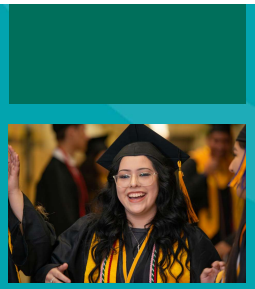
2024–2025

District Improvement Plan

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Houston Independent School District

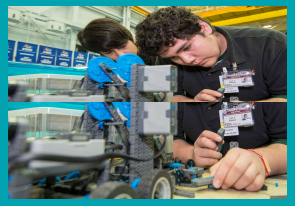
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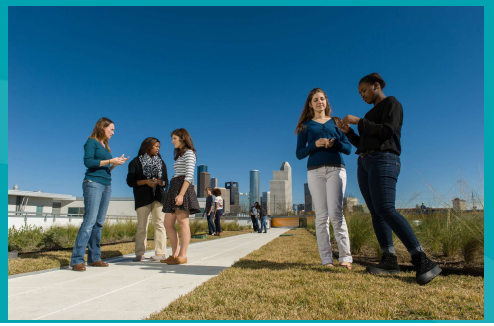












HOUSTON INDEPENDENT SCHOOL DISTRICT

101912

F. MIKE MILES

DISTRICT IMPROVEMENT PLAN, 2024-2025

"HISD is engaged in the most important, transformation effort in the country. We will lead all large urban districts in preparing our students for a fundamentally different workplace and world."

REVISED 2 OCTOBER 2024

District Improvement Plan Overview

The District Improvement Plan (DIP) for Houston Independent School District (HISD) is a strategic framework focused on enhancing educational outcomes, ensuring academic excellence, and supporting the holistic development of students districtwide. Aligned with state and local requirements, including guidelines from the Texas Education Agency (TEA), the DIP addresses HISD's unique challenges and opportunities through targeted, data-informed strategies.

Developed through a comprehensive needs assessment, the DIP evaluates district programs and services to ensure they meet the diverse needs of HISD's student population. This plan integrates insights from the annual District Action Plan and departmental strategic initiatives, aligning efforts to promote academic growth, close achievement gaps, and provide equitable opportunities for all students. HISD remains committed to leveraging the DIP as a roadmap for continuous improvement and student success.

Vision Statement

The Houston Independent School District (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.

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Board 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.

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.
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 42% in May 2028.
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 34% in January 2024 to 49% in May 2028.

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.

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.
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 41% in May 2028.
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 40% in January 2024 to 55% in May 2028.

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.

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.
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.
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.

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.

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 32% in January 2024 to 47% in May 2028.
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 30% in January 2024 to 45% in May 2028.
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.

Comprehensive Needs Assessment (CNA)

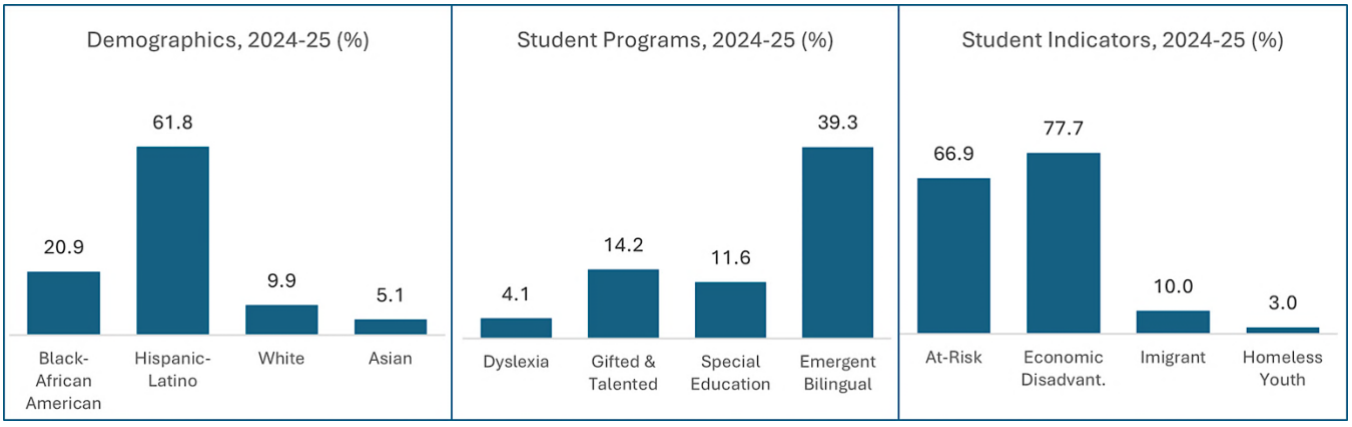
As part of the District Improvement Plan, a comprehensive needs assessment was conducted using student performance data from the prior year to analyze HISD student performance data and evaluate district programs, including academics, curriculum, and instruction. This assessment identifies strengths, achievement gaps, and growth opportunities across student groups such as economically disadvantaged students, English Language Learners (ELLs), and students with disabilities.

Data Sources Examined in CNA Process	
• Evaluations from program, activities, and initiatives • Census • TEA Accountability Rating • Student Achievement (STAAR, STAAR EOC, MAP) • CCMR Data (Graduation, College Readiness, Postsecondary Outcomes)	• SPOT Observation and Teacher Evaluation Data • Staff Development • Other Standardized Tests (SAT, ACT) • Surveys and Interviews of Students/Staff/Parents/Community • Technology Inventory • Culture and Discipline

The following findings highlight critical insights from the Comprehensive Needs Assessment:

Student Demographics (2023 – 2024)

The Houston Independent School District is the largest public school system in Texas and the eighth largest in the United States. Serving approximately 183,000 students across 274 schools, HISD encompasses 333 square miles within the greater Houston area.



Source: On Data Suite, Preliminary PEIMS data (12.10.2024)

Student Performance

STAAR 3-8, Spring 2024

Areas of Strength	**Reading and Math Gains:** District performance in reading increased from 45% to 48%, with notable gains in 4th grade. Math improved from 36% to 39%, with the largest increase seen in 8th grade (28% to 34%). **Social Studies Improvement & Narrowing Gaps:** Social studies performance increased slightly from 23% to 24%. The performance gap between HISD and state averages decreased across all subjects.
Areas of Improvement	**3rd and 7th Grade Declines:** Performance in reading declined for 3rd grade and math decreased for 7th grade. **5th Grade Science:** 5th grade science results dropped from 27% to 23%.

STAAR EOC, Spring 2024

Areas of Strength	**Performance Gap Reductions:** The performance gap between the district and state decreased across all proficiency levels for Algebra I, Biology, and English I EOC assessments. Gaps decreased in most subjects for African American students. **Improved Performance for Special Education Students:** Students receiving Special Education services showed improvement in Algebra I and English II, particularly at higher proficiency levels (Satisfactory and Accomplished).
Areas of Improvement	**Masters-Level Gaps:** At the Masters Grade Level, the gap in performance remained unchanged between district and state students for both English II and U.S. History. **Increasing Gaps in Student Groups**: The gap between Hispanic and non-Hispanic students increased in Algebra I and Biology, with a significant gap in Biology. Gaps for African American students worsened for U.S. History and remained unchanged for English I among economically disadvantaged students.

Title I Student Achievement (2023 – 2024)

Areas of Strength	**Narrowing Disparities:** Disparities between Title I and non-Title I students performing at or above the Meets Grade Level standard have decreased in STAAR 3–8 RLA, Mathematics, and Science, and STAAR EOC Algebra I, Biology, English I, and U.S. History assessments over the past two years. **Improved Performance:** Title I schools showed increased percentages of students meeting the Meets Grade Level standard in STAAR 3–8 RLA, Mathematics, Social Studies, and STAAR EOC Algebra I, Biology, English I, and English II.

Areas of Improvement	**Social Studies and Science:** Disparities between Title I and non-Title I students increased on STAAR 3–8 Social Studies and Science assessments, as well as on the STAAR EOC U.S. History assessment. Title I schools saw a decrease in students meeting the Meets Grade Level standard on STAAR 3–8 Science and STAAR EOC U.S. History assessments.

Graduation and Dropout Analysis (Class of 2023)

Areas of Strength	**Overall Graduation Rate Improvement:** The class of 2023 had a graduation rate of 85.1%, 1.2 percentage points higher than the class of 2022 and 4.1 percentage points higher than the pre-pandemic class of 2019. **Decreased Dropout Rate:** The dropout rate for the class of 2023 was 12.8%, a 0.2 percentage point decrease from the previous year and 0.8 percentage points lower than the class of 2019. **Student Group Graduation Rates (African American/Hispanic):** Graduation rates for African American and Hispanic students increased by 2.3 and 0.4 percentage points, respectively.
Areas of Improvement	**Dropout Rate for Emergent Bilingual Students:** Despite improvements, the dropout rate for emergent bilingual students (23.7%) remains higher than that of African American (13.0%) and Hispanic (14.6%) student groups.

