

La Vega ISD Leadership Team
Vision in Action (V.I.A.)

Minutes
Tuesday, November 5, 2013



Meeting Conductors: Peggy Johnson, Elicia Krumnow, and Linda Volz.

Members Present: Dr. Valerie Baxter, Larry Cumby (designee of Chuck Long), Cynthia Denmark, Kristen Dutschmann, Joni Fisher, Ann Garrett, Jeremy Gilbert, Leslie Harris, Allison Hughes, Jenna Jaynes, Peggy Johnson, Tammie Jones, Elicia Krumnow, Kenneth Langley, Rachel Matus, Jonathan McHaney, Jennifer Pharris, Michelle Ramos, Kristi Rizo, Candice Ross, Lisa Seawright, Dr. Sharon Shields, Melanie Simons, Shasta Sneed, Shaunte' Stewart, Renee Stump, Linda Volz, Marilyn Wilson, and Kim Yopez.

Members Absent: Chris Borland, Lisa Drafahl, Linda Hubbard, Joanna Maloney, and Brenda Martinez.

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

WELCOME

Ms. Krumnow called the meeting to order at 1:00 pm with a warm welcome. Working in groups today – five.

Revisit Norms

Ms. Volz reviewed the norms which were discussed and accepted at the last meeting.

- Respect the speaker (no side bar conversation)
- Agree to disagree without being disagreeable
 - United front
 - Reach consensus
 - Move forward
 - Address the issue, not the person
- Come prepared
- Respect the time of others
- Appreciate diversity
- Accept responsibility of sharing

Review Learnings from Last Meeting

Ms. Volz led the discussion on things learned from the last meeting. Some of the comments were:

- Change paradigm
- Accomplish systemic change
- Striving for and reaching our goals
- Reviewed an article on systemic change and framework
- Different excuses people make; not take ownership

Systems Design

Ms. Volz led the discussion on systems design for a learning organization community. Some of the comments were:

- Journey from our current state.
- Systemic change takes time and is sometimes painful.
- Needs to be extremely well planned before change can be made.
- All parts may not always work together.
- Work towards an ideal goal.

- Takes several methods.
- Lots of input.
- Several starts and restarts.
- May not happen immediately but sometimes in the future (time may be lengthy).
- Change from a time-based system to a learning system.
- Create design itself but first, other factors must be in place for all stakeholders.
- See where we are and where we want to go.
- May have different visions but same goal.

Campus Vision Align With District Vision

Ms. Johnson led the discussion on the alignment of campus and district visions. Campuses need to consider what needs to be done if there are barriers in meeting goals.

- LVPS, Mr. Gilbert – Drafted campus vision to align with district.
 - Staff had two weeks to generate ideas before meeting as a group to make changes.
 - Everyone had an opportunity to have input.
 - Incorporated main wording from the district’s vision to fit into the campus vision.
 - It was presented to faculty and staff last week; it was unanimously approved.
- LVE, Ms. Stewart – The campus began to implement PLCs and got input from staff.
 - Staff came together in August before school started.
 - They were divided into teams to come up with a vision statement.
 - Administrative team collaborated to choose one as the campus vision statement.
 - Some points are the same as the district’s vision.
 - Wording is from the point of view of the employees.
 - Everyone had input.
 - Contains specifics in naming stakeholders; filled with positive statements.
- LVI, Ms. Dutschmann - Staff came together as a team. Vision overlapped with district’s vision.
- LVJH, Ms. Sneed – The vision includes some items printed in the campus handbook.
 - Bridging to high school with the huge amount of change expected of students (a huge growth built in).
 - AVID and TLI strategies incorporated into the vision statement.
 - Collaboration and communication included for staff.
 - Includes wording for being emotionally and physically safe.
- LVHS, Mr. Langley – Staff did not go into as much detail with creating a new vision statement.
 - Staff is working on creating a new statement.
 - Their vision is to help students be successful in the world.

Name Change

Ms. Johnson led the discussion on changing the name of this committee. She asked the campuses to share what they came up with.

- LVI – Break it Down (BID) and The Grow (garden, seeds).
- LVJH – FORWARD (push the district forward to reach goals; refining our future).
- LVHS – Vision in Action (VIA as in CIA; using the letters “VIA” rather than the word via).
- LVPS – PROPEL (Propelling our district forward).
- Ms. Johnson asked if further discussion was needed or should a vote be taken at this time.
 - Any modifications or combinations of suggestions?
 - The committee made comments in favor of using VIA as the new name.
- By a show of hands, the committee voted for using VIA for the committee formerly known as SEDL.

Determine Goals for Group

Ms. Krummow led the discussion on determining goals for the VIA Committee. This group makes the determination as to where we are going. Together, the committee worked on two examples of SMART goals.

- SMART – Specific, Measurable, Attainable, Reasonable/Results Oriented, Time-Bound.
 - Specific and strategic; measureable (definitive); attainable results when reasonable; and time-bound.
 - Gives us validation if we are on target or need to be redirected.
- SMART Goals provide direction and focus for where we are going.

- Define for us the future state.
- A measuring stick to determine did we do it or not; show and illustrate a line from the bottom to the top.
- Shows alignment.
- Future achievement.
- Process for developing a SMART goal –
 - Use CIP; plan for student achievement; identify the big and hairy (big deal areas of need such as data).
 - Must discern data sources and use several of them.
 - Assessments, district benchmarks, SuccessMaker, PEIMS, demographics, parent staff surveys, perceptions/observations, one-on-one conversations.
 - You will need to dig deep to address the cause of a lack of data source or lack of analysis of a data source.
 - Need to be willing to identify the root cause of gaps that we see.
 - Specificity. Specific goal and target to make improvement.
 - Determine that time is well spent; remain stagnant or regress; re-engage process.
- Perfect Practice Makes Perfect (using a SMART goal).
 - Example - 80% of 7th grade students will meet or exceed one year's growth from SuccessMaker IPM level to end of year cumulative report. Would need a baseline of past data if this was a real goal.
 - The green pattern (on chart paper) is easier versus using the SMART process.

Group Work – Each group worked on developing two additional goals, one SMART and one not so good. 15-20 minutes was allowed. Each group was allowed to share out.

- This activity also demonstrated a partial example of “I Do/You Do/We Do” (a TLI strategy).
- We Dig the Data
 - Attendance reports; AVID; PDAS, AEIS; CIP; PBMAS; SuccessMaker; STAAR; TELPAS; TPRI; ITBS; CPALS, iLit; TMSFA, PEIMS, weekly district assessments; benchmarks; report cards; CNA surveys; BOY, MOY, and EOY; CICs; DIBELS, Waterford; graduation rates (AEIS); RtI; the number of students in ACE and CIS tutorials; Parent University; ACT and SAT; dual credit; Greater Waco Advanced Manufacturing Academy (GWAMA); Parent Involvement; and Budget PEIMS demographics.
- Ms. Lang will send an email with these data sources.

Home Work – Bring to next meeting...

- For us to start creating SMART goals, we cannot develop these without looking at our data.
 - Collect data resources from your campus and district.
 - Be familiar with your data (know where the holes are).

Questions/Comments

Are we a VIA Team, Committee, or Leadership?

ADJOURNMENT

The meeting ended at 2:38 pm. The next meeting is scheduled for December 3, 2013.