

## Curriculum and Instruction Board Report November 2017

### **Strategic Change Agenda**

In October, central office administrators came together to continue to craft a picture of success for the three district goals established in July with the Schlechty Center's Strategic Change Agenda. In creating a picture of success, the group was charged with determining what would occur when the goal had been achieved. The group also determined that achieving each goal would require focused communication, professional learning, and parent/community involvement. Below are the goals and their subsequent pictures of success.

Goal 1: *Through collaborative efforts ensure a focus on the quality of work provided all learners.*  
Picture of Success: *Engaging experiences which lead to profound learning result from the work of dedicated individuals working collaboratively throughout the district/schools to design meaningful experiences for their targeted audience.*

Goal 2: *Increase understanding of and commitment to the HISD Beliefs by developing a sense of ownership among key audiences.*

Picture of Success: *Individuals and groups throughout the District embrace, support, and act in accordance with the HISD Beliefs.*

Goal 3: *Broaden and strengthen the capacity of the school district as community builders to ensure a common understanding of the needs and interests of those we serve beginning with students and including other key audiences.*

Picture of Success: *Strong reciprocal school-community relationships drive increased involvement and support of programs and activities.*

Now that pictures of success have been drafted and focus areas have been determined, campus design teams and district administrators will begin developing an action plan, identifying strategies within our purview to achieve the three goals, and determining ways to assess our progress along the way.

### **Coaching for Design**

Angela and Sheila completed Coaching for Design, a four day session instituted by the Schlechty Center to teach participants a coaching model which utilizes questioning and paraphrasing as coaching tools to support those in the design of engaging work. They will present an overview of Coaching for Design for the superintendent's Teacher Leadership group in November as well as support campuses as they focus on the design of engaging work.

### **New Teacher Cluster Meetings**

On November 16, new teachers from across the district will come together for a day of learning and collaboration. The focus for the training will be around effective classroom management, unpacking the TEKS/understanding learning targets and designing engaging work. Angela and Sheila will facilitate the New Teacher Cluster meetings at the administration building.

### **Communication**

With the engagement of our new marketing and community relations coordinator, Cami Steele, plans to improve parental involvement and communications across the district are underway. Daily social media posts have provided information on district and campus activities, which give the public an awareness of district priorities, programs, and accomplishments. With parents and the community as our target audience for volunteer opportunities, Cami is exploring ways to get the numbers up on volunteers in our district.

## **Equity Plan**

As you recall from last month's Board Report, all Districts that receive Title I monies are required to complete and submit to the State and Federal Department of Education an Equity Plan as part of ESSA requirements. The Equity Plan should determine if there are disproportion rates between those economically disadvantaged students who are served by inexperienced or out of field teachers vs. those that are experienced and teach within their field.

After examining the equity gaps in our district related to student access to effective teaching, we have drawn the following conclusions.

**Finding 1:** There is no apparent inequity in teachers experience and poverty across schools. Also there are no gaps for students of color and being taught by inexperienced teachers.

**Finding 2:** Although there is no equity gap between students of poverty or color taught by inexperienced teachers, data does indicate that there is a gap across all student groups between student achievement and teacher effectiveness. Schools with the highest percent of effective teachers have the lowest percent of student achievement.

In addressing Finding #2 we will provide ongoing systemic and targeted PD, calibration of TTESS to ensure teacher effectiveness, and provide stronger assistance to evaluators in determining the effectiveness of their teachers through TTESS alignment.

## **House Bill 22**

The 85th Legislature passed HB 22, changing the Texas school accountability system so that every campus and district receives ratings from A-F through a Domain system. The law requires schools and districts to be issued grades based on three different areas of performance or "domains," and those three grades must be combined into a single overall rating. Over the past few weeks campus leadership teams have met several times with the Central Office Curriculum Department to work through each of the three new Domains in order to gain a better understanding of how the new accountability system will impact each campus.

Respectfully submitted by:  
Angela Boyd and Sheila Bowman