



Alameda Elementary School

SDMC Meeting Minutes-Quarter #3

Location: Virtual (TEAMS)

Date: Wednesday February 12, 2025

Attendees: Ian Olmstead, Tamika Roberson, Julia Reyes, Greg Norwood, Tracey Sherman, Jessica Gonzalez, Maria Quintanilla, Ana Acosta, Johnmark Thomas, Naressa Bailey, Crystal Radkte, Yoana Flores, Juanita Almanza, Deandra Waters, Beldy Lozano

Time: 4:15p.m.-5:15p.m.

Agenda items

I. **Welcome** to 3rd SDMC for 2024-2025 school year by Principal Olmstead

- a) For this meeting we will cover the following area:
 - i) Part 2 to our 1st TES meeting
 - ii) Pre-K enrollment and brainstorm together ideas for recruitment.
 - iii) Targeted Improvement Plan.

II. **TES-New Teacher Evaluation System**

- a) Brief video focused on the first draft framework of the Teacher Excellence System (TES).
 - i) Focus=Planning, Professionalism Rubric and the Distinguished Review (DTR Rubric Review)
 - ii) **Notes from Video:** *The teacher evaluation system provides a comprehensive evaluation of a teacher's impact on student success and incorporates the voices and needs of our educators and our students. If approved by the board. HISD teachers will be evaluated using the teacher excellence system for the 2025-2026 school year.*

(1) Student Achievement

- (a) Student achievement will comprise 35% of a teacher's evaluation.
- (b) Teachers will earn points based on fair growth oriented metrics, some achievement oriented metrics as well that measure the impact of their instruction on student learning.

(2) Quality of instruction

- (a) Quality Instruction-45% this component is centered around spot observations, which remain the cornerstone of how we evaluate instructional quality.

(3) Planning and Professionalism

- (a) Planning and Professionalism will account for 15% of a teacher's evaluation.

- (b) Teachers will be rewarded for their planning and professionalism through a rubric that is unique to HISD. This rubric will evaluate lesson preparation, collaboration and adherence to professional standards while ensuring clarity and fairness.

(4) Campus Action Plan

- (a) Campus Action Plan will determine the remaining 5%.
- (b) This component reflects the overall performance of your campus in meeting key indicators from the campus action plan. The score your campus earns will directly contribute to this component. Fostering collaboration among teachers and alignment between individual and school wide goals.

b) First Rubric: Planning: Instructional Planning and or Internalization

- i) Planning & Professionalism Rubric-These indicators are designed to be assess the action teacher take prior to to instructional delivery, which may include but it is not limited to, lesson internalization in PLC's and/or planning conferences and or deliverables.
- ii) Question to possibly submit: How many times to track are the minimum or maximum number of times can this domain be evaluated?

Question to possibly submit: What is the frequency number equivalent to each indicator?

c) Planning: Data Driven Practices

- i) No Questions for Data Driven Practices

d) Professionalism:

- i) Question to possibly submit: How Do You Measure a Growth Mindset?
- ii) Question to possibly submit: Can we get examples for all portions of the Rubric.

e) Distinguished Teacher Overview (DTR)

- i) This recognizes educators who goes above and beyond the normal job expectations
- ii) Teachers can earn up to 20 points through the DTR, elevating their effectiveness level to Proficient II or higher
- iii) Key Areas: Leadership, Lifelong Learning, Contributions to the profession, and Student Impact.
- iv) Applications will be required

- (1)** To become a distinguished teacher, to go you, to go through the distinguished Teacher review, you have to score on the top 30% of division at middle of the year in achievement and instruction.

f) Distinguished Teacher Review-Why

- i) Exceptional Teaching goes beyond the classroom including mentoring, extra curriculars, and school wide initiatives. We want to reward teachers for those contributions.
- ii) Teachers will provide evidence of contributions already part of their regular practice in a straightforward process.

