

## Campus Improvement Plan (CIP) Meeting Sign-in Sheet

Topic: SDMC/CP1/TES Date: February 18, 2025

Presenter: Principal Aitel / AP Walker Location: PLC Room

\* For Role, select from one of the following (as appropriate): Parent, Teacher, Principal, Other School Leader, Paraprofessional, District Level Administrator, or Community Member.

[illegible]

## SDMC

February 18, 2025

\*Today we are looking at TES (drafting TES and DTR) and revisiting the our CIP Formative Review

\*We were shown the framework that got selected.

### \*Planning and Professionalism Rubrics

Feedback:

Some of the indicators are subjective, how do you rate ( with a point system) such indicators like:

Growth mindset, Response to feedback, respectful workplace behavior?

The point system is not clear.

How will they know we are respectful when we are interacting with parents. How will that be measured?

### Distinguished Teachers Review

Feedback:

On Student Impact, to earn a 1.0 score, teachers will be compared nationally, and the teacher percentile rank needs to be or exceed the 80<sup>th</sup> percentile. That it's too high. This is Not comparing apples to oranges. Not fair for schools with demographic needs such as the ones of HISD. Not fair if tied to money incentive.

The top 30% of teachers able to apply to DTR seems to low, it should at least be 40% because so many schools have a such high number of newcomers.

Regarding the "Staying current in the field", how do you keep track of books read?

Are teachers looking for higher education getting any financial help to achieve it?

Are the Distinguished Teachers getting additional stipends?

Teachers are encouraged to participate in Focus Groups to provide feedback

A slide with information with all the OneSource groups was provided.

### CIP- Formative Review

Looked at indicators of success, spoke about how the progress made so far through out the year. Noted necessary changes to be made to the 25-26 CIP

### Pre-K Enrollment

Feedback:

-Recruitment teams can visit stores, apartments, daycares, etc.

-Promote in school ClassDojo and classrooms ClassDojo.

-School Tours where they are given information and highlight the school. Provide information on immigration to mitigate fear in the population.

-Incentives for families that recommend others

-Signs are provided and asked to be placed on yards ( if parents send a picture of the yard signs , they can enter a raffle )

-Saturdays enrollment days. It can be a place where parents can get help.

### **Grade level concerns**



New copiers are not that effective, not as fast. Can we put the old ones in a different room?

Bathrooms in 1<sup>st</sup> grade are still not working, 4 of the girls

When are bilingual interventions getting started? Not a date set yet.

Agenda Item	Time Allotted
TES Talk Video	10 min
TES Draft Framework Update	10 min
Planning & Professionalism Rubric preview	15 min
Distinguished Teacher Review Rubric preview	15 min
Closeout & capture feedback	5 min

#### SDMC Agenda Outline- February 18

Time	What
Optional or assign as pre-work	
50 min	Watch December TES Optional Webinar Recording <a href="#">here</a> if SDMC members were unable to join optional webinars in December and/or would like to gain more context.
Required: (Slides here:  SDMC (TES Portion) Q2.pptx)	
10 min	Play recording of slides 1-12 here:  SDMC (TES Portion) Q3.mp4
10 min	Preview TES framework options, context, and discussion questions (slides 15-20)
30 min	Deliberate on framework options. <a href="#">Planning and Professionalism Rubric preview</a> , <a href="#">Distinguished Teacher Review Rubric preview</a>
15 min	CIP Formative Review
5 min	Principal submits the exit ticket: Submit your SDMC's vote and feedback using the provided exit ticket <a href="#">link</a> .

# SDMC Q3

January



# SDMC Q3 Agenda

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Section of agenda	Length
<i>Required for all schools</i>	
TES	45-60 minutes
<i>Required for all schools with PreK</i>	
Pre-K Enrollment Brainstorm	30 minutes
<i>Required for all schools with TIPs</i>	
TIP (Targeted Improvement Plan)	45 minutes

# TES Agenda

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Agenda Item	Time Allotted
TES Talk Video	10 min
TES Draft Framework Update	10 min
Planning & Professionalism Rubric preview	15 min
Distinguished Teacher Review Rubric preview	15 min
Closeout & capture feedback	5 min

