority:

- Expand leadership density
- Improve the quality of instruction
- Strengthen central office effectiveness
- Improve reading instruction Pre-K through 4th grade
- Improve SPED and SEL services
- Improve safety of facilities

List the Strategic Priority(ies) this Goal Addresses:

3. Strengthen central office effectiveness
- Expand leadership density

Summative Evaluation (Year-End):

Measurable Performance Objectives	Strategy (include PD)	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Increase opportunities and collaborative efforts by 20% to build competency of Campus Behavior Coordinators designated by Campus Administrators.	District-wide and campus-specific discipline training by December.	August-June	$0	Principal/ Campus Admin/Behavior coordinator	Student Information System Reporting	Measure & Frequency	2	

Interventions

Houston Independent School District- District Improvement Plan 2023-2024								
Department Name: Specialized Learning Division: Interventions Department								
Data/ Needs Assessment (Include your problem statement and root cause based on your data): The interventions department will implement systematic supports for all tiered students to narrow deficit skills aimed toward closing the achievement gaps to prepare students for 2035 and beyond utilizing the MTSS framework.								
Department Goal 1: By May 2024, the number of 4th-grade RtI/Intervention students will increase reading scores by 3-5% as indicated on the STAAR assessment.								
Strategic Priority: • Improve reading instruction Pre-K through 4th grade • Expand leadership density			**List the Strategic Priority(ies) this Goal Addresses**: Accelerated Instruction HB 1416 Child Find Title 34 Provides a systematic process for identifying and providing supports for students who need additional assistance.					
Summative Evaluation (Year-End): STAAR Assessment, NWEA Map EOY								
Measurable Performance Objectives	**Strategy (include PD)**	**Timeline**	**Resources Including Funding Sources and Dollar Amounts**	**Title of Person(s) Responsible**	**Formative Evaluation**	**Check Point: Results (Outcomes/ Data)**	**Progress:** **1. No Progress** **2. Some Progress** **3. Significant Progress** **4. On Track to Meet Goal**	**Next Steps**
Increase reading scores for 4th grade students	Monitor usage of HQIM resources disaggregating district and vendor reports/data	August 2023-May 2024	Amira, Amplify mCLASS, Amplify Boost	Interventions Department Campus administrators, teachers	NWEA Map Data (BOY – EOY)	NWEA MOY	Some Progress	Support Data PLCs Conduct intervention Fidelity walks
The Interventions Department will track the completion of accelerated instruction hours	The interventions department with capture data using an assurance survey	August 2023-June 2024	ESSER Funds, Title 1 Funds	Interventions Department Campus administrators	Assurance Survey	95 campuses out of 274 (35%) as of 11/9/23.	Some progress	Continue to monitor the assurance completion survey

The Interventions Department will support campuses with ensuring appropriate usage of evidence-based materials to support students identified as needing accelerated instruction in 4th grade.	The Interventions Department will ensure evidence-based materials are being utilized for all students receiving accelerated instruction.	Aug 2023-June 2024	ESSER Funds, Title 1 Funds	Interventions Department	Monitor usage for Zearn, S/T Math and Amplify Boost by disaggregating district and vendor reports/data	To date the Interventions Department is not meeting the goal. According to district and vendor data there is low usage with Zearn, S/T Math and Amplify Boost.	6	Intervention Coordinators are identifying campuses with low usage and providing training for Instructional Coaches at elementary campuses.

Department Goal 2: By May 2024, 95% of HISD campuses will have identified their RtI/Intervention students.

Strategic Priority:	**List the Strategic Priority(ies) this Goal Addresses**:
1. Continued PD of district personnel aligned to the MTSS framework and its tiered support system of academic, behavioral, and socio-emotional supports. 2. Compile data that is accessible for analysis to all district staff 3. Create an auditing tool to capture identified RtI/IAT students (audit tool) 4. Support the implementation of campus data PLCs with the aim of identifying tiered students. (protocol)	Provide parents written notice when their child begins to receive intervention strategies (Senate Bill 1153) Provide support to campuses in providing a secure and safe environment (TEC 11.252)

Summative Evaluation (Year-End): STAAR Assessment, NWEA EOY

Measurable Performance Objectives	**Strategy (include PD)**	**Timeline**	**Resources Including Funding Sources and Dollar Amounts**	**Title of Person(s) Responsible**	**Formative Evaluation**	**Check Point: Results (Outcomes/ Data)**	**Progress:** **1. No Progress** **2. Some Progress** **3. Significant Progress** **4. On Track to Meet Goal**	**Next Steps**
Number of identified students	Continue PD of district personnel	Aug 2023-	HISD Connect	Interventions Department	Mid-year check in	PEIMS Snapshots	3. Significant Progress	Campuses will

will be measured by the Parent Letters generated and finalized in HISD Connect	aligned to the MTSS framework and its tiered supports Compile the data from HISD Connect	June 2024		Campus administrators, teachers	HISD Connect – internal audit			continue to generate Parent Letters for Intervention
Provide support for intervention students identified for behavioral reasons	Track the submission and application of state aligned campus positive behavior interventions and support (PBIS) plans, confilct-resolution programs, and violence prevention programs.	Aug 2023-June 2024	Canvas	Campus Behavior Coordinator	IAT Canvas course assignment submission			

Multilingual

Houston Independent School District- District Improvement Plan 2023-2024	
Department Name: Multilingual Department	
Data/ Needs Assessment (Include your problem statement and root cause based on your data): Addressed in District Comprehensive Needs Assessment	
Department Goal 1: ***Enhancing Language Proficiency****: Decreasing the TELPAS reading beginning level percentage rate to ensure that Emergent Bilinguals (EBs) develop stronger language skills.*	
Strategic Priority: 1. Expand leadership density 2. Improve the quality of instruction 3. Improve reading instruction Pre-K through 4th grade	**List the Strategic Priority(ies) this Goal Addresses**: 1. Improve reading instruction in grades Pre-k – 5th grade by expanding Dual Language into 32 New Education System campuses for the 2023-2024 school year. 2. Implement a structured English Language Development block (ELD) in all elementary campuses that are currently supporting a transitional bilingual program. 3. Provide targeted Content Based Language Instruction professional development for all teachers with a primary focus on visuals, vocabulary, and structured sentence stems. 4. Professional development focused on increasing leader capacity on how to effectively support EB students. 5. Progress monitoring of English Language Development.
Summative Evaluation (Year-End): Title III Evaluation	

Measurable Performance Objectives	**Strategy (include PD)**	**Timeline**	**Resources Including Funding Sources and Dollar Amounts**	**Title of Person(s) Responsible**	**Formative Evaluation**	**Check Point: Results (Outcomes/ Data)**
By June 2024, the TELPAS reading beginning level rate will decrease from 15.6% to 10.9%.	Progress monitoring of English Language Development.	June 2024	Title III and BEA PD	Director of Multilingual, Executive Director of Specialized Learning, Chief Academic Officer	TELPAS assessment results Summer 2024	NWEA, DIBELS, ELD assessment result will be reviewed at the close of each testing window to evaluate progress at the district, division, and campus levels.