College Readiness

SAT (Class of 2023)

Areas of Strength	**Improvement for Students with Disabilities**: Students with disabilities in the Class of 2023 showed significant improvement, with a 30-point increase in the average composite score, a 16-point increase in Evidence-Based Reading and Writing (ERW), and a 14-point increase in mathematics. **TSI Benchmark Achievement:** Of the 9,760 students who took the SAT, 45% met the Texas Success Initiative (TSI) benchmark for reading, and 24% met the TSI benchmark for math.
Areas of Improvement	**Overall Score Decline:** The Class of 2023 scored lower than the Class of 2022, with an average composite score of 935, and lower scores in both Evidence-Based Reading and Writing (477) and mathematics (458).

PSAT (2023 – 2024)

Areas of Strength	**College Readiness:** In 2023–2024, the percentage of students meeting both college readiness benchmarks ranged from 17% for 9th graders to 22% for 10th graders. **Grade Level Score Range:** Average total PSAT scores for 2023–2024 ranged from 733 for 8th graders to 862 for 11th graders.

Areas of Improvement	**Declining Scores:** Average PSAT scores decreased across all grade levels from 2022–2023 to 2023–2024. **Widening Performance Gaps:** The gap in average scores between the district and the state/total group widened, with the gap for 11th graders reaching 114 points. **Student Groups:** Economically disadvantaged students, students with disabilities, emergent bilingual students, and students from NES and NES-Aligned campuses scored below the district average across all grade levels.

International Baccalaureate (IB) Program (2023 – 2024)

Areas of Strength	**Increase in Career-Related Program:** The number of candidates for and recipients of the Career-related Program certificate increased by 25%.
Areas of Improvement	**Declining Participation and Achievement:** Fewer students took IB exams, and the number achieving a score of 4 or higher decreased. **Diploma Program:** Participation in the Diploma program and Diplomate status decreased from the previous year, 10% and 8% respectively. **Achievement Gaps:** African American and Hispanic students scored lower than their White and Asian peers.

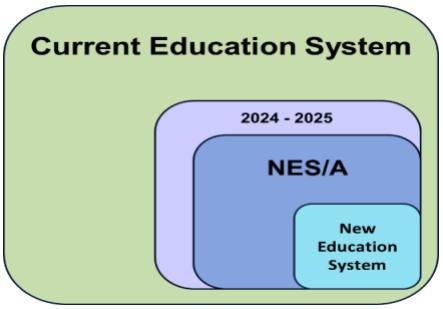
Advanced Placement (AP) Exams (2023 – 2024)

Areas of Strength	**Increase in AP Success:** The number of AP exams scored 3 or higher increased by 14%, and the percentage of exams with a score of 3 or higher rose from 44% to 48%.
Areas of Improvement	**Achievement Gaps:** White students scored 3 or higher on AP exams, at rates 2.6 and 2.1 times higher than their African American and Hispanic peers, respectively.

District Action Plan: Goals and Key Actions

Goal 1: Improve Academic Performance

Key Actions 1: Implement The New Education System In 45 Additional Schools



In the 2023–2024 school year, HISD conducted wholescale, systemic reform in 85 of its 274 schools. These schools became New Education System schools (NES schools) and followed different principles of operating schools in staffing, evaluation, compensation, the instructional model, instructional coaching, the art of thinking, providing experiences, and more. While the District only has one year of achievement results, the NES model has already shown its effectiveness in improving the quality of instruction, supporting teachers, and raising expectations among students and staff. Given that the District has significantly decreased the number of D and F campuses in large part due to the NES model, our first key action for the 2024–2025 school year will be to expand wholescale, systemic reform and increase the number of NES schools.

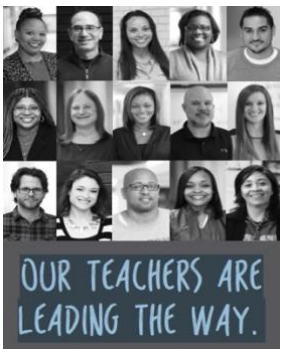
Indicators of Success:

- The District establishes 45 additional NES schools by 1 August 2024.
- All classrooms in the NES schools, including the ones in the new schools, successfully implement NES principles and practices and demonstrates overall proficient instruction on the first day of school
- All new NES schools are fully staffed by the first day of school in August 2024.
- All new NES schools are fully outfitted with materials and equipment by the first day of school in August 2024.
- Using a rubric based on the NES Playbook and created by the Leadership and Strategic Initiatives Department, all 45 additional NES schools will score Proficient or higher on implementing the Playbook with fidelity.

Strategy - Key Actions	Reviews		
	Aug	Mar	Jun
Identify and advertise at least 45 additional NES schools by 1 March 2024.			
Identify principals for the new NES schools by 1 May 2024.			
Recruit staff for new NES schools by 1 August 2024.			
Order materials and equipment by 1 April 2024.			
Publish an NES planning document (“Playbook”) by 1 April 2024.Develop an NES teachers’ professional development plan by 1 April 2024 and begin implementing that plan by 1 May 2024.			

Key Actions 1	**Implement New Education System In 45 Additional Schools**
PWA 7	Create new education system
Lead Dept./ Person	Leadership and Strategic Initiatives; Miles; Chief of Staff
Approx. Cost	$102,000,000 *(Total, for 45 schools)*

Key Actions 2: Grow Staff Capacity to Provide the Highest Quality Instruction



Our students need effective teachers. The manifestation of that effectiveness is high-quality instruction. A review of over 50,000 SPOT observations conducted during the first semester of the 2023–2024 school year demonstrated that the overall quality of instruction was below proficient. This was not surprising given the lack of focus on instruction in the previous years.

In the first semester of 2023–2024, HISD ensured there was good alignment of effective instruction throughout the District, meaning that all leaders overseeing instruction at all levels had the same picture of effective instruction and used the same characteristics of high-quality instruction to coach teachers. After laying the foundation for effective instruction and providing teachers with instructional coaching daily, the District is poised to make strong instructional gains.

Indicators of Success:

- 65% of the scores on spot observations conducted in December 2024 by an independent review team will be proficient or higher (9 points out of 15 is Proficient I); that percentage will increase to 75% in May 2025.
- The average score of the spot observations conducted by school leaders in December 2024 will be at least 9.5 and that score will differ from the average IRT's score by no more than 1.5 points overall.
- The average score of the spot observations conducted by school leaders in May 2025 will be at least 10 and that score will differ from the average IRT's score by no more than 1.3 points overall.

Strategy - Key Actions	Reviews		
	July	Feb	Jun
Conduct rigorous HISD certification training for all evaluators of teachers and for members of the IRT teams prior to 30 August 2024.			
Implement periodic instructional audits of schools where the average score on spot observations is over 1.5 points greater than the IRT average.			
Conduct teacher professional development on high-quality instruction as outlined in HISD's key instructional characteristics and the spot observation.			
Explore and make recommendations about a micro-credential strategy for SY25-26 to determine if credentialing trainings can lead to increased participation and results.			
Create an Art of Thinking certification program (in person for the Summer 2025 and virtually).			
Strengthen ELA, Math, Science of Reading, Art of Thinking, and Science instructional materials for NES elementary and middle schools; strengthen ELA and Math instructional materials for NES high schools. Add instructional materials for additional high priority courses (e.g., Algebra II and English III to integrate TSI prep, ESOL 1 & 2).			

Key Actions 2	Grow Staff Capacity to Provide the Highest Quality Instruction
PWA 2	Improve the quality of instruction
Lead Dept./ Person	Division Superintendents; Leadership and Strategic Initiatives
Approx. Cost	$0 *(Done with current people and Professional Development monies)*

Key Actions 3: Strengthen Principal and Executive Director Leadership



Effective leadership is crucial to the success of a school. And their most important job is to improve the quality of instruction. That had not been the case in HISD in the past: principals spent way more time on management than leading instruction. The new leadership team started to change that orientation in 2023; now all school leaders and executive directors of schools are required to be instructional leaders.

To help grow and expand Principal and Executive Director leadership, the Superintendent and Board of Managers adopted the largest pay-for-performance plan in the nation for principals. A separate plan was created for Executive Directors. Using evaluation results at the end of the 2023-2024 school years, HISD will strengthen the principal corps and require instructional leadership training.