# Goals for today

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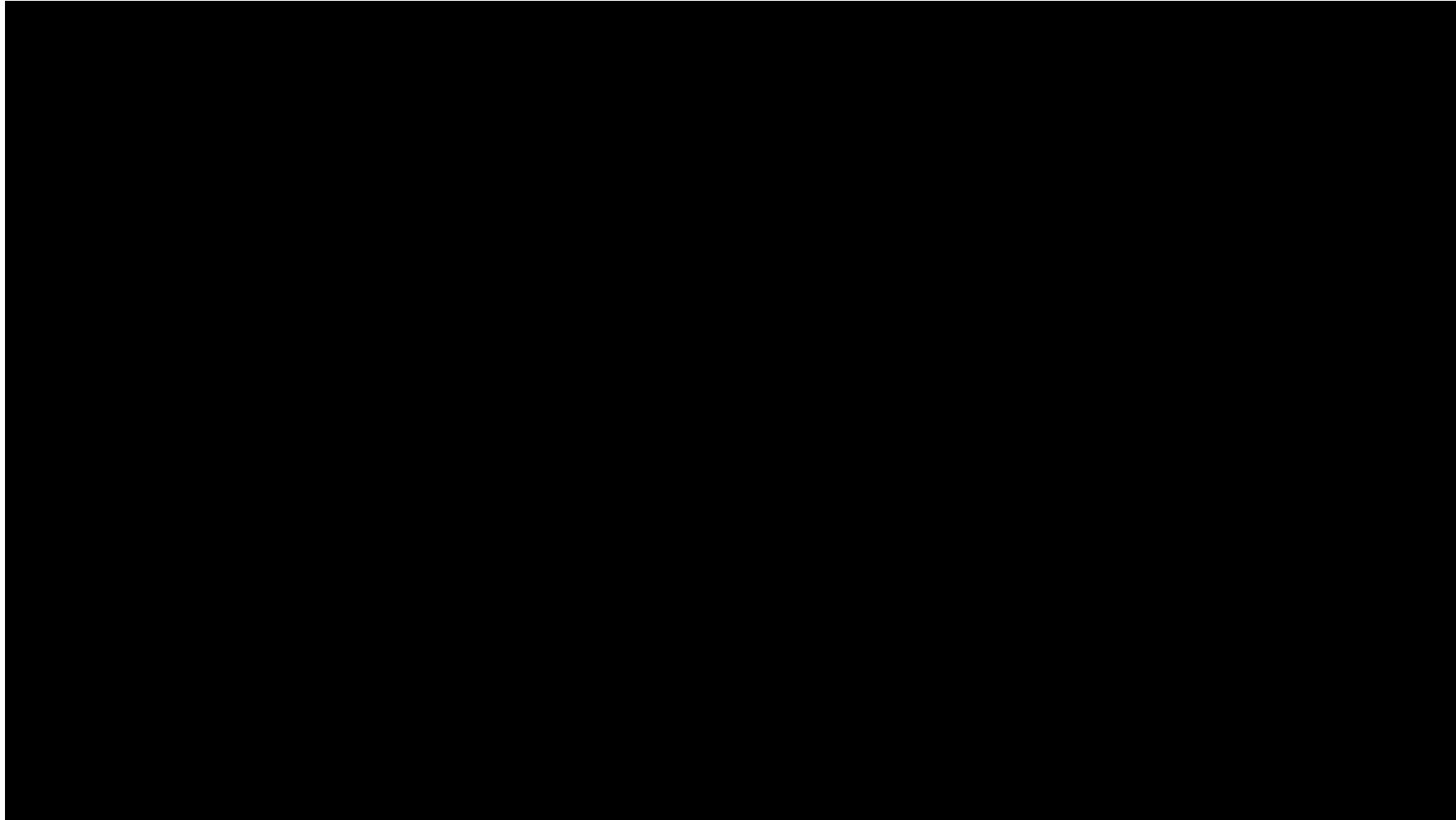
Provide three types of feedback to help us improve our first draft:

1. Overall feedback
2. Feedback on the Planning & Professionalism draft rubric
3. Feedback on the Distinguished Teacher Review draft rubric

