

Instructional Services

Vision in Action (VIA)

Minutes
Wednesday, November 4, 2014



Meeting Conductors: Peggy Johnson, Dr. Charla Rudd and Linda Volz.

Members Present: Dr. Valerie Baxter, Kristen Chamblee, Lyndsie Davis, Cynthia Denmark, Lisa Drafahl, Amanda Endsley, Ann Garrett, Jeremy Gilbert, Leslie Harris, Brittany Hartley, Allison Hughes, Peggy Johnson, Aaron King, Joanie Moody, Dr. Terri Patterson, Jennifer Pharris, Michelle Ramos, Candice Ross, Dr. Charla Rudd, Lisa Seawright, Dr. Sharon Shields, Shasta Sneed, Shaunte' Stewart, Ashley Wilton, and Marilyn Wilson.

Members Absent: Beth Aldridge, Ashley Brittain, Ginny Ellis, Joanna Maloney, Kristi Rizo, Linda Volz, and Jennifer Wright.

Other(s) Present: Lori Lang, Recorder of Minutes.

WELCOME

Ms. Johnson called the meeting to order at 1:00 p.m. The committee was grouped by campus.

Reviewing of Student Data

Ms. Johnson reviewed the purpose and goals of this committee which are both printed on the agenda. There are questions on the agenda to assist in the data review process.

- We want to share strategies for success with specific SEs, etc.
- Keep our eyes on where we are, where we were, and where we want to go.
- LV Primary School, Ms. Seawright – Completed every 3 week benchmarks.
 - Techniques of writing, punctuation and capitalization are areas of needs.
 - Most students know letters and sounds but need to work on blending.
 - Pre-K students did well on TPRI and have reached two goals due to TPRI.
 - Used data from last year. Did not repeat same strategies if students were successful.
 - Writing numbers is an area of weakness (i.e. find picture showing fewer flowers than buckets).
 - Kindergarten teachers have small group meetings. 15 minutes are spent with each group.
 - They are working on pacing to cover more than one skill.
 - They are not rushing but want to cover as much within the allotted time.
- LV Elementary, Dr. Patterson – Students are struggling with Math TEKS and getting to the level of rigor needed though there are significant gains from the STAAR test given at the beginning of year to where they are now.
 - Teachers do whole and small group instructions daily.
 - Interventionists are focusing on skills that are missing.
 - Focusing on foundational skills, number concepts, expanding notations, and place values.
 - Set up success for small groups by referring to specific tutorials.
 - Share with computer lab so tutorials are added to assist students in their weakest skills.
 - Extra computer time is allotted so all three labs are being used daily all day long.
 - On a weekly basis, grids connected to specific strategies address skills students are weak in.
 - Reading, Ms. Denmark – Vocabulary words are an issue.
 - Students are struggling with nonfiction versus fiction.
 - Teachers are using Think Alouds.
 - Making inferences and using modeling/examples.
 - Engagement; getting students involved.
 - Ms. Moody – Assessments are weekly (writing, math, reading).
 - Place value and multiplication using small group time for specifics but also use whole group.

- The number of students in small group changes weekly, but normally approximately five to six.
 - Time is determined by need but approximately 22 minutes are scheduled for small group setting.
 - Response to the data determines the amount of time needed for each group.
 - Grading is completed daily and is due by 8:15 am every Monday.
 - Science and Social studies due every two weeks.
- LVI H.P. Miles, Ms. Ross – Test weekly.
 - Use grids on a weekly basis to help students in weakest areas.
 - Teaching teachers to dig deeply into data and make adjustments for small group times.
 - Areas of struggle – Math with the new TEKS and scaffolding to bridge missing gaps.
 - Reading – vocabulary.
 - Writing – adopted a new curriculum this year, “Empowering Writers”.
 - It is a systematic approach to teaching and we are already seeing some progress.
 - The new literacy coach has been offering additional training to teachers.
 - Science tutorial is scheduled on Wednesdays.
- LVJH G. Dixon Campus, Ms. Sneed – Taking assessments in every subject. Took one big STAAR test. Social Studies had the lowest scores.
 - Hired a History Coach to help teachers. Massive improvement.
 - There is a large gap between sub populations and special groups.
 - Teachers need lots of professional development on having small group sessions alongside whole group.
 - Ms. Harris stated that the GIT committee’s DIP addresses this issue.
 - Students that failed STAAR last year receive intensive intervention as well as after school tutorials.
- LV High School, Ms. Chamblee – Completed EOC benchmarks.
 - English is the main focus for the beginning of the year being accountable for Index 2.
 - The average score was 48 which is better than this time last year.
 - English I and II – iLit has two sections that each services students for English I and English II.
 - Creative writing for students that failed both English I and II.
 - Working on lesson planning every week.
 - Using AVID strategies.
 - All content areas incorporate writing at least once a week. Making adjustments as necessary.
 - Used the assessment created last year that combined Reading and Writing.
- Folders on each table have the District Improvement Plan (DIP) and your Campus Improvement Plan (CIP), two each. These are working documents that should reflect changes as needed.
 - As you peruse the DIP, see if you can find strategies in place to address needs in the core areas. Then look in your CIP to see if the strategy is also addressed or is in place.
 - The new math TEKS were not addressed when these plans were made in the spring.

