

Humble Independent School District

2016-2019 Improvement Plan

Accountability Rating: Met Standard

Comprehensive Needs Assessment

Needs Assessment Overview

Humble Independent School District (Humble ISD) requested that Region 4 Education Service Center (Region 4) conduct a program review of its dyslexia program to identify strengths, challenges, and opportunities for improvement. Region 4 conducted this program review in the fall of 2013. The purpose of the program review was to evaluate the current district program policies and procedures in relation to the Texas Administrative Codes (TAC) and Texas Education Codes (TEC) pertaining to the identification and instruction for students with dyslexia.

The audit presented the following recommendations:

- Create long and short term goals for program improvement
- Consider district funding for program materials, training, and staffing
- Consider adding the position of a District Dyslexia Coordinator based on the following:
 - the many recommendations for Humble ISD to consider in further improving its dyslexia program
 - data regarding districts with comparable enrollment and demographics with the additional position of a District Dyslexia Coordinator
- Conduct periodic observations and data review of the District Dyslexia Program at the campus level

Currently, the Dyslexia Department, under the supervision of the Dyslexia Coordinator, has a district-funded, uniform Dyslexia Program that is offered across all campuses as well as a more consistent and uniform system of maintaining and transferring documentation on students from campus to campus. The department is progress monitoring for new program delivery, fidelity, and effectiveness. The Dyslexia Coordinator is communicating with parents and the community through a brochure with summer ideas and activities to support student retention of learned content and strategies.

The District Dyslexia Department is improving the process for assessment, identification, and intervention for our ESL students that is more aligned with the process for English speaking students. Earlier identification at the elementary level is a district focus. Annual parent information nights and a monthly newsletter will assist in keeping parents and campus dyslexia teachers supported and updated on the program.

Demographics

Demographics Summary

Students and Programs	2014-2015		2015-2016		2016-2017		2017-2018	
	# of	% of	# of	% of	# of	% of	# of	% of
Total	699	100	702	100				
African-American	101	14.45	97	13.82				
Hispanic	203	29.04	214	30.48				
White	368	52.65	364	51.85				
Other	27	3.86	27	3.85				
Economically Disadvantaged	251		250					
Limited English Proficiency	37	5.29	28	3.99				
At-Risk	558	79.83	658	93.73				
Bilingual & ESL	37	5.29	28	3.99				
Gifted & Talented	4	0.57	7	1.00				
Special Education	139	19.89	141	20.09				
Title I	119	17.02	119	16.95				

Campus	Total Population	Dyslexia Population	Percentage
ASE	1085	26	2.40%
BBE	607	10	1.65%
DWE	611	13	2.13%
ESE	818	18	2.20%
EGE	480	23	4.79%
FCE	882	24	2.72%
FE	555	19	3.42%
GTE	761	29	3.81%
HHE	506	8	1.58%
HE	561	5	.89%

JFE	608	0	0%
LLE	749	31	4.14%
LSE	989	8	.81%
MBE	717	15	2.09%
NBE	718	14	1.95%
OFE	711	17	2.39%
OE	544	7	1.29%
PLE	740	6	.81%
PFE	644	10	1.55%
RCE	657	9	1.37%
RPE	774	27	3.49%
SFE	589	8	1.36%
SWE	766	13	1.70%
TE	727	24	3.30%
WPE	715	8	1.12%
WCE	582	10	1.72%
WHE	577	9	1.56%
AMS	1150	38	3.30%
CMS	1124	30	2.67%
HMS	1138	17	1.49%
KMS	1012	40	3.95%
RMS	1038	28	2.70%
SMS	889	34	3.82%
TMS	1459	40	2.74%
WMS	1416	30	2.12%
AHS	3384	70	2.07%
HHS	1655	22	1.33%
KHS	2680	41	1.53%
KPHS	1816	46	2.53%

SCHS	2509	32	1.28%
Quest	388	3	.77%
CLC	95	1	1.05%

Demographics Strengths

We have improved our identification of At-Risk students by 100 students since last year.

Demographics Needs

According to the Region 4 Dyslexia Program evaluation, Humble ISD's dyslexia program needs to increase identification of under-represented student demographics.






Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Goals


Goal 1: Prepare students to be college and career ready

Performance Objective 1: Increase the percentage of students achieving college and career readiness. Potential college credits earned from ___ to __. CTE certifications from ___ to ___.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Provide professional development for all teachers elementary through high school in the characteristics of dyslexia and the benefits of early identification, so that students are identified and receive services in order to be more college and career ready.	District Dyslexia Coordinator	IMPLEMENTATION: Schedule and provide training. IMPACT: There will be a heightened awareness and earlier identification to better prepare students for college and career.				
2) Provide training in bilingual/ELL assessment, interpretation procedures, and intervention for personnel involved in the identification process and intervention delivery for students in the bilingual program and/or English Language Learners (ELL) in the mainstream classroom.	District Dyslexia Coordinator	IMPLEMENTATION: Professional development scheduled and offered. IMPACT: An increase in appropriate identification of bilingual and ELL dyslexia students and delivery of intervention to prepare them to be more college and career ready.				
3) Ensure that students have the appropriate documentation and accommodations to access equity on any college or career level entrance exam.	District Dyslexia Coordinator and campus dyslexia teachers	IMPLEMENTATION: Trainings on proper documentation and accommodations for college and career entrance exams. Develop a consistent system of documentation for secondary campuses regarding college and career application. IMPACT: Students will have the appropriate accommodations for college or career level entrance exams.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						


Goal 1: Prepare students to be college and career ready

Performance Objective 2: Increase the percentage of students making adequate or above adequate progress as measured by iStation.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Teachers will utilize the district reading universal screener and diagnostic instruments to more effectively identify those students in elementary who need to be assessed for dyslexia.	District Dyslexia Coordinator and campus dyslexia teachers.	1. IMPLEMENTATION - Provide professional development to dyslexia teachers on how to interpret universal screener data for dyslexia identification. 2. IMPACT - An increase of student identification at the elementary level.				
2) Use Istation as one tool to progress monitor all dyslexia identified students, both monitored and serviced, for reading achievement and growth through the course of the school year.	District Dyslexia Coordinator and campus dyslexia teachers	IMPLEMENTATION: Provide trainings on how to use Istation data to monitor student progress of dyslexic students. IMPACT: Students strengths and weaknesses will be identified through the Istation monthly assessments to tailor reading intervention.				
						






Goal 1: Prepare students to be college and career ready

Performance Objective 3: Decrease achievement gap for economically disadvantaged students from ___ to ___.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Design district Professional Development process for providing information on dyslexia awareness and academic student supports and communication. Include in trainings: Administrators, counselors, dyslexia teachers, Rtl team members as designated.	District Dyslexia Coordinator	IMPLEMENTATION: Professional development sessions IMPACT: Awareness of economically disadvantaged students with dyslexia and how to best provide supports and intervention.				
2) For students that are economically disadvantaged in the Humble High School feeder pattern, support campuses in using multiple data sources, including Istation, STAAR, and district assessments to help identify potential dyslexic profiles in students.	District Dyslexia Coordinator	IMPLEMENTATION: Campus visits to meet with RTI teams and data digging on students. IMPACT: Dyslexia identification of economically disadvantaged students in the Humble High School feeder pattern will increase.				
3) In order to ensure that economically disadvantaged students with dyslexia in the Humble High School feeder pattern are receiving appropriate intervention with fidelity, the dyslexia department will train campus dyslexia teachers on the importance of intervention delivery with consistency and fidelity.	District Dyslexia Coordinator	IMPLEMENTATION: Hold trainings to stress the importance of fidelity and consistency when delivering dyslexia intervention to identified students. IMPACT: Economically disadvantaged students with dyslexia will receive appropriate and consistent intervention with fidelity in the Humble High School feeder pattern both horizontally and vertically.				
						

Goal 2: Provide quality service to internal and external customers

Performance Objective 1: Increase the district mean on the District Services Support Survey from ___ to ___.


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Continue to respond within a 24 hour period to campus requests and needs via email, phone calls, or campus visits. Continue to build and grow relationships of trust and support with campus administration, teachers, and dyslexia teachers.	District Dyslexia Coordinator	IMPLEMENTATION: Responses and support of campuses and their needs. IMPACT: Increase in District Services Support Survey and positive reviews from campus staff.				
2) Communicate with campus dyslexia teachers through a monthly newsletter with updates, resources, acknowledgements and scheduled trainings.	District Dyslexia Coordinator	IMPLEMENTATION: Monthly newsletter will go out to campus dyslexia teachers. IMPACT: Dyslexia teachers will be up to date with new information, trainings, and resources. Teachers will also strive to be highlighted with accomplishments in the newsletter.				
3) Build and grow relationships with teachers and administrators on campuses in the Humble feeder pattern to raise awareness and support in early identification and intervention.	District Dyslexia Coordinator	IMPLEMENTATION: Communicating with and visiting campuses to show support and assist with any needs. IMPACT: Higher appropriate identification of dyslexic students and proper support and intervention for those students.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: Provide a quality work environment so every employee can perform at the highest levels

Performance Objective 1: Increase the mean on the Employee Survey from ___ to ___.