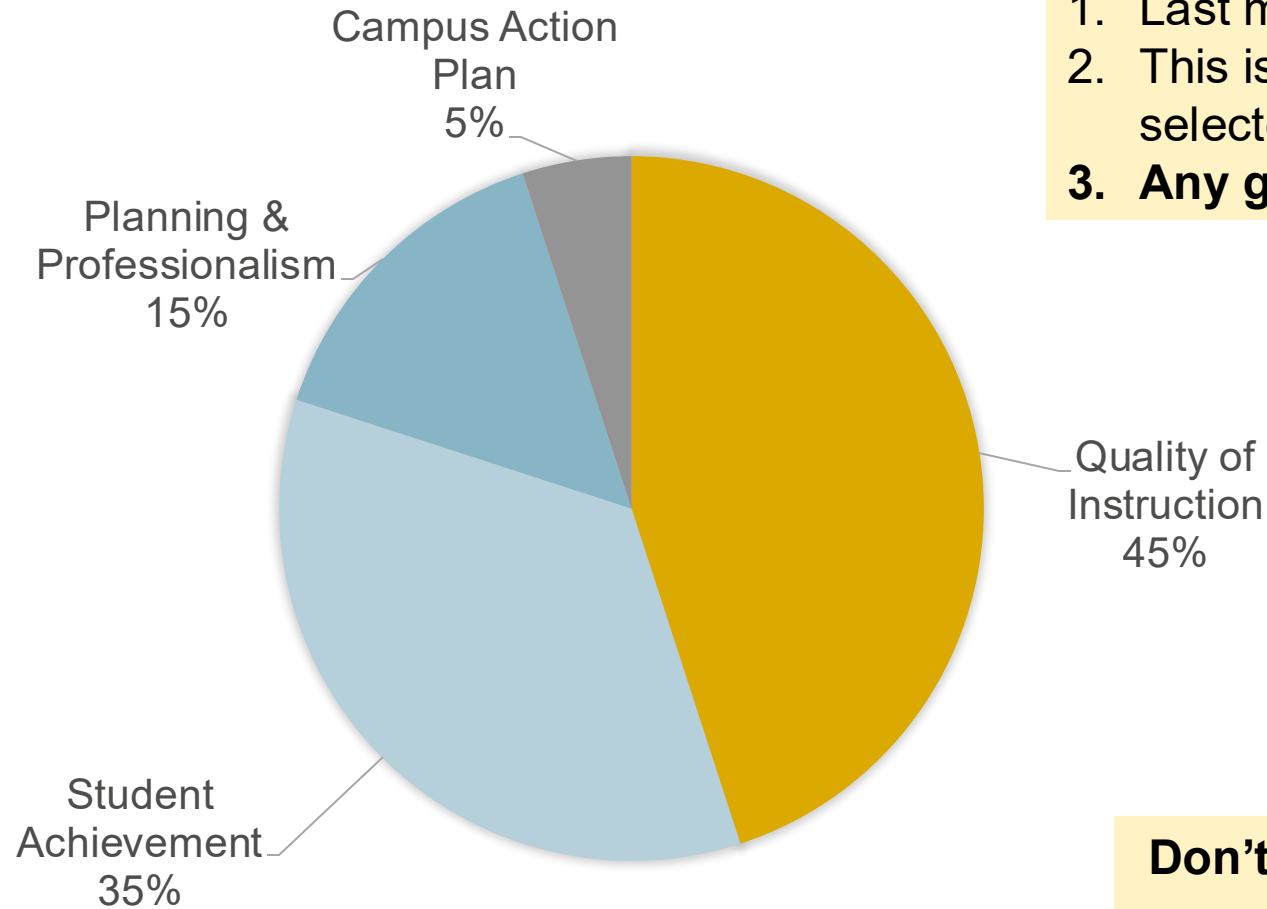


# TES Talk Video

*Note: This video was created to share with teachers across all campuses. The content is also relevant for this SDMC.*



# TES Draft Framework



1. Last meeting we voted on TES Framework.
2. This is the draft TES Framework that was selected by a majority of SDMCs!
3. **Any general feedback or questions?**

**Don't forget to check out draft guidebook online on the [HISD For Teachers website!](#)**

**LET'S DIVE INTO THE RUBRICS!**

# Planning & Professionalism Rubric [draft]- Overview



Our current T-TESS rubric is strong and it was important to customize it to meet the unique concept of HISD and ensure we recognize and reward all aspects of preparation and professionalism.



Planning focuses on lesson internalization, data-driven planning, and differentiation.



Professionalism reflects HISD's collaborative, feedback-driven culture.



Teachers will be recognized for aligning objectives, identifying misconceptions, using data, and contributing to school culture.

# Planning & Professionalism Rubric [draft]- Why

Great teaching starts with intentional planning, whether creating or internalizing lesson plans.

This rubric values the work already being done to ensure instruction aligns with standards and promotes student success.

Professionalism reflects the collaborative, feedback-driven practices that HISD prioritizes daily.

# Planning & Professionalism Rubric [draft]- Your Role

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SDMC members have the opportunity to review and provide feedback on the rubric.



Your insights will ensure the rubric reflects the planning, collaboration, and professionalism that drive success.



We want to hear: What works? What needs refining? How can we make it meaningful?