SHARE OUT

- Long-range, Goal 1 – Add “academic” between the words “federal standard.”
- Executive Summary/Student Achievement – Increase in achievement?
 - Last year, two years of data were used to show trends.
- 1.7 shows Dr. Shields as the person responsible because this item is non-negotiable for each campus.
 - To reflect that benchmarks were assessed in October, revise the timeline dates to October/November and January/February. Also, add June 2015.
 - Do we need to add what data we will look at? By grade? By Teacher? By Content? Does it need to be stated in the DIP?
 - It was determined to identify data by teacher.
- 1.10 addresses science and social studies.
 - Should there be separate lines for each core subject?
 - Add Math so that all core groups will be addressed.
 - Writing has a separate strategy.
- 1.11 – Mr. King stated that as a high school AVID teacher, he is not sure of what AVID looks like at the other campuses to address strategies such as Wicker and Cornell Notes.
 - AVID Site team members who attended AVID Summer Conference were to return to campuses and train other teachers.

- The college going culture intent is there but not so much as the follow through such as with the college application process and scholarship research.
- LVJH G. Dixon Campus uses AVID strategies such as Wicker, Cornell Notes, etc.
- LVI H.P. Miles Campus – AVID was incorporated into all the 4th and 5th grade classes last year.
 - Cornell Notes and binders are used as organizational tools.
 - Teachers are required to include the Wicker strategies they are using each week into their lesson plan, speak about college strategies and what it looks like for those specific grades.
 - Wicker Notes are on charts in classrooms for teachers to use as a resource.
- Dr. Shields stated that LV Elementary will be in the developmental stage next year and some of the staff will visit and tour other AVID schools.
 - LV Primary will also possibly be added.
 - We want to have AVID district wide.
 - All campus administrators are to be trained this summer.

Writing Across the Curriculum District Focus

Dr. Rudd provided a review of writing across the curriculum district focus using the handout, “Data Driven Analysis” provided by Ms. Divens. It is provided to be a useful resource.

- The questions on the handout are what should be asked during data meetings.
 - Writing is our district wide focus. Some teachers don’t know this.

How do we share/communicate our expectation to every teacher at every campus?

- LV Primary – Started in July during curriculum camp with professional development (PD) using different strategies for writing.
 - There are weekly expectations for every content area.
 - Writing strategies twice a week in reading and once a week with all other content areas.
 - Lesson plans include writing strategies from PD.
 - GIT strategies.
- LV Elementary – It is important at the beginning of school year to set the expectation and follow up at other PD across content as a non-negotiable.
 - In August, there was campus PD on writing and again in October. Campus based PD is scheduled in January.
 - The use of GIT strategies.
 - Feedback in Walkthroughs and evaluations.
- LVI H.P. Miles Campus – WICOR strategies are incorporated by teachers.
 - Expectations are communicated through PLCs.
 - GIT strategies.
- LVJH G. Dixon Campus – Began planning over the summer.
 - Strategies at PLCs for teachers to use in classroom.
 - GIT strategies are used.
 - January PD will have a writing component.
 - Teachers will be able to see how tangible writing is so they can see its importance.
 - Writing strategies are being used more this year than in previous years.
- LV High School – Expectation in August was to incorporate writing at least once per week on lesson plans and followed up with Walkthroughs.
 - This is taking place weekly in every content area but not in every classroom.

Frequency of writing

- Do we need to set up an expectation on how frequently to use writing strategies or are we good as we are?
- Post a chart with acceptable areas of writing for math, for social studies, etc.
- GIT meeting set the frequency for twice per week except for PK because students are learning to use pencils.

Evidence of writing requirement

- Lesson plans and writing samples.
- The district plan will model what GIT has for evidence and frequency.
- ELPS handout provides guidance for writing.
- Rating for ELL/ESL student (pink handout) - The handout shows intermediate level of writing.
- The writing samples (handouts) were downloaded from TEA website.

- The more students practice writing, the better they become.
 - PBMAS scores are low for our TELPAS students.
 - There are examples of good writing samples on TEA website.
 - Resources of what beginning, intermediate, and advance writing samples look like can be put on the Z drive.
 - GIT resources are placed on the Z drive under Curriculum and Assessment Resources for teachers.
- Incorporate into our DIP in 2015 the plans and specific goals such as SMART, etc.

Other

Dr. Shields expressed appreciation for all the hard work everyone is doing throughout the district.

- Certain levels do not allow for everyone to know what others are doing.
 - Efforts are being made throughout the district for communicating information to everyone.
- Some students come to us without certain skill sets or levels which would allow them to pick up and continue with certain grade levels. Respect needs to be developed for personnel working with these students for what they are doing.
- Fingers are pointed at the lower grade levels as being responsible although there are no excuses at the primary level for a student not knowing what a letter, number, or color is.
- Hold students to high expectations regardless of where they come from.
 - LV Elementary uses, “No Opt Out” and “Teach Like a Champion”.
 - Don’t allow students to opt out. We get what we expect so let us have them do things we want them to do.
 - Keep expectations high.
- As long as we keep moving, we are making progress.
- No more finger pointing unless it is at ourselves.

ADJOURNMENT

The meeting ended at 3:00 pm. The next meeting is scheduled for December 2, 2014.