By June 2024, the TELPAS reading beginning level rate will decrease from 15.6% to 10.9%.	Provide targeted Content Based Language Instruction professional development for all teachers with a primary focus on visuals, vocabulary, and structured sentence stems. Professional development focused on increasing leader capacity on how to effectively support EB students.	June 2024	Title III and BEA PD	Director of Multilingual, Executive Director of Specialized Learning, Chief Academic Officer	TELPAS assessment results Summer 2024	EB Spot observation form will show improvement in instructional practices. District and campus leaders will show evidence of intentional planning for EBs in campus improvement plans, campus action plans, testing schedules, scheduling, and campus instructional expectations.
By June 2024, the TELPAS reading beginning level rate will decrease from 15.6% to 10.9%.	Implement a structured English Language Development block (ELD) in all elementary campuses that are currently supporting a transitional bilingual program.	June 2024	Title III and BEA PD	Director of Multilingual, Executive Director of Specialized Learning, Chief Academic Officer	TELPAS assessment results Summer 2024	Campuses implementing structured ELD block will show an improvement in reading assessment data as evidenced by growth on NWEA Reading, and DIBELS from BOY, MOY, to EOY.
By June 2024, the TELPAS reading beginning level rate will decrease from 15.6% to 10.9%.	Improve reading instruction in grades Pre-k – 5th grade by expanding Dual Language into 32 New Education System (NES) campuses for the 2023-2024 school year.	June 2024	Title III and BEA PD	Director of Multilingual, Executive Director of Specialized Learning, Chief Academic Officer	TELPAS assessment results Summer 2024	The 32 campuses under the NES/NES-A model who have expanded into Dual Language will show an increase in English Reading proficiency as evidenced by TELPAS in grades 2-5.

Department Goal 2: ***Academic Advancement****: Raising the EB graduation rate and simultaneously reducing the dropout rate, equipping EBs for the 2035 workplace.*

Strategic Priority:	**List the Strategic Priority(ies) this Goal Addresses**:
1. Expand leadership density 2. Strengthen central office effectiveness 3. Improve SEL supports	1. Newcomer Support Programs: Establish targeted support programs for newcomer students, providing orientation, language assistance, and academic guidance. 2. Mentoring: Assign Mentors and academic tutors to provide individualized guidance and support to at-risk students. 3. Educate parents and the community in dropout prevention efforts, providing resources and workshops to enhance student support systems.

Summative Evaluation (Year-End):

Measurable Performance Objectives	**Strategy (include PD)**	**Timeline**	**Resources Including Funding Sources and Dollar Amounts**	**Title of Person(s) Responsible**	**Formative Evaluation**	**Check Point: Results (Outcomes/ Data)**
By June 2024, the EB dropout rate will decrease from 5.6% to 3.3%. By June 2024, the EB graduation rate will increase from 69.1% to 71%.	Newcomer Support Programs: Establish targeted support programs for newcomer students, providing orientation, language assistance, and academic guidance. And provide targeted PD for campuses implementing Newcomer support program.	June 2024	Title III and BEA PD	Director of Multilingual, Executive Director of Specialized Learning, Chief Academic Officer	Graduation and dropout data-based TEA report.	Targeted students will show an improvement in grades and attendance at the end of each grading period.
By June 2024, the EB dropout rate will decrease from 5.6% to 3.3%. By June 2024, the EB graduation rate will increase from 69.1% to 71%.	Mentoring: Assign Mentors and academic tutors to provide individualized guidance and support to at-risk students.	June 2024	Title III and BEA PD	Director of Multilingual, Executive Director of Specialized Learning, Chief Academic Officer	Graduation and dropout data-based TEA report.	Targeted students will show an improvement in grades and attendance at the end of each grading period.

By June 2024, the EB dropout rate will decrease from 5.6% to 3.3%. By June 2024, the EB graduation rate will increase from 69.1% to 71%.	Educate parents and the community in dropout prevention efforts, providing resources and workshops to enhance student support systems.	June 2024	Title III and BEA PD	Director of Multilingual, Executive Director of Specialized Learning, Chief Academic Officer	Graduation and dropout data-based TEA report.	Targeted students will show an improvement in grades and attendance at the end of each grading period.

Houston Independent School District- District Improvement Plan 2023-2024

Department Name: Office of Special Education Services

Data/ Needs Assessment (Include your problem statement and root cause based on your data): Addressed in District Comprehensive Needs Assessment

Department Goal 1: Houston ISD will improve the initial evaluation timeline.

Strategic Priority:

4. Expand leadership density
5. Improve the quality of instruction
6. Strengthen central office effectiveness
7. Improve reading instruction Pre-K through 4th grade
8. Improve SPED and SEL services
9. Improve safety of facilities

List the Strategic Priority(ies) this Goal Addresses:
Improve SPED and SEL services

Summative Evaluation (Year-End):

Measurable Performance Objectives	Strategy (include PD)	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Maintain 100% compliance on the initial timeline for initial evaluations for Special Education.	• Communicate Child Find process to the community through media platforms such as Facebook, X, and website at least twice per semester. • Conduct an analysis of 5 surrounding districts by the end of October and revise current compensation plans to attract and retain evaluation staff and related service providers for the 2024-2025 SY.	6.30.23	Professional Development for Principals and Tier 2 leaders	Executive Director Evaluation & Related Services	Weekly and monthly compliance report by Division.	August- 100% September- 100% October- 100%	On Track to Meet Goal	

Decrease missed initial eligibility ARD timelines from 515 out of 4033 (13%) in 2022-2023 SY to less than 40 (3%) for the 2023-2024 SY.	• Special Education Unit Teams provide Division Superintendents weekly reports from the IEP system which includes upcoming timelines for initial ARD meetings. • Newly designed Special Education Unit teams (six teams per division), provide targeted support to campuses with timelines on a weekly basis.	6.30.23	No additional resources needed.	Executive Director South & West Executive Director North & Central	Weekly and monthly compliance report by Division.	August-99% September-99% October-99%	On Track to Meet Goal	
100% of identified staff will complete the Child Find online course.	All district staff will be required to complete the TEA Child Find module virtually as evident in OneSource by the end of November or within 30 days of hire.	11.30.23	No additional resources needed.	Executive Director Evaluation & Related Services	Weekly – November 2023	November 8 – 5,996 15 November 29 December 4	Some Progress	

Department Goal 2: Houston ISD will improve the quality of instruction for all students receiving Special Education services.	
Strategic Priority: 3. Expand leadership density 4. Improve the quality of instruction 5. Strengthen central office effectiveness 6. Improve reading instruction Pre-K through 4th grade 7. Improve SPED and SEL services 8. Improve safety of facilities	**List the Strategic Priority(ies) this Goal Addresses**: Improve the quality of instruction. Improve reading instruction Pre-K through 4th grade. Improve SPED and SEL services.