Indicators of Success:

- The average principal evaluation score (out of 100 points) increases by at least 5 points over the average 2023-2024 score.
- 95% of all principals starting the 2024-2025 school year have a Proficient I or higher evaluation rating, have completed the Principal Leadership Academy, or have successfully completed the week-long instructional leadership program in July 2024.
- 95% of all Executive Directors who coach principals and starting the 2024-2025 school year have a Proficient I or higher evaluation rating or have successfully completed the week-long instructional leadership program in July 2024.
- 90% of all principals who begin the Principal Leadership Academy will complete the program or be placed in a Principal role prior to completing the program, and all Principals who complete the Principal Leadership Academy will be rated as "Principal Ready" by June 2025.

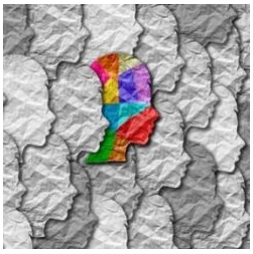
Strategy - Key Actions	Reviews		
	Aug	Feb	Jun
Strengthen the Principal Leadership Academy and graduate 55 school leaders by May 1, 2025.			
Establish a mandatory, week-long instructional leadership program for all school leaders and Executive Directors, offered quarterly and in the summer. [Mandatory]			

Conduct school leader professional development at least once a month.			
Create and implement a required performance interview process for all new principals and assistant principals, or those new to an NES school.			
Train Executive Directors and school leaders on the LEAD system prior to August 15, 2024.			
Remove school leaders with an "Progressing I" evaluation. [However, Division Superintendents may make some unique exceptions.]			

Key Action 3	**Strengthen Principal and Executive Director Leadership**
PWA 1	Expand leadership density
Lead Dept./ Person	Division Superintendents; Leadership and Strategic Initiatives
Approx. Cost	$0 *(July 2024 instructional leadership program will be funded by Title funds)*

Key Action 4: Improve Special Education Instruction and Service Delivery

HISD significantly improved the services to special needs students in the 2023-2024 school year. Many more students were identified early, and almost all ARD meetings were conducted on time. However, much of the improvement was in compliance and not as much in instruction. HISD will continue to meet state and federal compliance requirements but will place more emphasis on improving the quality of instruction in SPED classrooms.



Indicators of Success:

- Students in grades 4 through 8 who receive special education services that achieve growth as measured by Domain 2 Part A of the state accountability system will increase by 3 percentage points from 2024 to 2025
- The percentage of "instructionally proficient" IEPs as measured by a rubric and as reviewed by an independent team from the Special Education Department will increase from 88.8% in May 2024 to 95% in May 2025.

Strategy - Key Actions	Reviews		
	Nov	Feb	Jun
Create a rubric to assess the instructional proficiency of an IEP.			
Create and train instructional review teams for the Special Education Department.			
Review at least 10% of all IEPs quarterly.			
As a result of the annual ARD process, ensure that all IEPs meet proficient criteria according to HISD IEP rubric.			
Conduct SPED teacher professional development on high-quality instruction as outlined in HISD's key instructional characteristics and the SPOT observation.			
At NES campuses, ensure that all 4th through 7th special education students are taught by a highly qualified special education teacher in ELA and Math courses.			
Implement strategic staffing model to increase the number of special education teacher assistants across the district by at least 5% overall.			
Increase salaries of Special Education teachers.			
Monitor and evaluate SPED support personnel in each Unit.			

Key Action 4	Improve SPED instruction and Service Delivery
PWA 5	Improve SPED and SEL services
Lead Dept./ Person	SPED Department
Funding Source	State, Federal, Local
Approx. Cost	$17,400,000 • *$200,000 to assess IEPs during the summer* • *Up to $5,000,000 to add up to 50 "resource SPED classroom" in the NES schools* • *SPED Salaries – approx. 600 non-NES SPED teachers receiving $15,000 increase* • *Increase SPED salaries in new NES schools* • *SPED teacher assistants in new NES schools (approx. 40 X 80,000 = $3,200,000)*

Key Action 5: Improve Reading Proficiency in Grades K – 8

In 2023-2024, HISD implemented a "science of reading" course in all NES elementary and middle schools. We also expanded the use of high-quality reading materials in both the NES schools and in many other schools in the District. This was a start. For the 2024-2025 school year, we will be stronger in our implementation of the science of reading courses and programs and also strengthen reading instruction in the elementary and middle schools among the schools that are rated F, D, or C.



Indicators of Success:

- The number of D and F rated campuses will reduce from 41 to 31 by June 2025
- The average percentile growth of 3rd - 8th grade students in NES campuses in NWEA reading will exceed 3 percentile points.
- In the 2024-2025 school year, 70% of the students in grades in NES campuses will demonstrate typical or above typical growth in DIBELS at the end of the year.

Strategy - Key Actions	Reviews		
	Oct	Feb	Jun
Train NES elementary teachers in DIBELS and how to assess students regularly.			
Mandate DIBELS assessments for NES elementary students as follows: biweekly for those significantly below benchmark, monthly for those below benchmark, and BOY/MOY/EOY for students at or above benchmark			
Design NES elementary schedule to support DIBELS assessments			
Support elementary teachers in completing the TEA required Science of Reading certification (Reading Academies) within two years of teaching a K-3 course.			
Strengthen ELA, Math, Science of Reading, Art of Thinking, and Science instructional materials for NES elementary and middle schools.			

Key Program Strategy	Description
Academic data dashboard	A data tracking system (tracker and dashboard) will be created by this team. Collaborate with the AAC team to ensure accurate data tracking for PEIMS, specifically for RTI students and HB1416 students. The AAC team will design and develop the app and work closely with our team to make sure entries are accurate and that the app is user-friendly. This team will support efforts to ensure that data entry and tracking include checks for accuracy, validity, and completeness to maintain the integrity of the reported data. Additionally, the team, will ensure that the appropriate users have access to track and review the data.
Academic Digital Integrations	Partner with the digital integration team to ensure all stakeholders (teachers, administrators, division leaders) have access to digital and/or paper-based materials to support with instructional delivery for tiered students and HB1416 students
Data Science	Partner with data science team to track and monitor assessment data for NWEA MAP for BOY - MOY
Curriculum Instruction	Partner with curriculum and instruction team to provide suggestions for interventions strategies/accommodations for tiered supports
SPED	Collaborate with SPED team to ensure that referral process is aligned follows Child Find timeline
IT	Compiling STAAR/EOC data to generate a report in A4E that campuses will utilize to identify HB1416 students
Curriculum PD	Collaborating with PD team to facilitate professional learning opportunities to model effective intervention strategies and accommodations
Academic Technology	Collaborating with the team to build a streamlined tracking system inclusive of a dashboard and data entry tracker for HB1416

Key Action 5	Improve Reading Proficiency in Grades K through 8
PWA 4	Improve reading instruction Pre-K through 4th grade
Lead Dept./ Person	Chief Academic Officer; Leadership and Strategic Initiatives
Approx. Cost	$0 *(will use current budget for CAO or LPD)*

Key Action 6: Begin The Transformation of HISD's CCMR Operations and Systems



Much of what the District does to prepare students for College, Career, and Military Readiness must improve. We must do a better job helping students complete a pathway and tracking their progress. More than that, we must transform CCMR operations and systems to prepare students for a different workplace and world. We need to provide upgraded programs of study, and we need to provide pathways that also help students learn how to use artificial intelligence to enhance their skills. A quick analysis of our career-tech-ed offerings also reveal large inequities in access to programs of study and pathways that are more rigorous and that will

lead to higher-skilled careers. We need to change our operations to address these inequities and provide all students access to "future-oriented" programs of study.

Indicators of Success:

- Improve TSI Readiness: By June of 2025, HISD will see a 5% increase in the number of students in cohort 2025 and a 5% increase in the number of students in cohort 2026 who are TSI ready in English and Math (SAT/ACT/TSIA/TCB). Note: Beginning in SY 24-25, Texas College Bridge may be used for Grade 12 students only.
- College Pathways: By June 2025, there is a 10% increase in the number of TSI-Ready seniors AND non-TSI ready CTE Concentrators* that submitted three or more college applications and completed their financial aid requirements, as defined by student self-reported information verified by the counselor or advising specialist (FAFSA, TASFA, or opt-out form). Note: Also tracking college acceptance but data is student self-reported.
- Career Pathways: By June 2025, there will a 5% increase of students enrolled in CTE courses with available Industry-Based Certifications (IBCs) will pass and earn the certification.

Strategy - Key Actions	Reviews	
	Feb	June
Develop four programs of study integrating AI or marketplace-valued skills by April 1, 2024, with implementation at comprehensive high schools based on enrollment		
Develop a District CCMR plan to improve HISD's score in this area by October 1, 2024.		
Train high school counselors to execute the District CCMR plan and hold establish accountability system for clear CCMR metrics.		