Goal 3: Provide a quality work environment so every employee can perform at the highest levels

Performance Objective 2: Increase the retention rate for all employees from ___ to ___.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Continue to build and develop positive professional relationships with campus dyslexia teachers and ensure they are properly supported.	District Dyslexia Coordinator	IMPLEMENTATION: Communication and campus visits to ensure needs are being addressed and support provided. IMPACT: Retention of dyslexia teachers because of support and relationships.				
2) Continually train new campus dyslexia teachers on assessments, identification, dyslexia intervention program, and progress monitoring.	District Dyslexia Coordinator	IMPLEMENTATION: Professional Development sessions offered on all areas of dyslexia identification and intervention. IMPACT: New teachers are trained and well prepared to assess and provide intervention for dyslexia students.				
						


Goal 4: Create efficiencies at all levels of the organization

Performance Objective 1: Maintain a yearly unassigned general fund balance between 17% (60 days) and 25% (90 days) of total operating expenditures.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Maintain a general fund balance in order to meet the needs of students with dyslexia as the needs present themselves.	District Dyslexia Coordinator	Budget review to identify that up to 20% of funds are reserved to address student needs as they present themselves. IMPACT: Campuses will have the opportunity to receive intervention materials from the Dyslexia Department.				
						


Goal 4: Create efficiencies at all levels of the organization

Performance Objective 2: Be efficient and effective in securing support services for the district.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Schedule meetings with District Consultant (Dr. Ogonosky) to discuss and continue to develop district expectations regarding eligibility for dyslexia intervention and accommodations through the means of RtI.	District Dyslexia Coordinator	IMPLEMENTATION: Agenda from scheduled meetings IMPACT: More efficient and effective identification and intervention for dyslexia students in the district.				
						

Goal 4: Create efficiencies at all levels of the organization

Performance Objective 3: Expenditures will remain within allotted budget.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) The Dyslexia Department will establish a budget utilizing resources for: campus support and materials, information distribution, student support tools, travel to campuses and workshops, and attending and delivering professional development.	District Dyslexia Coordinator	IMPLEMENTATION: Bi-Monthly review of budget IMPACT: End of year budget report				
						

Goal 5: Program Growth, Development, and Sustainability.

Performance Objective 1: Refine articulation of the Dyslexia Program, including vertical and horizontal alignment, utilizing data and input of stakeholder.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Campuses will more consistently assign the dyslexia indicator in the district PEIMS data warehouse. District will monitor and ensure that the dyslexia indicator is being assigned in order to more accurately report number of dyslexic students.	Campus counselors, Director of Counseling Services, and District Dyslexia Coordinator	IMPLEMENTATION: Counselors will be trained in how to assign the dyslexia indicator in the district PEIMS database. IMPACT: An increase in the number of dyslexic students reported through PEIMS and fewer discrepancies between PEIMS data and campus/teacher data.				
2) Meet with bilingual members of the Dyslexia Advisory committee to review and revise the current processes and procedures for assessment and identification of dyslexic students that speak a language other than English.	District Dyslexia Coordinator	IMPLEMENTATION: Schedule and hold advisory committee meetings. IMPACT: Processes and procedures for assessment and identification of dyslexic students speaking a language other than English will align more closely to those of English speakers.				
3) The dyslexia program will develop and provide a parent education program for the parents/guardians of students with dyslexia and related disorders in both English and Spanish.	District Dyslexia Coordinator	IMPLEMENTATION: Scheduling annual parent meetings that include speakers and support materials to be used at home. IMPACT: Parents will be more informed, involved, and equipped to support their students at home.				
4) Will continue to meet with the Dyslexia Advisory Committee to review, refine, and implement the recommendations from the program evaluation completed in 2014.	District Dyslexia Coordinator	IMPLEMENTATION: Meet with committee and discuss current needs and suggestions for refining the program moving forward. IMPACT: Dyslexia program will be sustainable.				
5) Continue to progress monitor the new district dyslexia intervention program for fidelity and effectiveness.	District Dyslexia Coordinator and campus dyslexia teachers	IMPLEMENTATION: Train campus dyslexia teachers in progress monitoring and data collection, and visit campuses to ensure fidelity. IMPACT: Program will be delivered consistently across all campuses horizontally and vertically.				