Summative Evaluation (Year-End):

Measurable Performance Objectives	Strategy (include PD)	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps

By the end of year data collection for 2023-2024 SY, the gap between K- 1 general education students and students who receive special education services will decrease by 5% in reading from BOY to EOY in F, D, and C1 schools.	• Provide science of reading instruction for K-8 students receiving special education services who are not proficient in reading in F, D and C1 schools.	June 2023	No additional resources needed.	Executive Director – Dyslexia Executive Director South & West Executive Director North & Central		BOY September 2023 MOY January 2024 EOY May 2024	Some Progress	
By the end of the year data collection, the average 2-8 students who receive special education services in F, D and C1 schools will demonstrate at least 1.3 times the national average on the NWEA MAP assessments in reading, math and science (students on alternate curriculum will not be included)	• Analyze NWEA MAP data at BOY, MOY and EOY to determine progress of students with IEPS and conduct review ARDs as necessary. • Special Education and general education teachers will provide accommodations as outlined in assigned students individualized education programs as evidenced by spot observations. • Special Education Teachers will progress monitor students with IEPS in alignment with grading cycles. • Principals will receive training and be evaluated using a performance rubric which consists of 30% special education	June 2023	No additional resources needed.	Deputy Chief of Special Education Executive Director South & West Executive Director North & Central		BOY September 2023 MOY January 2024 EOY May 2024	Some Progress	

	instruction and compliance areas. • Create and implement a special education professional development plan and monitor implementation through monthly targeted folder reviews and spot observations.							

Office of Special Education- Dyslexia

Goal 1 Increase the population of students identified with dyslexia in grades K-12.

Measurable Objective: HISD will increase identification of students with dyslexia from 6100 to 7000 by the end of school year 2023-2024.

Evaluation Data Sources: Kindergarten and 1st grade screeners will identify students at risk or who demonstrate characteristics of dyslexia. Campuses will follow procedures specific to the IAT process for referrals and subsequent Requests for FIIE.

Goal 2: Improve the quality of instruction for all students receiving special education services.

Measurable Objective: By the end of school year 2023-2024, 90% - 100% of students with dyslexia in grades two through five, served by district dyslexia interventionists will complete the MAP oral fluency benchmark at the 50th percentile or at least15 percentile points.

Evaluation Date Sources. Students identified with dyslexia and served by district dyslexia interventionists will complete at least three or more oral reading fluency progress monitoring probes by the end of the first semester. By the end of the second semester, students will complete at least six or more oral reading fluency progress monitoring probes.

Houston Independent School District- District Improvement Plan 2023-2024	
Department Name: **Leadership and Professional Development**	
Data/ Needs Assessment (Include your problem statement and root cause based on your data): Despite the district's overall accountability rating, there exists a concerning stagnation in student achievement, coupled with a significant achievement gap, particularly affecting minority students, specifically those of Black and Hispanic backgrounds. Addressing this issue requires a wholescale systematic overhaul aimed at growing leadership capacity among administrators and teachers.	
Department Goal 1: **Support Destination 2035 and the expansion of Leadership Density – 1) Develop, implement, and grow the next generation of principals in the HISD Leadership Academy with 75 Principal Apprentices.**	
Strategic Priority: ● Expand leadership density ● Improve the quality of instruction ● Strengthen central office effectiveness ● Improve reading instruction Pre-K through 4th grade ● Improve SPED and SEL services ● Improve safety of facilities	**List the Strategic Priority(ies) this Goal Addresses**: ● Expand leadership density ● Improve the quality of instruction
Summative Evaluation (Year-End):	

Measurable Performance Objectives	**Strategy (include PD)**	**Timeline**	**Resources Including Funding Sources and Dollar Amounts**	**Title of Person(s) Responsible**	**Formative Evaluation** **Indicators of success**	**Check Point: Results (Outcomes/ Data)**	**Progress:** **1. No Progress** **2. Some Progress** **3. Significant Progress** **4. On Track to Meet Goal**	**Next Steps**
1) Develop, implement, and grow the next generation of principals in the HISD Leadership Academy with 75 Principal Apprentices.	1. Set up Interview standards and selection process for Academy candidates. 2. Develop the programming catalog, expectations, and procedures to be a Principal Apprentice.	Fall 2023 (Aug-Dec) Spring (Jan – May)			1. By 1 June 2024, at least 55 participants will graduate from the Principal Leadership Academy. 2. By June 2024 at least 90% of the graduates will be eligible to and interview for			

	3. Select mentor principals to support the Principal Apprentice as a campus resident Principal while in their year of training. 4. Begin training of Principal Apprentices by Oct 2, 2023 7:00 AM-12:00 PM every T/TH for semester 1 and one full day a month for semester 2 5. Set up campus visits and coaching for each apprentice 6. Set up campus walk-throughs with cohorts of Academy teams 7. Support leader transitions as campus interim/Principals				HISD Principal openings. 3. By August 2024, at least 50% of open principal positions will be filled by Principal Apprentice graduates. 4. At least 90% of Principal Academy surveys will report participants "Agree" or "Strongly Agree" in the effectiveness of the training in preparing them for the role of principal.			

Department Goal 2: **Support Destination 2035 and the expansion of Leadership Density – 2) Develop a pipeline of future leaders in HISD with the development and implementation of the Assistant Principal Academy and Teacher Leader Academy.**	
Strategic Priority: ● Expand leadership density ● Improve the quality of instruction ● Strengthen central office effectiveness ● Improve reading instruction Pre-K through 4th grade ● Improve SPED and SEL services ● Improve safety of facilities	**List the Strategic Priority(ies) this Goal Addresses**: ● Expand leadership density ● Improve the quality of instruction
Summative Evaluation (Year-End):	

Measurable Performance Objectives	**Strategy (include PD)**	**Timeline**	**Resources Including Funding Sources and Dollar Amounts**	**Title of Person(s) Responsible**	**Formative Evaluation**	**Check Point: Results (Outcomes/ Data)**	**Progress:** **1. No Progress** **2. Some Progress** **3. Significant Progress** **4. On Track to Meet Goal**	**Next Steps**
2) Develop a pipeline of future leaders in HISD with the development and implementation of the Assistant Principal Academy and Teacher Leader Academy.	1. Set up application and selection process for AP and Teacher Leader Academies 2. Develop and train programming to both academies 3. Support with on-going campus visits and on the job				1 By 1 June 2024, at least 300 teachers will graduate from the Teacher Leadership Academies 2 By June 2024, at least 75% of the teacher leaders graduating in the academy will score Proficient or higher in T TESS evaluations 3 By June 2024, Assistant Principals in the academy will rat3e at least Proficient or			

	coaching at least once a month throughout the program.				higher on their EOY evaluation 4 At least 90% of AP Academy surveys will report participants "Agree" or "Strongly Agree" in the effectiveness of the training in preparing them for the role of Assistant Principal 5 At least 85% of participants in the Teacher Leader Academy surveys will report participants "Agree" or "Strongly Agree" in the effectiveness of the training in preparing them for a leadership role in HISD.			