Key Program Strategy	**Description**
Classroom Infrastructure for Networking Systems	Classrooms have been designated by Campus Leader and ensure work to prepare classrooms
Curriculum Support	Ensure HISD is strategically communicating with HISD families in areas where Pre-K seats are available.
Teacher PD for Foundation Program of Study (FPOS)	Ensure FPOS teachers are being supported with Course level PD to upskill their skills to provide effective instruction.
Equipment Support	Ensure we are auditing FPOS equipment monthly, servicing and updating if needed.

Key Action 6	**Begin Transformation of HISD's CCMR Operations and Systems**
PWA 11	Develop and implement Year 2035 competencies and experiences
Lead Dept./ Person	Chief Academic Officer
Approx. Cost	$10,000,000 *(for up to four new programs of studies at each high school)*

Key Action 7: Expand HISD's Pre-K3 and Pre-K4 Programs



Over time, if we are to improve reading proficiency in elementary and middle school, we will have to grow the number of Pre-K seats and improve the quality of instruction in preschool. High-quality Pre-K programs require adequate facilities, effective teachers, and high-quality instructional materials. In the 2024-2025 school year, we will expand the number of Pre-K seats and work to improve the quality of instruction in preschool. We will prioritize our underserved areas of the District where there are not as many high-quality preschool seats.

Indicators of Success:

- By 1 September 2024, HISD will add at least 300 high-quality Pre-K seats in the District; it will add an additional 300 seats by 1 September 2025.
- By May 2025, 5% increase of Pre-K students will meet benchmark scores on all subtests aligned to the teacher performance measures for literacy and math in the EOY CIRCLE Assessment.

Strategy - Key Actions	Reviews	
	Feb	June
In areas where there is a demand, identify schools that could accommodate more Pre-K classrooms and prepare those classrooms for use by 1 April 2025.		
Zone students for Pre-K3 and Pre-K4.		
Market open Pre-K seats at various campuses.		
To add Pre-K classrooms, support campuses in optimizing space within campus, adding modular buildings or launching partnerships with Early Childhood providers.		
Raise salaries of Pre-K teachers in all NES elementary schools and Early Childhood Centers.		
Support NES campuses in reaching a 1:11 adult to student ratio to align with HB3 guidance in Pre-K by funding a teaching assistant for every 22 students enrolled. Support non-NES campuses by funding 50% for teaching assistants.		
Add guidance for Pre-K classrooms in the specialty guidance support document to support alignment and calibration during spot observations.		
Provide effective professional development for all Pre-K teachers in the Science of Reading and high-quality instruction during the teacher orientation in the summer of 2024 and every quarter during the 2024-2025 school year.		
Raise accountability of Pre-K teachers in growing students' proficiency on the Circle exam.		

Key Program Strategy	Description
School Expansion Selection	Identify priority set of schools for expansion.
School Choice Application	Collaborate with School Choice staff to ensure we have a finalized barrier-free Pre-K application before launch. Ensure SIRs/Registrars/CTA and leaders are trained on latest application process.
Partnerships/Childcare Centers	Collaborate with childcare owners, TWC, and HISD staff to ensure the partnership contract process, enrollment process, material delivery, and instructional practices are aligned to district goals.
Targeted Marketing	Ensure HISD is strategically communicating with HISD families and non-HISD families in areas where Pre-K seats are available.
Recruitment	Ensure we offer multiple events throughout the district to recruit new families to enroll in HISD.
Enrollment Supports	Ensure families and campus staff have enrollment/application support needed for students show up on day 1 ready to learn.
Classroom Readiness	Ensure classrooms are ready with all equipment and materials needed for learning (curriculum, furniture, materials, technology, etc.)
Division Communications	Ensure full division leadership and principals are aligned with and in sync with recommendation and timelines.
Pre-K Teacher Hiring	Ensure all Pre-K classrooms are staffed with a teacher and a TA (aligned to guidelines).
Pre-K Tuition	Collaborate with budgeting, accounting, controller's office, and TEA to update tuition process (flowchart) for SY25-26, train campus staff on the new process. Ensure we have TEA approval for new tuition rate by end of June to announce it to parents and advertise in HISD sites.

Key Action 7	Expand HISDs Pre-K3 and Pre-K4 Programs
PWA 4	Improve reading instruction Pre-K through 4th grade
Lead Dept./ Person	Chief Academic Office
Funding Source	Local and State
Approx. Cost	$10,000,000 *(majority of cost is in modular buildings ($2,000,000 per building)*

Key Action 8: Create A New Teacher Evaluation and Compensation System

In September 2023, HISD's Board of Managers approved the nation's largest and most rigorous principal pay-for-performance plan. While a new teacher evaluation and compensation plan was halted, the District developed a rigorous T-TESS evaluation incorporating key components from the original plan.

The District Accountability Committee's District of Innovation plan, approved by the Board, enables the development of a new teacher evaluation system for the 2024-2025 school year.

Indicators of Success:

- HISD will create a pay-for-performance evaluation and compensation system by March 1, 2025.
- By June 2025, 60% of teachers and leaders will agree/strongly agree that "The Teacher Excellence System is designed to be a fair and equitable measure of teacher performance."
- The Board of Managers will approve a new teacher evaluation and compensation system by March 1, 2025.
- HISD will begin implementing the new system in August 2025.

Strategy - Key Actions	Reviews		
	Apr	Sep	Feb
Draft a new teacher evaluation and compensation system by 1 April 2024 (use the 2023–2024 draft as a starting point).			
Create a teacher evaluation trailblazer group of campuses to pilot the draft evaluation system and provide feedback to HISD to ensure final proposal incorporates significant school leader and teacher input.			
By 1 September 2024, develop a communications plan to present the draft plan and receive input and feedback from teachers, principals, and selected stakeholder groups; Include focus groups and surveys.			
Present the new teacher evaluation and compensation system to the Board of Managers for approval by 1 March 2025.			
By 1 January 2025, develop a plan to train principals and teachers on the new evaluation system.			

Key Action 8	**Create A New Teacher Evaluation and Compensation System**
PWA 1	Implement new Principal and Teacher evaluation systems
Lead Dept./ Person	CAO; Division Superintendents; HR; Chief of Staff
Approx. Cost	$0 *(will use current budgets)*

Goal 2: Enhance School Safety and Climate

Key Actions 9: Explore asking the voters for a bond election in November 2024



The HISD community last passed a bond measure in November 2012. Since then, we have not brought a bond measure to the community, and our schools and infrastructure have deteriorated in a number of ways. Safety and security, cooling and heating systems, water and air quality, and technology platforms are all in need of significant investment to bring them in line with more effective and efficient systems. Increasingly, failure or ineffectiveness in these areas will negatively impact academic performance.

We cannot wait much longer to ask the public to provide additional revenue to help our schools. If the Board of Managers approve, HISD will ask the voters for a bond election in November 2024.

Indicators of Success:

- Voters approve a bond election in November 2024.
- The approved bond will address at least 80% of the identified safety and security needs in the bond planning document.

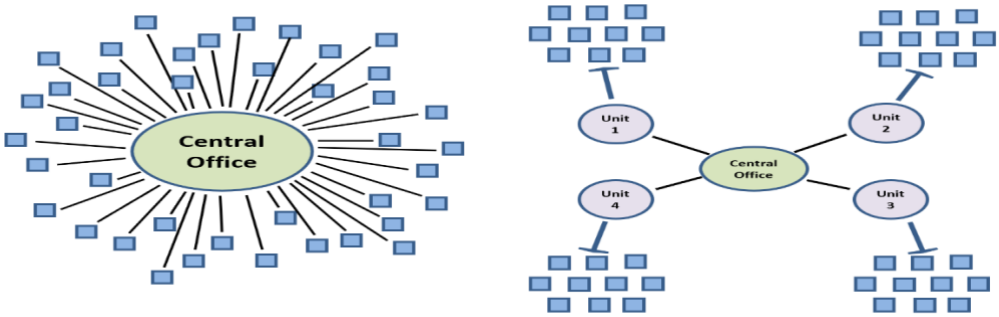
Strategy - Key Actions	Reviews		
	Apr	Aug	Dec
Identify specific needs in safety and security; air and water quality and heating and cooling systems; career-tech-ed facilities and renovations; and technology hardware and infrastructure.			
Draft the bond measure plan by 1 April 2024.			
Receive Board approval for the plan by 15 August 2024.			
Develop and begin to implement a communications plan to receive input by 1 July 2024.			