- iii) Support and training will be provided every step of the process to ensure clarity.
- g) **Distinguished Teacher Review-What**
 - i) To become distinguished, a teacher must go through DTR:
 - (1) Score in the top 30% of division at MOY in achievement and instruction
 - (2) Submit a one page stating detailing leadership, lifelong learning and contributions to the profession.
 - (3) Maintain top 30% status in achievement and instruction at EOY
 - h) **Distinguished Teacher Rubric**
 - i) Question: Do you have to get Proficient II in order to be eligible to be Distinguished?
 - (1) (A) Yes, you will still get to Proficient II from your spots
 - (2) You will have to be Proficient II in order to be considered for Distinguished then you can apply with the other requirements.
 - ii) DTR Rubric was shared with group to review in Draft form. It will end up at the 20 points. Now it is at 17 due to draft form.
 - i) **Leadership Rubric**-A Distinguished teacher serves as a role model and leader for peers across their campus in formal and informal setting, proactively setting high standards and demonstrating commitment that accelerates the goals of the school.
 - i) Key Domains
 - 1. Leadership in Student Activities
 - 2. Leadership Among Staff
 - 3. Collaboration
 - 4. Family and Community Engagement
 - 5. Awards and Recognition
 - ii) No Questions on Rubric section -Leadership
 - j) **Lifelong Learning Rubric**-A Distinguished Teacher initiates or seeks out multiple learning opportunities and applies learning successfully to improve their Campus practice, showing a commitment to team innovation and growth.
 - (i) Key Domains
 - 1. Utilization of Feedback
 - 2. Staying Current in the Field
 - 3. Professional Coursework
 - ii) No Questions on Domain section-Lifelong Learning
 - k) **Contributions to the Profession**-A Distinguished Teacher contributes to the improvements of instructional practice of other teachers and or impacts education policy at the campus, district, state or national level.
 - (i) Key Domains
 - 1. Exemplar Classroom
 - 2. Peer Coaching
 - 3. Professional Development

4. Education Policy
- ii) No Questions on Domain section- Contributions to the Profession
- l) Student Impact-A Distinguished Teacher's impact is most critical at the student level. As such, student surveys are used to identify strengths and areas for improvement related to teacher effectiveness. This feedback complementing other evaluation measures by highlighting aspects of teaching that may not be visible during formal observations and values diverse perspectives and ensures the evaluation process is responsive to the needs of all students.
- i) Key Domains
 1. Classroom Climate
 2. Student-Teacher Relationships
 3. Pedagogical Effectiveness
 4. Rigorous Expectations
 5. Classroom Management
- (ii) **Question:** We voted no for student surveys but if we want to be considered for Distinguished, we will have to Opt-in for Student Surveys, correct?
 1. Yes, we will put this question forward to the district. We can say yes for now, but we will submit for clarification.
- (iii) **Question:** If surveys are for teachers in 3rd-12th grade, what does it look like for teachers PK-2nd grade for Student Impact?
 1. Yes, we will put this question forward to the district.
- m) If you have questions later, you will need to get with me or Ms. Codina to submit questions that you think of.
- n) If you would like to join a focus group, get with Ms. Codina or myself and we will be able to set you up for this.
- o) OneSource codes shared for different Focus Groups and Topics.

III. Pre-K Enrollment, Recruitment, and Promotion

- a) Why is Pre-K enrollment a Priority?
 - i) Studies have shown that children who attend Pre-K are better prepared for kindergarten, perform better in early literacy and math, and more likely to be proficient in third grade reading.
 - ii) Our classes are always full and wait-listed for PK
 - (1) How can we recruit and enroll new Pre-K families to join our school community?
 - (a) Our campus offers a comprehensive Pre-K program that includes:
 - (i) Full day Pre-K for incoming 3-4 year olds
 - (ii) High Quality, hands on learning
 - a. We do not have space for additional classes as our campus is full for Pre-K but we need to get Pre-K enrollment up for the district as a whole
 - b. Charter Schools have opened up around the area
 2. Let's talk some specific actions we can do to bring in more Pre-K families
 - a. How can we increase our community engagement?
 - b. What needs to happen on our campus?