Department Goal 3: Support Destination 2035 and the expansion of Leadership Density – 3) Support the training and development of the NES model and a high performing culture in NES and NES A schools	
Strategic Priority: ● Expand leadership density ● Improve the quality of instruction ● Strengthen central office effectiveness ● Improve reading instruction Pre-K through 4th grade ● Improve SPED and SEL services ● Improve safety of facilities	**List the Strategic Priority(ies) this Goal Addresses**: ● Expand leadership density ● Improve the quality of instruction
Summative Evaluation (Year-End):	

Measurable Performance Objectives	Strategy (include PD)	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
3) Support the training and development of the NES model and a high performing culture in NES and NES A schools	1. Planning, preparation, and implementation of professional development training. 2. LPD will spend time each week walking campuses to coach and support continuous improvement of the model. 3. As requested by division superintendents, executive directors, and/or school leadership, LPD will assist in coaching, supporting, and/or training staff to better support the model.				1 By September 2023, LPD will train the New Education System model attributes to all NES/A school staff and Executive Directors of schools. 2 Each month, LPD will provide on-going PD to all principals and AP's to support the continuous improvement of the NES/A model. 3 Domain 2 (Instruction) walk-through data will increase from month to month from October 2023 through May 2024 in NES and NES A schools.			

Department Goal 4: **Support Destination 2035 and the expansion of Leadership Density – 4) Provide on-going professional development and support to teachers, assistant principals, and principals in all schools across the district.**

Strategic Priority: ● Expand leadership density ● Improve the quality of instruction ● Strengthen central office effectiveness ● Improve reading instruction Pre-K through 4th grade ● Improve SPED and SEL services ● Improve safety of facilities	**List the Strategic Priority(ies) this Goal Addresses**: ● Expand leadership density ● Improve the quality of instruction

Summative Evaluation (Year-End):

Measurable Performance Objectives	Strategy (include PD)	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
4) Provide on-going professional development and support to teachers, assistant principals, and principals in all schools across the district.	1. Planning, preparation, and implementation of professional development training. 2. LPD will spend time each week walking campuses to coach and support continuous improvement of all schools 3. As requested by division superintendents, executive directors, and/or school leadership, LPD will assist in coaching, supporting, and/or training staff to better				1 By 1 June 2024, at least 60% of all principals and assistant principals receive a "Proficient" or higher rating on the School Leadership Rubric 2 50% of the scores on walk-throughs conducted in December 2023 and 60% in May 2024 will be proficient or higher. 3 At least 85% of district training surveys will report participants "Agree" or "Strongly Agree" in the effectiveness of the training.			

	support high quality instruction.							

State Compensatory Education

Houston Independent School District- District Improvement Plan 2023-2024								
Department Name: Program Compliance – State Compensatory Education								
Data/ Needs Assessment (Include your problem statement and root cause based on your data): Addressed in District Comprehensive Needs Assessment								
Department Goal 1: By December 2023, State Compensatory Education Program will be equipped with a comprehensive compliance monitoring expectations.								
Strategic Priority: ● Expand leadership density ● Improve the quality of instruction ● Strengthen central office effectiveness ● Improve reading instruction Pre-K through 4th grade ● Improve SPED and SEL services ● Improve safety of facilities			**List the Strategic Priority(ies) this Goal Addresses**: 2. Improve the quality of instruction. 3. Strengthen central office effectiveness.					
Summative Evaluation (Year-End):								
Measurable Performance Objectives	**Strategy (include PD)**	**Timeline**	**Resources Including Funding Sources and Dollar Amounts**	**Title of Person(s) Responsible**	**Formative Evaluation**	**Check Point: Results (Outcomes/ Data)**	**Progress:** **1. No Progress** **2. Some Progress** **3. Significant Progress** **4. On Track to Meet Goal**	**Next Steps**
Compliance Plan Development	Alignment with state guidance	09/23 – 12/23	$0	Compliance Director, Coordinators	Initial Review 10/2023			
Training & Support	Quarterly Meetings	08/23 – 05/24	$0	Coordinators	Two PD Sessions			
Training & Support	Campus Support (e.g., Office Hours, Compliance visits)	08/23 – 05/24	$0	Coordinators	Support Provision			
Department Goal 2: By May of 2024, through a valid survey of campus program administration stakeholders, 75% (205 of 274 campuses) will agree they are equipped with a clear understanding of State Compensatory Education Program compliance expectations.								
Strategic Priority: 1. Expand leadership density 2. Improve the quality of instruction 3. Strengthen central office effectiveness 4. Improve reading instruction Pre-K through 4th grade			**List the Strategic Priority(ies) this Goal Addresses**: 1. Strengthen central office effectiveness.					

5. Improve SPED and SEL services 6. Improve safety of facilities	

Summative Evaluation (Year-End):

Measurable Performance Objectives	Strategy (include PD)	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1. No Progress 2. Some Progress 3. Significant Progress 4. On Track to Meet Goal	Next Steps
Survey Results from At-Risk Coordinators	Survey Delivery	3/24 – 05/24	$0	Director Coordinators	Midyear Survey			

Talent Acquisition

Houston Independent School District- District Improvement Plan 2023-2024								
Department Name: Human Resources – Talent Acquisition								
Data/ Needs Assessment (Include your problem statement and root cause based on your data): TRACS data to track number of eligible for hire candidates for all campus-based positions vs. the number of vacancies at any given time; attrition/retention rates								
Department Goal 1: To ensure a quality school system, Houston ISD will ***recruit and hire*** the most effective and talented workforce to improve the quality of instruction and increase student achievement.								
Strategic Priority: 1. Expand leadership density 2. Improve the quality of instruction 3. Strengthen central office effectiveness 4. Improve reading instruction Pre-K through 4th grade 5. Improve SPED and SEL services 6. Improve safety of facilities				**List the Strategic Priority(ies) this Goal Addresses**: 2. Improve the quality of instruction 4. Improve reading instruction Pre-K through 4th grade 5. Improve SPED and SEL services				
Summative Evaluation (Year-End):								
Measurable Performance Objectives	**Strategy (include PD)**	**Timeline**	**Resources Including Funding Sources and Dollar Amounts**	**Title of Person(s) Responsible**	**Formative Evaluation**	**Check Point: Results (Outcomes/ Data)**	**Progress:** **1. No Progress** **2. Some Progress** **3. Significant Progress** **4. On Track to Meet Goal**	**Next Steps**
Recruit quality candidates for a robust pool (teachers, principals, assistant principals, deans, counselors, nurses	Attend local, statewide, and national college/university and professional education organization events to recruit and network with aspiring campus-based instructional employees	September 2023 – May 2024	Funds: • Title II (Recruitment and Retention) • ESSER III (HR.2)	Human Resources - Talent Acquisition Recruitment Coordinator 2 Director, Talent Acquisition	• Campus vacancy reports • Feedback surveys from school leaders • Hiring trends across school years		4. On Track to Meet Goal	