Key Action 9	Ask voters for a bond election in November 2024
PWA 6	Improve safety of facilities
Lead Dept./ Person	Chief of Staff; Communication
Approx. Cost	$2,000,000 *(plan development and consulting support)*

Key Actions 10: Improve Central Office Systems and Efficiency

As outlined in the Efficiency Report of the effectiveness of various processes and systems throughout the central office departments, numerous systems were dysfunctional or broken. Others are obsolete or simply cannot be tailored enough to help the District accomplish its vision in a transformative period. While the focus of the District's work is on improving the quality of

instruction and preparing students for a Year 2035 world and workplace, it is clear that the District needs a lean and effective Central Office in order to prioritize resources and provide the supports that schools need to implement the District's changes well.



Indicators of Success:

- By 15 August 2024, HISD will decrease the size of Central Office personnel by at least 700 positions.
- For SY2024–2025 budget, HISD will decrease purchased services by $50 million.
- By July 2025, 80 percent of each Department's key indicators of success will have been completed as assessed by the Superintendent, the Chief of Staff, and an independent consulting group.

Strategy – Key Actions	Reviews		
	Sep	Feb	Aug
Reduce the size of Central Office by at least 700 positions by 15 August 2024.			
Review all purchased services contract prior to 1 June 2024 and eliminate $50,000,000 for the 2024–2025 school year.			
Restructure Chief of Operations Office.			
Strengthen "Unit Concept" of support – clarify responsibilities, strengthen processes, assign KPIs, increase accountability for support.			
Identify priority systems from the Efficiency Report and create a plan to transform those systems (via Department Action Plan).			
Consolidate Departments that have several satellites or people in different buildings.			

Key Action	**Improve Central Office Systems and Efficiency**
PWA 3	Strengthen Central Office effectiveness
Lead Dept./ Person	Chief of Staff; Finance Department
Approx. Cost	$0 *(Cut expenditures by $140,000,000)* • *$20,000,000 in rightsizing NES staffing* • *$20,000,000 in Central Office cuts* • *$20,000,000 in purchased services and other contracts* • *$20,000,000 in operational efficiencies*

Goal 3: Enhance Instructional Support and Outcomes

Key Action 11: Implement Targeted Instructional Strategies and Resources

The Curriculum & Instruction Division is focused on using High Quality Instructional Material (HQIM); resources that cover the Texas Essential Knowledge and Skills (TEKS), align with evidence-based instructional strategies across subjects, and cater to the diverse needs of students, including those with disabilities, English learners, and gifted and talented students. The Division is dedicated to supporting and enhancing student learning across all levels, including Early Childhood, Interventions, Multilingual Education, and Professional Development. These areas are essential to fostering an inclusive, high-quality educational experience for all students. Our strategies focus on supporting emergent bilinguals, enhancing English language development, and effectively implementing dual language curricula, ensuring that every student has the tools and opportunities needed to succeed and thrive. The

Indicators of Success:

- By June 2025, 80% of students on priority (NES) campuses will meet their BOY to EOY target growth score on their identified grade-level assessment (e.g., NWEA, DIBELs).
- By June 2025, 90% of students will hit EOY usage goals for associated digital curriculum by May 2025.

Strategy 1 – Support High-Quality Instruction	Reviews			
	Oct	Jan	Mar	Jun
90% of students will hit EOY usage goals for the associated digital curriculum by May 2025.				
By June 2025, 5% more 504 students will score approaches or higher on STAAR compared to previous school year.				
By June 2025, 90% of 504 Liaisons and campus leaders will agree or strongly agree that they have clear understanding of expectations for 504 implementation and student support, as measured by a survey.				
By June 2025, 80% of tier 2 and tier 3 Grade K-8 students on prioritized campuses will meet expected growth on DIBELS (K-1) and NWEA MAP (2-8) EOY scores.				
By June 2025, 60% of Emergent Bilingual Students will meet growth target in Spanish and English literacy from BOY to EOY as measured by MAP for grades 2-5				
100% of 17% of G2-12 students performing at the beginning reading level of TELPAS will grow one reading proficiency level or more by June 2025.				

Key Program Strategy	**Description**
Support Instruction & Digital Resources for HB1416 G4-8 Students	Support high-quality instruction and digital resource usage for qualifying HB1416 grade 4-8 students.

Monitor Section 504 Student Progress & Plans	Monitor and support all stakeholders with Section 504 student achievement progress and service plan implementation.
Monitor RTI/Child Find for Tier II & III Students	Monitor Response to Intervention (RTI)/Child Find process and practices for Tier II and Tier III students.
Support Instruction & Resources for Tier II & III 3rd Graders	Support High-Quality Instruction for intervention students and monitor the effective use of resources and strategies to support closing the achievement gap for tier 2 and tier 3 3rd grade students
Boost English Language Development	Increase the English language development proficiency of emergent bilinguals.
Dual Language Curriculum	Effective Dual Language curriculum and implementation.

Key Action	**Support High-Quality Instruction**
Division Priority	Support High-Quality Instruction through tailored campus supports for all students including specified groups (EBs, Tier II & III, and PreK)
Lead Dept./ Person	Curriculum and Instruction, Intervention, Multilingual
Approx. Cost	$0 *(will use current budgets)*

Strategy 2 – Curriculum Professional Development	Reviews			
	Oct	Jan	Mar	Jun
80% of students on priority campuses will meet their BOY to EOY target growth score on their identified grade-level assessment (e.g., NWEA, DIBELs) by June 2025.				
90% of students will hit EOY usage goals for associated digital curriculum by May 2025.				
90% of students meet usage goals for associated pilot by identified pilot timeline and deadline by May 2025.				

Key Program Strategy	**Description**
Innovative Pilot Programs for Closing Achievement Gaps	Develop innovative pilot programs to help close achievement gaps
Tailored Campus Supports for High-Quality Instruction	Support High-Quality Instruction through tailored campus supports for all students including specified groups (EBs, Tier II & III, and PreK)
Enhanced Usage of Digital Supplemental Curriculum	Increase usage and implementation of digital supplemental curriculum
Systems of Support and Curriculum Protocols for Increased Capacity	Create and monitor systems of support including implementation curriculum protocols to increase capacity

Key Action	Curriculum Professional Development
Division Priority	Increase usage and implementation of digital supplemental curriculum and pilot initiatives.
Lead Dept./ Person	Curriculum and Instruction
Approx. Cost	$0 *(will use current budgets)*

Key Action 12: Improve Graduation and College Pathway



The Division of College, Career & Military Readiness (CCMR) empowers students to succeed through access to rigorous learning environments, and life-changing experiences with colleges, industry partners, and the military. This Division includes Business Partnerships, Career and Technical Education, Counseling & Advising, JROTC, Postsecondary Programming, and CCMR Unit Support.

Indicators of Success:

- By July 2025, the percent of students that earn both an IBC and are TSI ready via SAT, ACT, TSIA 2.0 or TCB will increase by 2% from SY 23–24.
- By July 2025, 75% of Seniors will achieve Completer status by successfully completing 3 or more courses for 4 or more credits.
- By July 2025, the number of students graduating TSIA ready in English and Math (SAT/ACT/TSIA/TCB) will increase by 5%.
- By July 2025, increase the percentage of subpopulation seniors earning a CCMR point by 5% compared to the 2023–2024 school year.

Strategy 1 - Improve Graduation and College Pathway	Reviews			
	Oct	Jan	Mar	Jun
College Pathway - Increase the percentage of actively enrolled TSI-ready seniors* and CTE Concentrators actively participating in the college application & financial aid process				
Graduation Pathway - Enhance compliance with HB5 requirements and ensure all 9th-12th grade students are on track for graduation				
Continued Course Sequence - Support enrollment of students in CTE Programs of Study (POS) district-wide				
Advanced Coursework - Increase the number of students enrolled in Advanced Courses (Pre-AP/AP, Pre-IB/IB, HCC Dual Credit, UT OnRamps)				

Key Action	Improve Graduation and College Pathway
Division Priority	Increasing seniors to achieve completer status allows us to move towards the goal of meeting TEA's CCMR accountability for SY 25–26.
Lead Dept./ Person	Counseling & Advising
Approx. Cost	$0 *(will use current budgets)*

Strategy 2 - Increase Number of Student Earn an IBC and are TSI Ready	Reviews			
	Oct	Jan	Mar	Jun
TSI Readiness - Increase the number of students who are TSI ready in English and Math (TSIA/SAT/ACT/TCB: CPE/CPM)				
Earning College Credit - Increase the number of students earning College Credit (HCC Dual Credit, UT OnRamps, AP/IB)				
Increasing Advanced Course Access - Increase the number of students enrolled in Advanced Courses (Pre-AP/AP, Pre-IB/IB, HCC Dual Credit, UT OnRamps)				

Key Action	Increase Number of Student Earn an IBC and are TSI Ready
Division Priority	Increase students that earn an IBC and are TSI ready
Lead Dept./ Person	Postsecondary
Funding Source	
Approx. Cost	$0 *(will use current budgets)*

Strategy 3 - Key Improve CTE Course Completion	Reviews			
	Oct	Jan	Mar	Jun
Foundational Programs of Study - Focus on the effective implementation of Foundation Programs of Study (FPOS), districtwide				
Continued Course Sequence - Ensure all students continue in their Programs of Study (POS) to achieve completer status, aligning with TEA's CCMR accountability goals for the 2025–2026 school year.				
IBC Attainment - Increase the attainment of Industry-Based Certifications (IBCs) among CTE students across all programs of study				
Student Career Engagement - Enhance student engagement through participation in Career and Technical student organizations and real-world experiences with industry and business partners.				