Steps:

1. Please take time to review the draft rubric
2. Discuss amongst your group and offer feedback
3. Discuss Whole group takeaways
4. More feedback? Submit individual exit ticket with your feedback by 2/19 EOD! [see slide 16]

# Distinguished Teacher Overview



DTR Recognizes educators who go above and beyond



Key areas: Leadership, Lifelong learning, Contributions to the profession, and Student Impact



Teachers can earn up to 20 points through DTR, elevating their effectiveness level to Prof II or higher



Applications will be required

# Distinguished Teacher Review - Why

Exceptional teaching goes beyond the classroom, including mentoring, extra curriculars, and school wide initiatives. We want to reward teachers for those contributions

Teachers will provide evidence of contributions already part of their regular practice in a straightforward process

Support and training will be provided every step of the process to ensure clarity

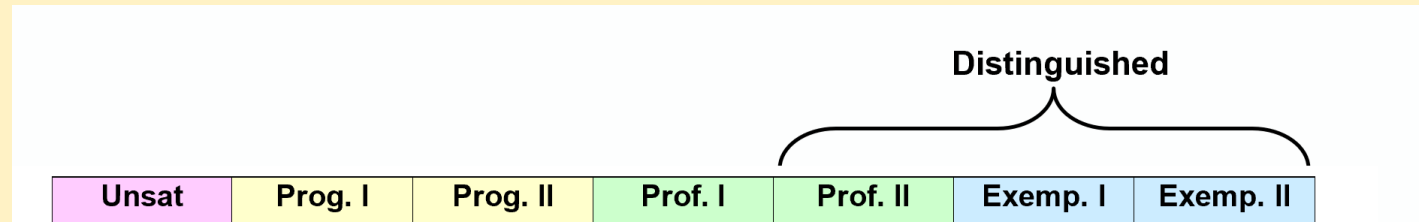


# Distinguished Teacher Review- What

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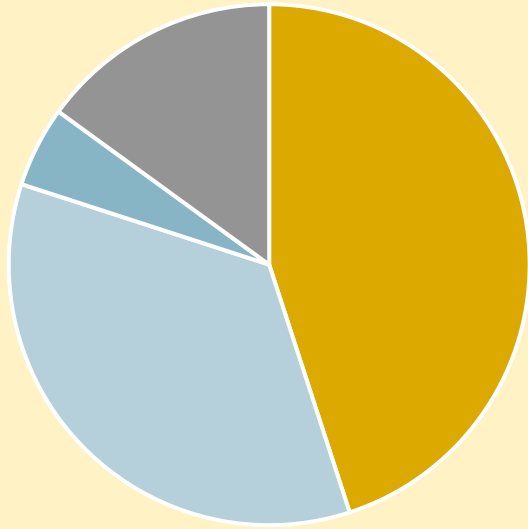
To become distinguished, a teacher must go through DTR:

- Score in the top 30% of division at MOY in achievement and instruction
- Submit a one-page statement detailing leadership, lifelong learning, contributions to the profession
- Maintain top 30% status in achievement and instruction at EOY



# Distinguished Teacher Review- What

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100 points  
possible



Performance on DTR rubric:  
-Leadership  
-Lifelong learning  
-Contributions to the profession  
-Student Survey (grades 3-12)

20 points possible

# Distinguished Teacher Review- Your Role

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SDMC members have the opportunity to review and provide feedback on the rubric.



Your insights will help shape how HISD recognizes and celebrates its most distinguished educators



We want to hear: What works? What needs refining? How can we make it meaningful?

Steps:

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# Optional Individual Feedback- Due 2/19 EOD

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## Planning & Professionalism Rubric Feedback



## Distinguished Teacher Review Draft Rubric Feedback



# Join our Focus Groups!

# HISD

My Spots | [TES Resources](#) | Support

Get Started with a quick walkthrough!

How To Guide

## TES Resources

### Stakeholder Engagement

We are constantly adding to our stakeholder engagement, so please check here frequently for updates!

[Stakeholder Engagement Calendar](#)  
[Optional TES Focus Groups Calendar](#)  
[Town Hall Questions Form](#)

### TES First Draft - January 2025

First Guidebook draft of our proposed teacher evaluation system, Teacher Excellence System (TES) and details about First Draft outlined here

[First Draft of TES Framework](#)  
[TES Guidebook - January 2025](#)

HOUSTON INDEPENDENT SCHOOL DISTRICT

# Focus Groups – Sign up in One Source!

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## **Focus Group Topic & One Source Code**

### **SLO's: 1525008**

- Come preview and give feedback on our proposed SLO's

### **Spot: 1525007**

- Come collaborate on best practices and provided feedback around Spot coaching and support

### **Distinguished Teacher Review: 1525010**

- Come collaboration and provide feedback around Distinguished Teacher Review

### **Planning & Professionalism Rubric: 1525009**

- Come collaborate and provide feedback on the planning and professionalism rubric draft

# Principals Only- Close Out

Principals, please collect feedback via this survey. Fill out one per campus. Survey closes at 7 PM on 2/19

SDMC Q3 Window (2/4 - 2/19)



<School Name>

# **Pre-K Enrollment, Recruitment, and Promotion**





# Why is Pre-K enrollment a Priority?



Studies have shown that children who attend pre-K are better prepared for kindergarten, perform better in early literacy and math, and are more likely to be proficient in third-grade reading.

