

# Vision in Action (VIA)

Tuesday, October 23, 2018

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## WELCOME

The meeting started at 1:00 p.m. The committee was divided into six pre-assigned groups to begin the Comprehensive Needs Assessment process. The groups are:

- Group #1 - Student Achievement
- Group #2 - School Culture and Climate & School Context and Organization
- Group #3 - Staff Quality, Recruitment, and Retention
- Group #4 - Curriculum, Instruction, and Assessment
- Group #5 - Family and Community Involvement
- Group #6 - Technology
- All Groups - Demographics

## COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Dr. Johnson provided a review of the CNA process, using a PowerPoint presentation entitled, "Developing the Comprehensive Needs Assessment".

- This committee will measure things we do as a district.
- The TEA Strategic Priorities – Established by the Commissioner.
- The ten school wide components are no longer used.
  - If your campus plan still contains the school-wide component, please remove.
  - It would appear that your plan has not been updated.
- The state now uses Every Student Succeeds Act (ESSA).
- The state has established three elements.
  - District Improvement Plan
  - Campus Improvement Plan
  - Family & Community Engagement Plan
- Purpose of the CNA – To help the district and campuses monitor and assess the impact of programs, instruction, and other resources related to state academic standards, particularly the needs of children who are failing or at risk of failing.
  - Examine multiples sources of data: demographic information, TELPAS, STAAR, attendance, discipline, graduation rate, dropout rate, teacher retention, TAPR, etc.
  - These help identify the true picture of the district's strengths and weaknesses, and to set priorities.
- Program evaluation is where we as a district suffer. The evaluation is completed at the end of the school year.
  - We want to know if we were effective in meeting our goals.
- Steps in the CNA Process – What is in the gap of where we want to be compared to where we actually are?
  - Establish a planning team (*VIA and DQIC committees*).
  - Identify the vision for reform (*this helps all stakeholders understand the direction of the district*).
  - Create the school profile (*encompasses student needs, C&I, PD, families, etc.*).
  - Identify data sources (*data will include: STAAR, TELPAS, EGS, attendance, behavior, PEIMS*).
  - Analyze the data (*determine issues that have a significant impact on student achievement and address the most important issues in the plan*).
- Forms will be provided to document findings.
- Annual Review – The CNA process is on-going to review, revise, improve, and clarify the vision/mission of the campus and district.

## TEA SITE VISIT (April 23-27, 2018)

Dr. Rudd reported on the TEA Site Visit and their findings. There findings are to be included in the District Improvement Plan (DIP). A paper handout of the TEA on-site visit was provided to everyone.

### Summary of the Findings

- Some people were interviewed (*listed on handout*).
- Programs that were monitored.
  - Students with disabilities and English learners on state assessments.
- The lack of consistent implementation and monitoring of programs, PLCs, targeted PD, and district support for instruction.

### Root Causes – Five areas

- Inconsistent implementation and monitoring of the focus and effectiveness of campus PLCs.
- Limited opportunities for teacher collaboration specifically between general education, special education and BE/ESL teachers.
- Inconsistent implementation and monitoring of the inclusion model for providing support to students with disabilities.
- Inconsistent implementation of accommodations and modification for students with disabilities.
- Inconsistent implementation, support, and monitoring of the ESL and Bilingual education program.

### Required Actions

- We need to evaluate the purpose and effectiveness of campus PLCs.
- Include collaborative opportunities for ESL and regular education teachers.
- Evaluate model of support: English Learners, students with disabilities, CTE, and greater content support.
- Evaluate SPED staff to ensure plans are being met.
- Obtain services from ESC Region 12 or other technical service provider.
- Document in the plan for students not enrolled in the dual language pilot are receiving equal support.
- Intervention support for students who have been successful in state assessments.
- Comply with the required action plan and next steps.
- Develop a corrective action plan and report to TEA each month.

### **TARGETED IMPROVEMENT PLAN GOALS REVIEW**

Ms. Ward provided a review of the Targeted improvement Plan Goals.

- This plan was developed in response to the TEA visit.
- Monitoring and implementation were areas of concern.
  - There are only two goals because everything can be summarized by the two areas and with support of the district.
- The first goal is based on what triggered the TEA visit. District programs were not implemented with fidelity (*CTE, Bilingual and SPED*).
  - We are to implement and monitor these programs more closely.
- Short-term Goal - Training and acquisition of new skills.
  - Define key personnel (*i.e. coordinators, teachers*). These would be identified as resources.
  - Provide help in monitoring these programs.
  - Curriculum Camp brought all these key people together for curriculum alignment to help students coming from and preparing to go to the next campus.
- Intermediate Goal – How to implement and how to monitor.
  - Monitor on a day-to-day basis to make sure these things are happening.
  - Ensure that every campus is having PLCs.
- Long-term – Be more effective in our implementation.
  - We will support instruction through targeted instruction.
  - Give teachers the things they need through PD in order for them to be effective.
  - We will have Curriculum Camp again this upcoming summer.
  - Establish the interim calendar (*testing*).
- Peer teaching on each campus to help teachers to feel more comfortable with curriculum and to be more effective.

## **DISTRICT IMPROVEMENT PLAN (DIP) REVIEW**

Dr. Johnson provided a review of the District Improvement Plan.

- The Executive Summary was reviewed.
- Items in the summary should be seen throughout the DIP.
- The district goals are listed on page 5.
- Each group will work on Demographics along with their identified group.

Activity – Use the “Texas Education Agency On-Site Visit” handout to make sure these findings are included somewhere in the DIP.

- If an item cannot be found in the DIP, please include it in the plan under the appropriate goal.
- Some items may be included in more than one goal of the DIP but check to see if an item goes better with one area than the other.
- Revise similar items to be worded as it is in the TEA plan.

Share Out – Incorporate TEA findings to the DIP.

- *Section II, Required Actions item #1-2 - How do we fix this?*
  - Strategy 4.2, Rework - Implement and monitor PLCs that include collaborative opportunities for general education, SPED, BE/ESL enrolled in CTE (teacher collaboration). Will finalize wording.
  - How to monitor to see if strategy is effective or not?
    - Timeline - Monthly; Formative Evaluation - Agendas and sign-in sheets.
    - Evidence after a PLC? Minutes; more details on campus level for their Campus Improvement Plan.
  - Have a separate strategy for each program (SPED, CTE, and BE/ESL).
- *Section II, Required Actions item #3 (student achievement).*
  - Added new strategies:
    - 1.10 - Utilize data from SPED program strengths and weaknesses to ensure the effectiveness of identified students.
    - New - 1.11, 1.12, and 1.13.
- *Section II, Required Actions item #4 - A few strategies were tweaked and new strategies were added.*
  - Tweaked and added new strategies:
    - 4.5a - Provide PD opportunities on the implementation of accommodations and modifications for students with disabilities.
    - Strategy 4.10 – Tweak to include bilingual as well as LEP.
    - Strategy 4.12a new – All students in bilingual programs receive equal support. Evidence is data.
    - Strategy 4.15 new – Communicate, train, and provide appropriate resources to ensure effective implementation of the bilingual program.

## **ADJOURNMENT**

The meeting ended at 3:20 p.m. The next meeting is scheduled for November 27, 2018.