Key Action	Improve CTE Course Completion
Division Priority	Increase students that earn an IBC and are TSI ready
Lead Dept./ Person	CTE
Approx. Cost	$0 *(will use current budgets)*

Goal 4: Increase Student, Family, and Community Engagement

Key Action 13: Ensure Families Seeking Support Have Access to Services



HISD outreaches to the parents, guardians, and family members of participating students and implemented procedures, programs, and activities to help create systems and opportunities to initiate, enhance, and sustain shared accountability between family members, educators, and students focused on improved student learning and academic achievement.

Indicators of Success:

- 80% of campuses will report a 10% increase in the submission of Student Assistance Forms (SAFs) in the categories of basic needs, food, health, and transportation compared to the SY 22-23 and connected to a resource and/or referral within two business days by June 2025.
- 70% of parents will complete the consent form, and of those students with completed consent forms, 70% will utilize Hazel Telehealth for physical and mental health visits by June 2025.
- By July 2025, 15% of students identified within Tier II behavior skills deficits that disrupt the learning environment will transition to Tier I by June 2025.
- 50% increase in the number of tips submitted on the anonymous reporting system.
- By January 2025, 50% of students and families with unmet basic needs (i.e. clean clothing, food, home/hygiene needs) will report having at least two basic needs met.

Strategy - Ensure Families Seeking Support Have Access to Services	Reviews			
	Oct	Jan	Mar	Jun
HISD will reduce the percentage of students who were chronically absent (missing 10% or more of school days from the day they enrolled) by 5% in SY 24-25 compared to SY 23–24.				
HISD will increase the identification of Student Assistance special population programs by 15% by June 2025.				
100% of parenting students will be connected to options for free or discounted childcare and 80% of those who do not have childcare will be signed up.				
95% of campus leaders agree or strongly agree resource hubs fully stocked with resources during the school year.				
10% increase in the average number of families served at food distribution events over the school year by June 2025.				
Increase the number of trained and actively engaged volunteers who are impacting students and families by 3% by June 2025.				
By June 2025, FACE will increase and improve two-way communication by regularly reporting observed trends from monitored data with families, provide resources, and improve customer satisfaction				

By June 2025, Sunrise Centers will reach 30,000 documented actions among participating families.				
FACE will support family and school partnerships by providing programming in at least 50% campuses to increase academic achievement and strengthen family-school partnerships.				

Key Program Strategy	Description
Conferences	Meetings held between parents and school educators to discuss factors related to student learning and academic achievement.
Education Meetings	Sessions designed to address topics such as nutrition, school safety, English or Spanish language, and other relevant areas.
Parent Literacy Trainings	Training sessions aimed at equipping parents or guardians with skills in Reading, Language Arts, and computer literacy.
Family Literacy Trainings	Sessions designed for students and their family members to develop skills in Reading, Language Arts, and computer literacy.
Planning Sessions	Meetings conducted with parents or guardians to share important information about their children's academic progress, including promotion, retention, extended learning opportunities, tutorials, testing, etc.
Volunteering	Opportunities for parents or guardians to assist with campus events and activities.

Key Action	Improve Graduation and College Pathway
Division Priority	Build capacity across the district to support family and school partnerships by providing district wide capacity building sessions for district and/or divisional level staff and families.
Lead Dept./ Person	Family and Community Engagement Department
Funding Source	State and Federal
Approx. Cost	$0 *(will use current budgets)*

Key Actions 14: Improve Multi-tiered System of Support (MTSS)

Strategy 1 – Counseling and Supports	Reviews			
	Oct	Jan	Mar	Jun
By July 2025, 15% of students identified within Tier II re: behavior skills deficits that disrupt the learning environment will transition to Tier I.				
By June 2025, 95% of campus staff who used the crisis response services will agree/ strongly agree they had the support needed to address the crisis at hand as measured by the post-crisis survey.				
By June 2025, 95% of students identified as moderate, high or imminent risk via mental health, threat assessment or crisis				

screeners will receive a Hazelhealth referral for mental health support.				
50% increase in the number of tips submitted on the anonymous reporting system.				

Key Program Strategy	Description
Assessment and Intervention	Upon receiving reports of a crisis, the team conducts thorough screeners and assessments to determine the nature and severity of the situation. They then implement research-based strategies tailored to the needs of the individuals involved.
Crisis Management Protocols	The department develops and maintains comprehensive crisis management protocols that outline step-by-step procedures for responding to various types of crises, ensuring consistency and efficiency in the response efforts.
Support Services	In addition to immediate crisis intervention, the department provides referrals to external resources for individuals in need of continued assistance following a crisis.
Preventive Measures	Recognizing the importance of prevention, the Crisis Department also engages in proactive measures such as mental health awareness programs, training sessions on crisis response techniques, and promoting a culture of open communication and support within the school community.
Collaboration and Coordination	The Crisis Department works collaboratively with other departments, including law enforcement agencies, and mental health professionals to ensure a coordinated and comprehensive approach to crisis management and support.
Training and Professional Development	Team members undergo regular training and professional development sessions to enhance their skills in crisis intervention, trauma-informed care, and psychological first aid. This ensures that they remain well-equipped to address the diverse needs of the school community effectively.
Evaluation and Continuous Improvement	The department regularly evaluates its crisis response procedures, identifies areas for improvement, and implements necessary revisions to enhance the overall effectiveness of its services. Feedback from stakeholders (students, parents, and staff), is actively sought and incorporated in the improvement process.

Key Action	Improve Multi-tiered System of Support (MTSS)
Division Priority	Improve multi-tiered system of support (MTSS) with a focus on behavior and mental health, specifically targeting at-risk students and providing timely interventions.
Lead Dept./ Person	Crisis Response and Behavioral Supports Department, Wraparound Services, Campus Leaders
Approx. Cost	$0 (will use current budgets)

Strategy 2 – Improve Homeless and Foster Care Supports	Reviews			
	Oct	Jan	Mar	Jun
By June 2025, 60% of identified homeless and foster care students will have received at least two direct services from the Sunrise Centers.				

Key Program Strategy	Description
Training and Support	Provide homeless and foster care training to campus personnel (At-risk Coordinators, Registrars, SIRs).
Data Management	Use Purple data to track direct service for each student

Key Action 14	Improve Homeless and Foster Care Supports
Division Priority	Identify and support at least 7,000 homeless student and support students in foster care.
Lead Dept./ Person	Homeless and Foster Care Services, Wraparound Services, Campus Leaders
Funding Source	State and Federal
Approx. Cost	$0 (will use current budgets)

Key Actions 15: Decrease the Dropout Rate

Strategy - Key Actions	Reviews			
	Oct	Jan	Mar	Jun
HISD will reduce the percentage of students who were chronically absent (missing 10% or more of school days from the day they enrolled) by 5% in SY 24-25 compared to the SY 23-24.				

Key Program Strategy	Description
Stakeholder Collaborative Meetings	Campus staff and administrators meet weekly or biweekly to identify and address student needs, assign action items, and connect potential dropouts to community resources.
Attendance Monitoring and Intervention	Houston ISD partners with EveryDay Labs to monitor attendance weekly, provide tiered interventions for chronically absent students, and refer those with greater needs to Sunrise Centers for additional support.
Potential Dropout Report	Weekly reports guide Wraparound Specialists in partnering with registrars to contact at-risk students or parents, often through home visits.
Campus Coordinators	At-Risk Coordinators monitor and support students under high-risk categories, while CCMR Coordinators assist with career, college, and military readiness, focusing on academic progress and post-graduation plans.
Wraparound Resource Specialists	A team of 48 specialists helps remove learning barriers by connecting students to essential services and resources.