# SDMC Pre-K Enrollment

How can we can recruit and enroll new Pre-K families to join our school community?

Our campus offers a comprehensive Pre-K program that includes:

- Full day Pre-K for incoming 3- and 4-year-olds
- High-quality, hands-on learning
- <add specific campus highlights>

# Pre-K Promotion & Marketing

Let's take some time to talk about specific actions we can do to bring in more Pre-K families.

- How can we increase our community engagement (e.g., local centers, partners, etc.)?
- What needs to happen on our campus (e.g., culture, training, communication, etc.)?

# [SCHOOL NAME]

## Targeted Improvement Plan: Public Hearing

**IF APPLICABLE: INSERT TIP SLIDES HERE**

**NOTE: Only applies to campuses required to submit a Targeted Improvement Plan (TIP). If your TIP hearing has already been held or is scheduled for a different date, please disregard and delete TIP slides from presentation)**

Date  
Presented  
Title



# TIP Campuses

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COOP ES  
DOGAN ES  
DURKEE ES  
REAGAN ED CTR K-8  
MADISON HS  
LOOSCAN ES  
HOBBY ES  
WAINWRIGHT ES  
WESLEY ES  
ASKEW ES  
BENAVIDEZ ES  
MILNE ES

YATES HS  
WASHINGTON HS  
ALMEDA ES  
SHARPSTOWN HS  
ORTIZ MS  
HOLLAND MS  
HENRY MS  
REVERE MS  
FONDREN MS  
FLEMING MS  
KEY MS  
CODWELL ES

LIBERTY HS  
LEWIS ES  
CULLEN MS  
HIGH SCHOOL AHEAD ACAD MS  
HILLIARD ES  
ELMORE ES  
FOREST BROOK MS  
MARSHALL ES  
MIDDLE COLLEGE HS – GULFTON  
ATHERTON ES  
PAIGE ES  
REYNOLDS ES  
BURRUS ES

**DELETE:  
FOR REFERENCE**

# Targeted Improvement Plan

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- The Texas Education Agency (TEA) requires some campuses to create a Targeted Improvement Plan (TIP) if performance does not meet the state defined threshold in student achievement or progress for ALL student groups, or graduation rates.
- [INSERT CAMPUS] is required to develop a TIP due to [CLOSING THE GAPS LOW PERFORMANCE, GRADUATION RATE]

# Accountability Overview

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## 2024 Rating



## Domain Breakdown

Student Achievement

School Progress

Closing the Gaps

- [Text]

# Targeted Improvement Plan

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- Each TIP includes the following components:
  - Statement of Strategy
  - Evidence-based interventions
  - Curriculum
  - Resource allocation



# Targeted Improvement Plan

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## Statement of Strategy: NES

The New Education System (NES) in HISD is a comprehensive reform initiative designed to dramatically improve academic outcomes and prepare students for success in the modern world. Through innovative staffing models, enhanced teacher compensation, rigorous instructional programs, critical-thinking courses, and diverse enrichment opportunities, NES aims to close achievement gaps, foster a culture of excellence, and ensure all students graduate equipped for future challenges.

## Evidence-based Intervention:

Make data part of an ongoing cycle of instructional improvement

## Curriculum:

District-created curriculum is used at all NES campuses.

# Resource Allocation (NES)

## **Instructional Support Resources**

- Dedicated Learning coaches support students during differentiated instruction and are the primary support for teachers, and Teacher Apprentices are available to ensure students have high-quality instruction every day by supporting in the classroom and stepping in when a teacher of record is absent.

## **Staffing Enhancements**

- Competitive salaries for educators committed to working on NES campuses, along with additional incentive pay for highly effective performance and achievement results.

## **Professional Development**

- Instructional Staff and Leadership: Workshops on data-driven instruction; Professional Learning Communities (PLCs) to collaborate and enhance instructional practices.

## **Extended Building Hours**

- To better support students and working families, NES campuses have extended hours outside of the instructional day (open earlier, close later).

## **Student Experiences & Enrichment**

- Free trips for middle school students to experience new places and cultures.

# Q & A



# Feedback and Input Survey



**UPDATE IF YOU CHANGE THE SURVEY**