- c. No Questions or Ideas Shared on how to increase Pre-K enrollment
 - i. Come to See principal Olmstead if you have any questions or ideas on how to target Pre-K Families

3. TIP (Targeted Improvement Plan): Public Hearing

- a. Principal Olmstead presented this with Executive Director Ms. Gomez and Alameda Families on Monday February 11th afterschool.
- b. We have to do a TIP (Targeted Improvement Plan) when we do not meet certain areas of TEA Accountability.

4. TEA Accountability

- a. Student Achievement (70%)-STAAR Performance (Meets & Masters Students)
- b. School Progress (70%)-Progress (growth) students make in Reading or Math from one year to the next, and performance relative to similar schools (are my students growing)
- c. Closing the Gaps (30%)-Reducing disparities in performance among different student groups (how are we performing in our sub-populations)
- d. Accountability Overview
 - i. 2024 Rating last school year =C Rating
- e. Domain Breakdown
 - i. Student Achievement =38
 - ii. School Progress=61
 - iii. Closing the Gaps=40 (Because of 40 in closing the gaps we have to have the TIP)
- f. Accountability Report Card Review
 - i. Overall 2022-2023=64 (D rating)
 - ii. Overall 2023-2024=73 (C rating)
- g. In 2021-2022 we were a B rated school with a score of 88 and we are creating the TIP to get back to the B rating or above.
- h. We are on track as of our MOY data and TIP to move from a “C” to a “B” and possibly a “A’ rated school as our goal.
- i. **A Comprehensive Support Intervention (CSI)** campus is a school identified by the Texas Education agency (TEA) for additional support because it did not meet specific state accountability standards in areas such as student achievement or progress for ALL students, or graduation rates. Focused efforts are required to address performance gaps and improve outcomes for all students.

- j. **Targeted Improvement Plan (TIP)** is a strategic plan designed to address the challenges identified at CSI campuses. It outlines measurable goals data-driven strategies, and specific actions to enhance teaching, learning, and overall school performance.
- 5. Root Cause Analysis
 - a. Closing the Gaps
 - i. Cause 1: Good First Instruction
 - ii. Cause 2: Inconsistent access to grade-level lessons
 - iii. Cause 3: Inconsistent intervention. Reteach practices
- 6. Our Targeted Improvement Plan will follow our NES model to ensure we are Closing the Gaps for our Sub-populations.
 - a. The big areas we missed in Domain 3 Closing the Gaps is our EB TELPAS scores
 - b. The Threshold was moved 3 years ago from 37% to 49% and we were 1 % off at 48% last school year which placed us at a “D” Rated school for Closing the Gap
- 7. Evidence-Based Interventions Strategies
 - a. LSAE Model
 - b. Daily DOL Data
 - c. Unit Assessments
 - d. BOY, MOY and EOY NWEA
 - e. District Summative Assessment
 - f. Deibel’s/Lectura
 - g. TEAM Center Trackers
 - h. Enrichment Assignment Tracker
- 8. Campus Goals
 - a. Key Action Item: Campus will improve English Proficiency for Emergent Bilingual students.
 - i. This is a Sub-Population we are targeting to move in Closing the Gap category.
 - b. Key Action Item: The Principal ensures IEP data points are tracked weekly.
 - c. No Questions were asked about the TIP
 - i. Statement: We have viewed a graph that shows we have had 60% growth on our MOY for our 3rd, 4th & 5th grade students.
 - ii. We will also have incentives and prizes for our TELPAS students as we have for our MOY students who have shown growth.

IV. Open Issues

- a) No Open Issues discussed

V. Adjournment-Meeting was closed out by Principal Olmstead

VI. Next Meeting announced for Wednesday April 16, 2025, at 4:15p.m.-5:15p.m.