				Screening Specialist I Executive Director, Talent Acquisition				
Increase the total number of international candidates	Attend international college/university and professional education organization events to recruit and network with aspiring U.S. campus-based instructional employees	September 2023 – May 2024	Funds: • Title II (Recruitment and Retention) • ESSER III (HR.2)	Human Resources - Talent Acquisition International Recruitment Coordinator 2	• Campus vacancy reports • Analysis of qualified international candidates teaching critical shortage subjects		3. Significant Progress	
Improve Immigrant Employee Support	1. Increase the usage of H-1 B visa option; 2. Partner with International Student Offices at colleges/universities 3. Host a conference for HR professionals who work with Immigrant populations 4. Establish relationships with consulates	August 2023 – May 2024	Funds: • Title II (Recruitment and Retention) • ESSER III (HR.2)	Human Resources - Talent Acquisition International Recruitment Coordinator 2 Program Manager, Immigrant Employee Support	1. Immigrant Employee survey results 2. Analysis of qualified international candidates teaching critical shortage subjects		3. Significant Progress	
Increase the total number of international candidates	Create a support network for immigrant employees, facilitating connections and providing resources to assist	August 2023 January 2024	Funds: • Title II (Recruitment and Retention)	Human Resources - Talent Acquisition HISD	Attendance reports			

	them with integration in the local communities		• ESSER III (HR.2)	Department (Multilingual, Benefits, HR, Academics, etc.)				
Recruit quality candidates for a robust pool of operations candidates	Diversify/expand sourcing channels and reinforce partnerships with local colleges	August 2023 – May 2024	Funds: • Title II (Recruitment and Retention) • ESSER III (HR.2) LinkedIn/Indeed Workforce Solutions Houston Community College Lone Star College	Human Resources - Talent Acquisition Recruitment Coordinator 2	Business Operations vacancy reports			
Recruit quality candidates for a robust portfolio of candidates for central office positions	Build internal partnerships with various departments and provide a series of information sessions and professional development workshops for internal/external aspiring central office employees to recruit, cultivate and retain.	October 2023 – May 2024	N/A	Human Resources - Talent Acquisition Recruitment Coordinator 2	- Attendance reports - Department hiring manager satisfaction surveys - Assessment of role-eligible candidates per central office position		2. Some Progress	

Department Goal 2: To ensure a quality school system, Houston ISD will ***retain*** the most effective and talented workforce to improve the quality of instruction and increase student achievement.	
Strategic Priority: 1. Expand leadership density 2. Improve the quality of instruction	**List the Strategic Priority(ies) this Goal Addresses**: 2. Improve the quality of instruction 4. Improve reading instruction Pre-K through 4th grade 5. Improve SPED and SEL services

3. Strengthen central office effectiveness 4. Improve reading instruction Pre-K through 4th grade 5. Improve SPED and SEL services 6. Improve safety of facilities	

Summative Evaluation (Year-End):

Measurable Performance Objectives	Strategy (include PD)	Timeline	Resources Including Funding Sources and Dollar Amounts	Title of Person(s) Responsible	Formative Evaluation	Check Point: Results (Outcomes/ Data)	Progress: 1.No Progress 2.Some Progress 3.Significant Progress 4.On Track to Meet Goal	Next Steps
Retain effective teachers through Commit HISD – An Invitation to Stay	Offer a 2-, 3-year Commit HISD stipend inviting teachers to remain with the district in an eligible role for a minimum of 2 years	Fall 2021 - Spring 2024	Funds for stipends for eligible employees	Human Resources - Talent Acquisition	Retention data		4. On Track to Meet Goal	
Retain effective critical shortage teachers/staff	Critical shortage stipends; higher salaries in NES campuses; stipends for NES/NES-A staff	August 2023 – May 2024	Funds for stipends for critical shortage employees	Human Resources - Talent Acquisition	Retention data		4. On Track to Meet Goal	
Incentive to recruit new teachers	Offer referral bonus to eligible staff that refer teachers to HISD	June 2023– August 2023	Funds for incentives for eligible employees	Human Resources - Talent Acquisition	New Teacher Survey Data		Met Goal	

Houston Independent School District- District Improvement Plan 2023-2024

Department Name: External Funding – Title I

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

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

Strategic Priority:	**List the Strategic Priority(ies) this Goal Addresses**:
1. Expand leadership density 2. Improve the quality of instruction 3. Strengthen central office effectiveness 4. Improve reading instruction Pre-K through 4th grade 5. Improve SPED and SEL services 6. Improve safety of facilities	Improve the quality of instruction

Summative Evaluation (Year-End):
The 2024 Summer School report card will be used as our summative evaluation to ensure that we have met our objective.

Measurable Performance Objectives	**Strategy (include PD)**	**Timeline**	**Resources Including Funding Sources and Dollar Amounts**	**Title of Person(s) Responsible**	**Formative Evaluation**	**Checkpoint: Results (Outcomes/ Data)**	**Progress:** **1. No Progress** **2. Some Progress** **3. Significant Progress** **4. On Track to Meet Goal**	**Next Steps**
The percentage of students in grades 3-8 that read and write at or above grade level will increase by 3%	Provide supplemental funding to Title I Campuses to enhance their instructional program by providing additional instructional resources, materials,	Aug 2023 – June 2024	Title I, Part A Schoolwide Funds Title I, Part A Parent and Family Engagement Funds	-External Funding Dept., -Elementary & Secondary Curriculum Depts., -Divisional Offices &	- Budget Worksheets -2023 Summer School report card -2022-2023 Title I, Part A Student Achievement			

points by Spring 2024.	programs, tutoring, intervention strategies and Professional Development		Title I, Part A Tier III Funds	-Academic Depts.	Evaluation Report			

Bullying Policy

Houston ISD
101912

STUDENT WELFARE	FFI
FREEDOM FROM BULLYING	(LOCAL)

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

[See FFI(LEGAL), the Code of Student Conduct, CQ(LOCAL), CQ5(REGULATION), and CQ(EXHIBIT–B)]

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format

A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

Notice of Report

When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim within 24 hours after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

Prohibited Conduct

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

Investigation of Report

The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Concluding the Investigation

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice to Parents

If an incident of bullying is confirmed, the principal or designee shall notify the parents of the victim and of the student who engaged in bullying within 24 hours.

District Action

Bullying

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Code of Student Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

Discipline

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Code of Student Conduct.

Corrective Action

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

Transfers

The principal or designee shall refer to FDB for transfer provisions.

Counseling

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Code of Student Conduct or any other appropriate corrective action.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Records Retention

Retention of records shall be in accordance with CPC(LOCAL).

Access to Policy and Procedures

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

Effective Date

This policy shall be effective as of the adoption date, August 10, 2018.

DATE ISSUED: 9/13/2018
LDU 2018.06
FFI(LOCAL)-X

Dating Violence Policy

Houston ISD
101912

STUDENT WELFARE	FFH
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION	(LOCAL)

Note: This policy addresses discrimination, including harassment and retaliation against District students. For provisions regarding discrimination, including harassment and retaliation against District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

Prohibited Conduct

In this policy, the term "prohibited conduct" includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

Prohibited conduct also includes sexual harassment as defined by Title IX. [See FFH(LEGAL)]

Statement of Nondiscrimination

The District prohibits discrimination, including harassment, against any student. Discrimination is defined as treating a student or group of students differently from similarly situated students on the basis of race, color, religion, sex, gender, national origin, age, disability, ancestry, marital status, veteran status, political affiliation, sexual orientation, gender identity and/or gender expression, or any other basis prohibited by law. Retaliation against anyone exercising their rights under this policy is a violation of District policy and is prohibited.

