

Committee Reviews Draft Recommendations for District Improvement Plan

The Advisory Committee on Education got a first look Tuesday at the draft of the 2018-19 District Improvement Plan, a document intended to set out performance objectives and commitments for all areas of the district.

“I like to think of the District Improvement Plan (DIP) as a big umbrella with each school then having to use the DIP as a guide to develop its own Campus Improvement Plan. Each campus must go through this same process with their own staff,” said Miguel Perez, executive director of strategic planning and one of the collaborators on the proposed document.

The Texas Education Agency requires a District Improvement Plan each year with specific goals and strategies designed to help Spring ISD address its weaknesses and build on its strengths. Through a PowerPoint presentation, ACE members learned that the proposed District Improvement Plan has been months in the making, with the help of a multidisciplinary team that met for nearly 50 hours. Some of the departments represented included Career & Technical Education, Curriculum and Instruction, School Leadership, Chief of Staff, Guidance and Counseling, Special Education, and Student Support Services.

Perez noted that the plan was developed to align with the district’s Strategic Plan, Every Child 2020, through the imperatives **Reach Every Student, Excellence in Every School, High Performance from Every Employee, Engaged Stakeholders in Every Community, and Opportunities and Choice for Every Family.**



By showing the draft proposal on Tuesday to the ACE, the goal was to gather feedback as the team finalizes its work on the 2018-19 plan. Some of the highlights of the presentation included proposed work in the areas of literacy and curriculum and instruction.

Specifically, Ayana Lebron, manager of special education programs and campus support, reviewed proposed strategies to help the district to improve literacy across all grade levels as part of the strategic imperative **Reach Every Student.**

“We know that there is a correlation between literacy and academic success,” she said. “There is also a link between literacy and positive self-image. Building a strong platform for development in reading and writing sets the foundation for academic achievement, and also self-confidence with students as they interact with their peers and prepare for college and career readiness.”



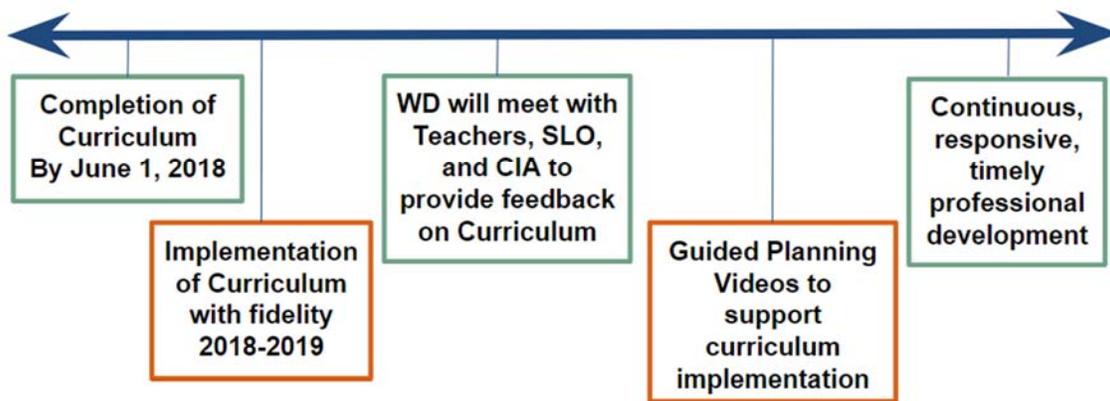
The goals extend from fostering early literacy among the district’s Pre-K students to building literacy skills in elementary and secondary schools through targeted instruction in reading and writing.

The next commitment involves creating excellent curriculum and instruction. “Our scholars are performing below the region as well as the state. We are taking a stand as a committee to acknowledge the work that is taking place in Curriculum, Instruction and Assessment, and putting a stake in the ground to set the expectation that all campuses will follow the curriculum as designed to ensure equity of instruction across grade levels and content areas,” Lebron said.

Some of the strategies proposed in that area include new videos to support curriculum implementation and ongoing professional development. The goal is to ensure that teachers will demonstrate consistent alignment between detailed instructional lessons and instructional delivery.

Performance Objective 5: Curriculum & Student Progress

Spring ISD Curriculum, Instruction and Assessment (CIA) will ensure that a curriculum is aligned to State standards, such that the implementation will guarantee scholars progress across all levels, disciplines, and demographics



The next imperative discussed was **Excellence in Every School**. Perez noted some of the challenges facing Spring ISD, including high student mobility rates and pockets of high crime in the area.

He said those circumstances make it especially important for the district to build excellent leadership teams in every school as well as ensure a safe and secure learning environment for all.

One strategy the district plans in the coming year is to create a mentoring program for middle schoolers to ease the transition into high school and improve academic outcomes.

The next focus of the District Improvement Plan is to improve principal capacity for developing teacher talent under the imperative **High Performance from Every Employee**. The district continues to struggle to attract a bank of experienced teachers. In fact, Spring ISD has one of the highest percentages of beginning teachers in the area, with 13 percent, compared to 8 percent for Houston ISD and 5 percent for Klein ISD.

"We've identified a need for intensive and focused professional development," Lebron said.

Some of the strategies also include developing a high-quality onboarding program to ensure new teachers get the support they need to be successful in their first year and beyond.

Another goal of the plan is to create an online forum for educators to share ideas and best practices. This new Learning Management System would provide a more streamlined approach for collaboration among teachers. The goal would be to increase retention of new teachers and support service providers. The district also plans to beef up its professional development offerings in the coming school year.

Performance Objective 1: Targeted, Comprehensive Recruiting & Selection



The final two imperatives, **Engaged Stakeholders in Every Community** and **Opportunities and Choice for Every Family**, involve developing more unique and engaging programs for students and parents.

Specifically, Perez discussed the new E program that debuted this spring, designed to increase college readiness among underserved student populations. The district is also looking to partner with Princeton Review to offer SAT and AP prep classes, with the goal of increasing the percentage of graduating scholars who are college and career ready.

To increase engagement, the district is looking to offer social/emotional parent workshops and more avenues for two-way communication with families.

Perez and Lebron concluded their presentation by encouraging questions and feedback among participants. The district hopes to have the District Improvement Plan finalized in June so that campus principals can begin their strategic planning for the coming year.

The next item on the ACE agenda was to discuss upcoming Professional Development opportunities. Over the spring semester, ACE surveyed teachers across the district on what they would like to see offered. The survey got nearly a 50 percent response rate and based on those findings, administration is currently finalizing a Professional Development catalog for the summer and the upcoming school year.

Pam Farinas, executive director of equity and transformation, said the catalog should be ready soon and will include training in some of the most-requested areas, including Teach Like a Champion.

Tuesday's ACE meeting was the last of the school year. Meetings will resume after school starts again in August.