Key Action 15	Decrease the Dropout Rate
Division Priority	Decrease the number of students that dropout
Lead Dept./ Person	Wraparound Services, Campus Leaders
Funding Source	State and Federal
Approx. Cost	$0 *(will use current budgets)*

Funding

To support students' academic success, it is crucial to ensure that schools have adequate resources and funding to address the diverse needs of all learners, particularly those who are at risk of academic failure. The Houston Independent School District (HISD) utilizes various funding streams, including Title I and State Compensatory Education (SCE), to support both targeted and schoolwide programs aimed at enhancing the educational experience of students, especially those from low-income backgrounds. These programs provide vital support and interventions, ensuring that students receive the appropriate resources and services to help them succeed academically. The allocation of resources is based on a thorough understanding of the student population's needs, as well as evidence-based methods and instructional strategies to support student achievement.

Targeted & Schoolwide Programs

HISD implements either a school-wide or targeted assistance program, both of which use evidence-based methods and instructional strategies. A schoolwide program serves schools with at least 40 percent of its students living at the poverty level to utilize Title I funds and other federal resources to enhance and enrich the educational program. Alternatively, schools with 35 to 39 percent of students from low-income families offer targeted assistance to those at risk or those failing to meet state standards (Houston Independent School District, 2025). In the 2023–2024, HISD had 246 Title I campuses with a schoolwide program and five with a targeted assistance program.

Table 1: Summary Title Funds Related Budget Allocation by Object Code, 2024-2025

Object Codes		Entitlement	Estimated Carryover	Total Budget
6100	Payroll	$73,202,290	$4,800,000	$78,002,290
6200	Contracted Services	$10,741,632	$0	$10,741,632
6300	Materials and Supplies	$19,634,322	$1,269,469	$20,903,791
6400	Other Operating Costs	$8,623,774	$1,622,221	$10,245,995
6600	Capital Outlay	$3,970,681	$0	$3,970,681
IDC	Indirect Cost	$5,535,629	$366,509	$5,902,138
Total Allocation:		**$121,708,328**	**$8,058,199**	**$129,766,527**

Source: External Funding (02/13/2025)

At Risk Students - State Compensatory Education (2022-2023)

HISD's SCE budget for the 2022–2023 academic year was $113.3 million, with at least 55% allocated to direct services for at-risk students. Out of 189,920 total students, 123,173 (64.9%) were identified as at-risk, with slightly more males (51.2%) than females (48.8%). Most at-risk students were Hispanic (72%), followed by African American (18.1%), White (5.5%), and Asian/Pacific Islander (3.5%), with 88.3% identified as economically disadvantaged. Additionally, 57% of at-risk students were Emergent Bilingual, and 19.4% had been retained in one or more grades.

Table 2: Summary SCE Related Budget Allocation by Object Code, 2024-2025

SCE Total Amount		Required 55% Spend
$234,808,810		$129,144,845
Object Codes		**Budget**
6100	Payroll Costs	$98,731,664
6200	Professional & Contracted Services	$10,112,265
6300	Supplies & Materials	$2,048,300
6400	Other Operating Costs	$180,348
6600	Capital outlay for land, buildings, and equipment	$491,475
	Total Allocation	**$111,663,978**

Source: Summary of Finance (12/10/2024)

Stakeholder Engagement

Stakeholders, including parents, community members, district staff, and school board members, were actively involved in the development of the District Improvement Plan (DIP) to ensure it addresses the needs of all students and aligns with district priorities. The district employed a collaborative and transparent process to gather input, analyze data, and develop goals and strategies.

Formation of Committees

A District Advisory Committee (DAC) was established, including representatives from:

- Campus-based professional staff
- Classroom teachers
- District-level professional staff
- Parents
- Community members
- Business representatives

Comprehensive Needs Assessment (CNA)

Stakeholders participated in the CNA by reviewing district-wide data in areas such as student achievement, demographics, school climate, and family engagement.

Board Approval

The finalized DIP was presented to the school board in an open meeting.

APPENDIX

Bullying Prevention Policies and Procedures

HISD encourages all students and staff to foster a climate of mutual respect in order to enhance the learning environment. In this sense, students should not engage in harassment conduct, which shall result in disciplinary action (See HISD's Policy on Bullying). HISD prohibits bullying conduct which includes repeated, unwelcome and offensive slurs, jokes, or other oral, written, graphic, or physical actions related to an individual's race, color, religion, national origin, or disability that harms another student's physical or emotional health or safety. According to HISD's Student Code of Conduct, reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act so that the District's ability to investigate and address is not impaired (Student Handbook, pp. 31–32, 2024).

Dating Violence Policies

Students are expected to treat peers and district employees with courtesy and respect, avoid offensive behaviors, and stop those behaviors as directed. District employees are likewise expected to treat students with courtesy and respect. The board has established policies and procedures to prohibit and promptly address inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, age, disability, sexual orientation, gender identity and/or gender expression, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office or at HoustonISD.org (See Student Handbook, pp. 35–38, 2024).

Policies Addressing Sexual Abuse and Other Maltreatment of Children

The district has established a plan for addressing allegations of child sexual abuse, trafficking, and other maltreatment of children. Trafficking includes both sex and labor trafficking (Student Handbook, pp. 33–34, 2024).

Police Department

The HISD Police Department (PD) works to ensure students and staff are safe and the community is confident in the safety of the district. The only accredited public school district police department in the nation, as designated by the Commission on Accreditation for Law Enforcement Agencies, HISD PD responds to more than 80,000 calls per year and covers more than 300 square miles in the Houston area. See HISD Police Department website for additional information.

Suicide Prevention

A goal of the Houston Independent School District (HISD) is to foster the emotional safety of students by reducing the risk of suicide attempts and completions, to help school personnel recognize the signs of potentially dangerous behavior to students themselves or others, and to respond appropriately (See Suicide Risk Assessment Guide).

The current processes in place for suicide prevention:

1. Any person on a campus who becomes aware of a suicide threat by a student contacts the Suicide Prevention liaison on the campus to request immediate assistance. The building administrator should be notified immediately.
2. Staff shall speak calmly to the student and protect the student's privacy by speaking to the student privately. The student is "handed off" to the Suicide Prevention liaison. The student is NEVER left alone for any reason.
3. All dangerous substances or items are immediately removed from the student and the area. Secure the area for safety.
4. A parent, guardian or relative is notified of the student's threat by the Suicide Prevention liaison or other designated campus personnel. Notification of Emergency Conference is completed (See Appendix A). No student is released from the school prior to notification and consent of an adult family member, preferably a parent or guardian, unless the student is an adult.
5. The Suicide Prevention liaison administers the Columbia-Suicide Severity Rating Scale (CSSRS- Screener) to the student (See Appendix B). The Suicide Prevention liaison contacts a Psychologist at Crisis Intervention (713-923-8597) to consult regarding the results of the CSSRS- Screener.
6. If the results of the CSSRS-Screener are low, the student shall be asked to complete a safety plan (Appendix C) with the assistance of the Suicide Prevention liaison, the parent/guardian will be provided community referrals and resources (Appendix D), and the school's Suicide Liaison should provide guidance in problem solving and supporting the immediate needs of the student.
7. If the results of the CSSRS-Screener are moderate or high, HISD Crisis Intervention will dispatch a Licensed Psychologist or Psychology Intern supervised by a Licensed Psychologist to complete a full risk assessment and determine the next appropriate steps.

Statutorily Required Descriptions

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, the LEA plan shall include the following 13 descriptions:

Description 1: Applies to all Title I, Part A LEAs How the LEA will monitor students' progress in meeting the challenging State academic standards by [Section 1112(b)(1)]— 1) Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

2) Identifying students who may be at risk for academic failure; 3) Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and 4) Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;

Houston Independent School District (HISD) monitors students' progress in meeting State academic standards by implementing a well-rounded curriculum, identifying at-risk students through assessments, and providing targeted support such as tutoring and personalized learning plans. The district also uses evidence-based instructional strategies and continuously adjusts programs to improve academic outcomes and create better school environments for learning. These efforts ensure all students, especially those from underserved backgrounds, receive the support needed to succeed.

Description 2: Applies to all Title I, Part A LEAs How the LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-offield teachers; [Section 1112(b)(2)].

As part of the Equity Plan, HISD has made it a priority to identify and address disparities that exist among low-income and minority students. A central focus of the district's strategy is to ensure that every student, regardless of background, has access to effective, experienced, and high-quality instruction. This includes providing professional development for teachers, implementing targeted recruitment and retention practices to attract highly qualified educators to underserved schools, and creating systems to regularly monitor and support teacher effectiveness. By prioritizing high-quality instruction for all students, HISD aims to create an equitable learning environment that provides every student the opportunity to succeed.