Harassment

Harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, religion, sex, gender, national origin, age, disability, ancestry, marital status, veteran status, political affiliation, sexual orientation, gender identity and/or gender expression, or any other basis prohibited by law, when the conduct is so severe, persistent, or pervasive that the conduct:

Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or

Otherwise adversely affects the student's educational opportunities.

Harassment includes dating violence as defined by law and this policy.

Examples

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name calling, slurs, or rumors; cyberharassment; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

Title IX Sexual Harassment

As required by law, the District shall follow the procedures below at Response to Title IX Sexual Harassment upon a report of sex-based harassment, including sexual harassment, sex-based discrimination, gender-based harassment, and dating violence, when such allegations, if proved, would meet the definition of sexual harassment in an education program or activity and against a person in the United States under Title IX. [See FFH(LEGAL)]

Other Sexual Harassment

By an Employee

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or

The conduct is so severe, persistent, or pervasive that it:

Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or

Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or other inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

By Others

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or

Otherwise adversely affects the student's educational opportunities.

Examples

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, contact, or communications, including electronic communication.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

Gender-Based Harassment

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or

Otherwise adversely affects the student's educational opportunities.

Examples

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; cyberharassment; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or

Otherwise adversely affects the student's educational opportunities.

Examples

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

Reporting Procedures

Student Report

Any student who believes that they have experienced prohibited conduct and any person who believes that a student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.

Employee Report

Any District employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.

Definition of District Officials

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

Title IX Coordinator

Reports of discrimination based on sex, including sexual harassment, gender-based harassment, or dating violence, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]

ADA /
Section 504 Coordinator

Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]

Superintendent

The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.

Alternative Reporting Procedures

An individual shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

Timely Reporting

To ensure the District's prompt investigation, reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act.

Notice to Parents

The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult. [For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

When the District receives a report of prohibited conduct that includes dating violence, the appropriate District official shall immediately notify the parent or guardian of the student who has been identified in the report as the alleged victim or perpetrator.

Investigation of Reports Other Than Title IX

The following procedures apply to all allegations of prohibited conduct other than allegations of harassment prohibited by Title IX. [See FFH(LEGAL)] For allegations of sex-based harassment that, if proved, would meet the definition of sexual harassment under Title IX, including sexual harassment, gender-based harassment, and dating violence, see the procedures below at Response to Title IX Sexual Harassment.

The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.

Initial Assessment

Upon receipt or notice of a report, the District official shall determine whether the allegations, if proved, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at Criminal Investigation.

If the District official determines that the allegations, if proved, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.

Interim Action

If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.

District Investigation

The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.

The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

Criminal Investigation

If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.

Concluding the Investigation

Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.

The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.

Notification of Outcome

Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.

District Action

Prohibited Conduct

If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

Corrective Action

Examples of corrective action may include a training program for those involved in the report, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination, harassment, and retaliation.

Bullying

If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.

Court Orders

The District and each school shall, to the extent possible, enforce court-ordered protective orders resulting from dating violence and related issues, and, when deemed appropriate, shall implement school-based alternatives to protective orders, which shall include transferring an alleged victim or perpetrator under the safe school choice option or placing the alleged perpetrator in a District alternative educational program. [See FDE]

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.

Appeal

A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent has the right to file a complaint with the United States Department of Education Office for Civil Rights.

Response to Title IX Sexual Harassment

General Response

For purposes of the District's response to reports of harassment prohibited by Title IX, definitions can be found in FFH(LEGAL).

When the District receives notice or an allegation of conduct that, if proved, would meet the definition of sexual harassment under Title IX, the Title IX coordinator shall promptly contact the complainant to:

Discuss the availability of supportive measures and inform the complainant that they are available, with or without the filing of a formal complaint;

Consider the complainant's wishes with respect to supportive measures; and

Explain to the complainant the option and process for filing a formal complaint.

The District's response to sexual harassment shall treat complainants and respondents equitably by offering supportive measures to both parties, as appropriate, and by following the Title IX formal complaint process before imposing disciplinary sanctions or other actions that are not supportive measures against a respondent.

If a formal complaint is not filed or dismissed, the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and the Student Code of Conduct. The Title IX coordinator also reserves the right to sign a formal complaint, initiating the Title IX grievance process, if it would be deliberately indifferent not to investigate and respond to the prohibited conduct in accordance with Board policies and the Student Code of Conduct.

Title IX Formal Complaint Process

To distinguish the process described below from the District's general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of sexual harassment as the District's "Title IX formal complaint process."

The Superintendent shall ensure the development of a Title IX formal complaint process that complies with legal requirements. [See FFH(LEGAL)] The formal complaint process shall be posted on the District's website. In compliance with Title IX regulations, the District's Title IX formal complaint process shall address the following basic requirements:

Equitable treatment of complainants and respondents;

An objective evaluation of all relevant evidence;

A requirement that the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process not have a conflict of interest or bias;

A presumption that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of the Title IX formal complaint process;

Time frames that provide for a reasonably prompt conclusion of the Title IX formal complaint process, including time frames for appeals and any informal resolution process, and that allow for temporary delays or the limited extension of time frames with good cause and written notice as required by law;

A description of the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility for the alleged sexual harassment;

A statement of the standard of evidence to be used to determine responsibility for all Title IX formal complaints of sexual harassment;

Procedures and permissible bases for the complainant and respondent to appeal a determination of responsibility or a dismissal of a Title IX formal complaint or any allegations therein;

A description of the supportive measures available to the complainant and respondent;

A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;

Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and

Other local procedures as determined by the Superintendent.

Standard of Evidence

The standard of evidence used to determine responsibility in a Title IX formal complaint of sexual harassment shall be the preponderance of the evidence.

Retaliation

The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or participates in an investigation. The definition of prohibited retaliation under this policy also includes retaliation against a student who refuses to participate in any manner in an investigation under Title IX. In the absence of a formal Title IX complaint, allegations of retaliation shall be investigated under Investigation of Reports Other Than Title IX, above.

Examples

Examples of retaliation may include threats, intimidation, coercion, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim or offers false statements in a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action in accordance with law.

Records Retention

The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records control schedules, but for no less than the minimum amount of time required by law. [See CPC]

[For Title IX recordkeeping and retention provisions, see FFH(LEGAL) and the District's Title IX formal complaint process.]

Access to Policy and Procedures

Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.

Houston ISD
101912

STUDENT WELFARE — FFH
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION — (REGULATION)

SEXUAL HARASSMENT PROHIBITIONS

General Responsibilities and Guidelines

To ensure compliance with federal and state regulations and Houston Independent School District (HISD) Board policy, District practice includes the following responsibilities and guidelines for sexual harassment of students. See References (a), (b), (c), (d), (e), (f), (g), (h), (i), (j), (k), (l), (m), (n), (o), and (r). Employee complaints or claims of sexual harassment are addressed in Reference (p).

Implementation

All principals, assistant principals, teachers, work location supervisors, department heads, and other school District personnel are responsible for implementing References (a), (j), (k), and (l) throughout the District.

Supervision

HISD's Human Resources' Equal Employment Opportunity (EEO) office is responsible to the Superintendent for ensuring that the District adheres to References (a), (j), (k), and (l) and this regulation, including implementation of appropriate monitoring to ensure compliance. In addition, HISD's EEO Office oversees and monitors the prompt and thorough investigation of all sexual harassment complaints lodged by students or on behalf of students.

Immediate Action

Students, parents or guardians, HISD employees, or individuals with knowledge of an alleged act of sexual harassment are required to make their complaint(s) immediately following the alleged act. Employees are especially encouraged to immediately report all acts of sexual harassment of students, including sexual harassment of students by students.

School Record

Any HISD employee receiving a complaint of sexual harassment of a student must report it to the school principal or to the appropriate regional superintendent, or a designee.

Child Abuse

Acts of sexual harassment that constitute physical, emotional, or sexual abuse of a minor child will be reported to Harris County Department of Family and Protective Services (DFPS) by the principal. See Reference (q).

False Accusations

Students, parents or guardians, and employees must be aware that intentionally filing false accusations of sexual harassment may result in disciplinary or legal action (for employee's, disciplinary actions up to and including termination).

Retaliation

Retaliation against a students who makes a sexual harassment complaints or who assist the District in an investigation of a sexual harassment complaint is strictly prohibited. Acts of retaliation will result in disciplinary action that may include termination of employees or discipline of students.

Parent Notification of Interview

Parents or guardians should be notified in advance if their children will be interviewed during an investigation of sexual harassment.

Intimidation of Witness

Participants in an investigation will not interfere with the investigation by intimidating any potential witness or by withholding information.

Confidentiality

To the extent possible, every effort will be made to maintain confidentiality during an investigation.

Reporting and Investigating Complaints of Student Sexual Harassment by Another Student

Student misconduct alleged to be sexual harassment by one student toward another student should be reported to a campus teacher, counselor, principal, or other adult staff member. The adult who receives the report of student misconduct will follow the procedures in Reference (s) for reporting, investigating, and responding to student misconduct. Students found to have committed such misconduct will be disciplined according to the levels of student misconduct in Reference (s). Students and parents may follow the steps outlined in Reference (s) if they are not satisfied with the resolution reached at the school level.

Reporting and Investigating Complaints of Student Sexual Harassment by an Adult

A student, parent or guardian, or other individual with knowledge of an alleged act of sexual harassment of a student by an adult is encouraged to report it to a teacher, counselor, nurse, school administrator, principal, or the principal's designee. At any time, including at the time of making the initial complaint, the student, parent or guardian, or other individual with knowledge of the alleged act of sexual harassment may complain directly to the appropriate regional superintendent or a designee, or HISD's EEO Office. Whenever a complaint of sexual harassment of a student by an adult is received, the following steps will be taken:

File Complaint Form

Efforts will be taken by the person receiving the complaint to obtain all of the facts from the student and to verify these facts. Such efforts may include requesting a written statement from the student, contacting the student's parents or guardian, and obtaining names of witnesses of the alleged acts of sexual harassment. The individual receiving the complaint will complete the Sexual Harassment Complaint Form and retain a copy in the school's files. See Reference (t). The completed complaint forms should be sent to HISD's EEO Office and the appropriate regional superintendent or a designee. Copies of this form are available from HISD's EEO Office and may be duplicated by the school administration.

Contact DFPS

DFPS must be contacted by the principal or by his or her designee.

Investigate

A prompt and thorough investigation must be conducted by the school, the appropriate regional superintendent or a designee, or by HISD's EEO Office. The investigation will begin within five school days of receiving the information from the student, parent or guardian, or other individual with knowledge of the alleged act of sexual harassment.

Interview the Accused Person

A thorough investigation includes an interview with the individual who allegedly committed the sexual harassment to inform the individual of the specific allegations and to provide an opportunity for a response.

Notify the Complainant of Resolution

Upon completion of the investigation, the student and parents or guardians should be informed of the resolution of the complaint.

Notify the Accused Person of Resolution

Upon completion of the investigation, the individual who allegedly committed the sexual harassment shall be informed of the resolution of the complaint. The individual may be accompanied by a representative of his or her choice to discuss the resolution of the complaint.

Complete Documentation

Upon completion of the investigation, the Sexual Harassment Response Form, along with documentation of the complaint, steps taken to investigate the complaint and the proposed resolution will be sent by the school administration to HISD's EEO Office and the appropriate regional superintendent or a designee. Copies of this form are available from HISD's EEO Office and may be duplicated by the school administration. See Reference (u).

Enforce Disciplinary Action

Any disciplinary action against an HISD employee will be proposed and implemented in accordance with References (a), (b), (c), (d), (e), (f), (g), (h), (i), (j), (k), (l), (m), (n), and (o).

Consultation

This regulation has been through consultation (Administrative: December 6, 2005; Instructional: January 5, 2006; Noninstructional: January 10, 2006).

Maintenance Responsibility

The executive general manager, Human Resources, is responsible for maintenance of this regulation.

REFERENCES:

(a) Board Policy DBA(LEGAL)

(b) Board Policy DCA(LEGAL)

(c) Board Policy DFAA(LEGAL)

(d) Board Policy DFAB(LEGAL)

(e) Board Policy DFAC(LEGAL)

(f) Board Policy DFBA(LEGAL)

(g) Board Policy DFBB(LEGAL)

(h) Board Policy DFBB(LOCAL)

(i) Board Policy DFCA(LEGAL)

(j) Board Policy DIA(LEGAL)

(k) Board Policy DIA(LOCAL)

(l) Board Policy DK(LOCAL)

(m) Board Policy FFG(LEGAL)

(n) Board Policy FFH(LEGAL)

(o) Board Policy FFH(LOCAL)

(p) DIA2(REGULATION)

(q) FFG(REGULATION)

(r) Education Amendments of 1972, Title IX

(s) The Student Code of Conduct

(t) Form – Sexual Harassment Complaint Form

(u) Form – Sexual Harassment Response Form

DATE ISSUED: 12/14/2009
LDU 2009.13
FFH(REGULATION)-X

Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking Policy

Houston ISD
101912

BASIC INSTRUCTIONAL PROGRAM	EHAA
REQUIRED INSTRUCTION (ALL LEVELS)	(LOCAL)

Human Sexuality Instruction

The following process shall apply regarding the adoption of curriculum materials for the District's human sexuality instruction:

The Board shall adopt a resolution convening the District's school health advisory council (SHAC) to recommend curriculum materials for the instruction.

The SHAC shall hold at least two public meetings on the curriculum materials before adopting recommendations to present to the Board. The SHAC shall ensure the items on the Compliance Checklist (Education Code 28.004) are met.

The SHAC recommendations must comply with the instructional content requirements in law, be suitable for the subject and grade level for which the materials are intended, and be reviewed by academic experts in the subject and grade level for which the materials are intended.

The SHAC shall present its recommendations to the Board at a public meeting.

After the Board ensures the recommendations from the SHAC meet the standards in law, the Board shall take action on the recommendations by a record vote at a public meeting.

Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking

The following process shall apply regarding the adoption of curriculum materials for the District's instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking:

The Board shall adopt a resolution convening the District's SHAC to recommend curriculum materials for the instruction.

The SHAC shall hold at least two public meetings on the curriculum materials before adopting recommendations to present to the Board.

The SHAC recommendations must comply with the instructional content requirements in law, be suitable for the subject and grade level for which the materials are intended, and be reviewed by academic experts in the subject and grade level for which the materials are intended.

The SHAC shall present its recommendations to the Board at a public meeting.

After the Board ensures the recommendations from the SHAC meet the standards in law, the Board shall take action on the recommendations by a record vote at a public meeting.

Program to Address Child Sexual Abuse, Trafficking, and Maltreatment

The District's program to address child sexual abuse, trafficking, and other maltreatment of children, as included in the District Improvement Plan and the student handbook, shall include:

1. Methods for increasing staff, student, and parent awareness regarding these issues, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim;
2. Age-appropriate, research-based antivictimization programs for students;
3. Actions that a child who is a victim should take to obtain assistance and intervention; and
4. Available counseling options for affected students.

Training

The District shall provide training to employees as required by law and District policy. Training shall address techniques to prevent and recognize sexual abuse, trafficking, and all other maltreatment of children, including children with significant cognitive disabilities. [See DMA]

[See BBD for Board member training requirements and BJCB for Superintendent continuing education requirements.]

Reporting Child Abuse and Neglect

Any person who has reasonable cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect has a legal responsibility, under state law, to immediately report the suspected abuse or neglect to an appropriate authority.

As defined in state law, child abuse and neglect include both sex and labor trafficking of a child.

The following individuals have an additional legal obligation to submit a written or oral report within 48 hours of learning of the facts giving rise to the suspicion of abuse or neglect:

1. Any District employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect.
2. A professional who has reasonable cause to believe that a child has been or may be abused or neglected or may have been a victim of indecency with a child. A professional is anyone licensed or certified by the state who has direct contact with children in the normal course of duties for which the

individual is licensed or certified. The report must be made within 48 hours of when the professional first had reasonable cause to believe the abuse or neglect may have occurred.

A person is required to make a report if the person has reasonable cause to believe that an adult was a victim of abuse or neglect as a child and the person determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly or disabled person.

[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

Restrictions on Reporting

In accordance with law, an employee is prohibited from using or threatening to use a parent's refusal to consent to administration of a psychotropic drug or to any other psychiatric or psychological testing or treatment of a child as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

1. Presents a substantial risk of death, disfigurement, or bodily injury to the child; or
2. Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

Making a Report

Reports may be made to any of the following:

1. A state or local law enforcement agency;
2. The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (DFPS) at (800) 252-5400 or the Texas Abuse Hotline Website;
3. A local CPS office; or
4. If applicable, the state agency operating, licensing, certifying, or registering the facility in which the suspected abuse or neglect occurred.

However, if the suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is to the state agency that operates, licenses, certifies, or registers the facility where the suspected abuse or neglect took place; or the report is to the Texas Juvenile Justice Department as a report of suspected abuse or neglect in a juvenile justice program or facility. As defined by law, a person responsible for the care, custody, or welfare of a child includes school personnel and volunteers and day-care workers. [See FFG(LEGAL)]

An individual does not fulfill his or her responsibilities under the law by only reporting suspicion of abuse or neglect to a campus principal, school counselor, or another District staff member. Furthermore, the District is prohibited from requiring an employee to first report his or her suspicion to a District or campus administrator.

Confidentiality

In accordance with state law, the identity of a person making a report of suspected child abuse or neglect shall be kept confidential and disclosed only in accordance with the rules of the investigating agency.

Immunity

A person who in good faith reports or assists in the investigation of a report of child abuse or neglect is immune from civil or criminal liability.

Failing to Report Suspected Child Abuse or Neglect

By failing to report suspicion of child abuse or neglect, an employee:

1. May be placing a child at risk of continued abuse or neglect;
2. Violates the law and may be subject to legal penalties, including criminal sanctions for knowingly failing to make a required report;
3. Violates Board policy and may be subject to disciplinary action, including possible termination of employment; and
4. May have his or her certification from the State Board for Educator Certification suspended, revoked, or canceled in accordance with 19 Administrative Code Chapter 249.

It is a criminal offense to coerce someone into suppressing or failing to report child abuse or neglect.

Responsibilities Regarding Investigations

In accordance with law, District officials shall be prohibited from:

1. Denying an investigator's request to interview a child at school in connection with an investigation of child abuse or neglect;
2. Requiring that a parent or school employee be present during the interview; or
3. Coercing someone into suppressing or failing to report child abuse or neglect.

District personnel shall cooperate fully and without parental consent, if necessary, with an investigation of reported child abuse or neglect. [See GKA]

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ESSA

HISD TITLE I, PART A; TITLE II, PART A; AND TITLE IV, PART A CENTRALIZED PROGRAMS, 2021–2022- *Centralized Programs Evaluation*

Title III- *Migrant Education Program Evaluation*

Houston ISD Police Department Job Descriptions

12 Month Patrol Police Officer

MAJOR DUTIES & RESPONSIBILITIES

1. Must be able and willing to respond to an active threat on campus within a timely manner under a variety of circumstances.
2. Patrols school grounds and surrounding area for student, faculty, and community safety. Responds to calls for service on and off campus. Performs tactical operations in and around schools in an effort to combat criminal activity. Assists with the implementation of safety programs. Conducts annual Crime Prevention Through Environmental Design (CPTED) audits. May assist with security plans for video surveillance. Patrols district areas with high traffic volumes and speeding vehicles.
3. Conducts and/or interfaces with the Houston Police Department and other outside agencies regarding in-depth timely investigations to solve criminal acts on the campus. Develops forms for processing juvenile and adults in custody for criminal acts. Contacts the Assistant District Attorney's Office for legal advice. Transports juveniles and adults to the proper holding facility. Conducts gang-related investigations and responds to gang-related activity at the campus.
4. Generates and downloads offense reports regularly, attends court when subpoenaed, and responds to emergency calls for service that occur after normal business hours. Assists school administration with disruptive students and parents. Holds student, parent, and administrator conferences concerning student misbehavior. Issues warnings, citations, or makes arrests for violations of the Texas Penal Code.
5. Must be able to provide training, lectures, or guidance to faculty, staff, and students as it relates to matters of public safety when appropriate.

Police Officer 11 Month- Campus

MAJOR DUTIES & RESPONSIBILITIES

1. Must be able and willing to respond to an active threat on campus within a timely manner under a variety of circumstances.

2. Patrols school grounds and surrounding area for student, faculty, and community safety. Responds to calls for service on and off campus. Performs tactical operations in and around schools in an effort to combat criminal activity. Assists with the implementation of safety programs. Conducts annual Crime Prevention Through Environmental Design (CPTED) audits. May assist with security plans for video surveillance. Patrols district areas with high traffic volumes and speeding vehicles.

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5. Must be able to provide training, lectures, or guidance to faculty, staff, and students as it relates to matters of public safety when appropriate.

6. Performs other job-related duties as assigned.

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