Description 3: Applies to Title I, Part A LEAs with schools identified for school improvement under Section 1111(d)(1) and (2) How the LEA will carry out its School Support and Improvement activities responsibilities under Section 1111(d)(1) and (2); [Section 1112(b)(3)].

HISD addresses school improvement for Title I schools by conducting comprehensive needs assessments, providing targeted professional development for educators, and engaging parents and the community in the process. The district allocates Title I funds to support academic programs and closely monitors progress through performance goals and regular evaluations. These strategies aim to ensure equitable access to quality education for low-income and minority students.

Description 4: Applies to all Title I, Part A LEAs The poverty criteria that will be used to select school attendance areas under Section 1113; [Section 1112(b)(4)].

HISD determines Title I, Part A eligibility based on the percentage of low-income students residing within a school's attendance area. A school qualifies for Title I funding when the proportion of low-income children in its attendance area meets or exceeds the district-wide average. To assess eligibility, HISD utilizes the Houston ISD Socioeconomic Form, which collects economic status information from households. This data is essential for determining Title I funding and is reported solely for this purpose.

Description 5: Applies to all Title I, Part A LEAs (descriptions may differ based on whether an LEA has Schoolwide Program Campuses, Targeted Assistance Campuses and/or Institutions for Neglected or Delinquent Children) The nature of the programs to be conducted under Schoolwide (Section 1114) and Targeted Assistance (Section 1115) programs and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs; [Section 1112(b)(5)].

The District implements both Schoolwide and Targeted Assistance programs under Title I, Part A to support students from low-income families. Schools with 40% or more students from low-income households are eligible for Schoolwide programs, which integrate federal, state, and local resources to enhance the overall educational program and improve academic achievement for all students. For schools with 35% to 39% low-income students, HISD provides Targeted Assistance programs, focusing on additional support for students identified as most at risk of academic failure, offering interventions to help them meet state academic standards. HISD also offers educational services to children living in local institutions for neglected or delinquent children, as well as those in community day school programs. These services aim to support the academic and social development of neglected or delinquent students, assisting them in transitioning back into regular educational settings. Through these programs, HISD works to ensure all students, regardless of their circumstances, receive the support they need to succeed academically.

Description 6: Applies to all Title I, Part A LEAs The services the LEA will provide homeless children and youth to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act; [Section 1112(b)(6)] This description should also include a description of how the LEA determines the amount of Title I, Part A funds it reserves for services to homeless children and youth.

HISD is committed to supporting homeless children and youth by providing services that facilitate their enrollment, attendance, and academic success. In alignment with the McKinney-Vento Homeless Assistance Act, HISD's Homeless Education Office offers essential support to students and families experiencing homelessness or transitions. Services include assistance with enrollment, obtaining school and medical records, and providing uniforms, school supplies,

undergarments, and personal hygiene items for identified students. To ensure these services are adequately funded, HISD reserves a portion of its Title I, Part A funds specifically for homeless children and youth. This allocation is determined based on the district's assessment of the needs of homeless students and the resources required to meet those needs effectively. The reserved funds are utilized to enhance the educational experience of homeless students, ensuring they have access to the necessary resources and support to succeed academically.

Description 7: Applies to all Title I, Part A LEAs The strategy the LEA will use to implement effective parent and family engagement under Section 1116. [Section 1112(b)(7)] Compliance for this description is met with the inclusion of the LEA's written parent and family engagement policy in the LEA Plan.

HISD implements a comprehensive strategy for parent and family engagement. HISD's Parent and Family Engagement Policy emphasizes the importance of involving parents in their children's education. The district hosts annual meetings to inform parents about Title I programs and their rights, and offers flexible meeting times to accommodate various schedules, including providing transportation, childcare, or home visits. HISD also supports parents by providing training to enhance their skills in supporting their children's academic success. The district works collaboratively with parents to develop and review the engagement policy, ensuring it meets community needs, and conducts annual evaluations to assess the policy's effectiveness. Through these efforts, HISD fosters a strong partnership with families to support student achievement.

Description 8: Applies to Title I, Part A LEAs reserving Title I, Part A funds for preschool programs If applicable, how the LEA will support, coordinate, and integrate services provided with Title I, Part A, with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs; [Section 1112(b)(8)].

The District is dedicated to supporting early childhood education through its Pre-K programs, which are designed to provide a strong foundation for young learners. HISD offers Pre-K programs in 159 elementary schools, with an average of 2-3 classrooms per school, including English, ESL, Bilingual, and Dual Language programs. To facilitate the transition from Pre-K to elementary school, HISD implements a comprehensive transition plan. This plan includes activities such as orientation sessions for families, collaboration between Pre-K and elementary school staff, and the sharing of student progress information to ensure continuity in education. By coordinating these efforts, HISD aims to provide a seamless transition for students moving from early childhood education programs to local elementary schools.

Description 9: Applies to Title I, Part A LEAs with at least 1 Targeted Assistance Campus How teachers and school leaders, in consultation with parents, administrators, paraprofessionals,

and specialized instructional support personnel, in schools operating a Targeted Assistance program under Section 1115, will identify the eligible children most in need of services under Title I, Part A; [Section 1112(b)(9)].

In HISD, Targeted Assistance programs are designed to provide supplemental educational services to students who are failing or at risk of failing to meet state academic standards. To identify these students, HISD employs a collaborative approach involving teachers, school leaders, parents, administrators, paraprofessionals, and specialized instructional support personnel. This team utilizes multiple data sources, including state assessments, classroom performance, and other relevant indicators, to determine which students require additional support. By engaging in this comprehensive process, HISD ensures that Title I, Part A funds are directed toward students most in need of assistance, thereby enhancing their academic success.

Description 10: Applies to Title I, Part A LEAs with at least 1 secondary school (middle/junior schools and/or high schools) How the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable [Section 1112(b)(10)]— 1) coordination with institutions of higher education, employers, and other local partners; and 2) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

HISD works to ensure smooth transitions for students from middle grades to high school and from high school to postsecondary education. The district collaborates with institutions of higher education, local employers, and other partners to offer students valuable opportunities such as Early College High Schools (ECHS), which allow students to earn both a high school diploma and college credit. Additionally, HISD provides dual or concurrent enrollment programs, enabling students to take college-level courses while still in high school. Career counseling is also available to help students explore their interests, develop skills, and identify career paths. To further support these transitions, HISD offers various programs, including orientation sessions and mentorship opportunities, that help students navigate the academic and social changes they encounter. Through these strategies, HISD helps prepare students for success in both higher education and the workforce.

Description 11: Applies to all Title I, Part A LEAs How the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student population; [Section 1112(b)(11)].

HISD focuses on reducing the overuse of discipline practices that remove students from the classroom, such as suspensions and expulsions, by emphasizing progressive discipline, social-

emotional learning, and restorative practices. HISD provides professional development for staff to promote positive student behavior and decrease exclusionary consequences. HISD tracks disciplinary data, disaggregated by student population, to identify schools with high discipline rates and ensure equitable practices. Through these strategies, HISD aims to create a supportive learning environment and address discipline disparities.

Description 12: Applies to all Title I, Part A LEAs operating Career and Technical Education programs If applicable, how the LEA will support programs that coordinate and integrate [Section 1112(b) (12)]— 1) Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and 2) Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

The District integrates academic and career and technical education (CTE) through coordinated instructional strategies that align with industry needs. HISD offers a wide range of CTE programs designed to promote skills necessary for high-demand occupations, such as in health science, business, information technology, and construction. These programs incorporate experiential learning opportunities, including internships, apprenticeships, and partnerships with local businesses and community organizations. HISD also provides work-based learning opportunities, where students engage with industry professionals to gain real-world experience, which can also count for academic credit. Through these initiatives, HISD ensures that students are well-prepared for both academic success and careers in the workforce.

Description 13: Applies to all Title I, Part A LEAs Any other information on how the LEA proposes to use funds to meet the purposes of this grant and that the LEA determines appropriate to provide, which may include how the LEA will [Section 1112(b) (13)]— 1) Assist schools in identifying and serving gifted and talented students.

HISD uses Title I, Part A funds to support the identification and services for gifted and talented (G/T) students through its Vanguard programs. These programs are offered at both neighborhood schools and magnet schools, ensuring G/T students from diverse backgrounds have access to specialized educational opportunities. HISD employs a comprehensive identification process that includes assessments, teacher recommendations, and parent input to ensure that all eligible students, particularly those from low-income families, are identified and provided with the appropriate resources. Through these efforts, HISD promotes educational equity and ensures that gifted students receive the support needed to thrive academically.