

Instructional Services

Vision in Action (VIA)

Minutes
Tuesday, March 4, 2014



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

Members Present: Dr. Valerie Baxter, Chris Borland, Larry Cumby, Cynthia Denmark, Lisa Drafahl, Kristen Dutschmann, Joni Fisher, Ann Garrett, Jeremy Gilbert, Leslie Harris, Allison Hughes, Jenna Jaynes, Peggy Johnson, Tammie Jones, Elicia Krumnow, Kenneth Langley, Jonathan McHaney, Jennifer Pharris, Michelle Ramos, Lisa Seawright, Melanie Simons, Shasta Sneed, Linda Volz, Marilyn Wilson, and Kim Yopez.

Members Absent: Linda Hubbard, Tammie Jones, Chuck Long, Joanna Maloney, Brenda Martinez, Rachel Matus, Kristi Rizo, Dr. Sharon Shields, Shaunte' Stewart, and Renee Stump.

Other(s) Present: Lori Lang, Recorder of Minutes; Justin Peebles, Director of Technology; and Administrative Interns Ginny Ellis, Josh Hollingsworth, Vanessa Kruse, and Laurie Yankie.

WELCOME

Ms. Volz called the meeting to order at 1:00 pm.

Ms. Krumnow introduced the four district staff members who are interns with Tarleton State University. They will complete their coursework in May and will be graduating in August.

Reviewing SMART Goals

Ms. Krumnow briefly reviewed the goals for LEP Performance and for Science Performance.

SMART Goals Development

Writing Performance - Ms. Krumnow stated that the SMART Goal for Writing Performance needs to be developed.

- Writing is an issue across all areas.
- The meaning of a SMART goal was shared as a reminder.
- Volunteer for scribe – Mr. Borland – dialog portion for suggestions.
- Use state performance as our measuring tool.
- If using benchmarks, a pretest will have to be used.
- There are significant gaps in achievement groups (used TAPR and PBMAS reports).
- The highest group was 49% for African American with the lowest of 17% for LEP.
 - What is the minimal percent we want to see?
 - The actual standard for the state passing rate is 50%.
 - Maybe set an increase by increments for achievement gap. Anything greater than 10% is a red flag.
 - Set goal and work to be accomplished by the instructional campus staff.
- The goal can be differentiated for each student group since the gaps are so significant.
- SMART Goal for Writing Developed - Using state assessments and/or district benchmarks in area of Writing, we will increase achievement of all student groups by 10% for the next three years. All student groups will meet the safeguard standards of 50%.
 - Increase African American 10%; Hispanic 10%; White 20%; Economically Disadvantaged 10%; SPED 30%, EOC SPED 10%; and close the achievement gap amongst all student groups by 2% (*no more than 20% separates the standard*).
 - High-yield strategies and best practices for LEP students will work for all students.
- Closing the achievement gap of 32% (*17% low, 49% high*).

- SPED teachers will attend the same trainings as ELL teachers.
- The goal for LEP performance may have to be tweaked in the area of Writing to make sure it aligns with the Writing goal.
- This is the first year under the new accountability system.

Professional Development (PD) - Ms. Krumnow reviewed the goal for professional development.

- The research data that was previously provided will be discussed at another time.
- Ranking of PD needs will be discussed at the next meeting.

Continue Comprehensive Needs Assessment Process

Ms. Johnson reminded everyone of what needs to be accomplished at this meeting. The documents completed today will be compiled into the DIP. We want to focus on our weaknesses such as LEP performance, PD, etc. which is where we want to spend our funds. DIP and CIPs are working documents that may have changes throughout the year. The groups were permitted 40 minutes to continue the CNA process.

- Group 1, Mr. Borland – Student Achievement
 - *Strengths:* Grades PK-3 intervention program is very strong.
 - Increase in Reading and Math achievements.
 - The graduation rate has increased by 5%; it was a huge problem about four years ago.
 - *Needs:* The greatest needs are ELL and Writing.
 - Increase knowledge of ESL strategies district-wide.
 - Increase performance in Writing, Science, and Social Studies.
 - Target Writing across all groups and grade levels.
- Group 2, Mr. Cumby – School Context and Organization & School Culture and Climate
 - *Strengths:* Students feeling safe at school, district-wide PD, and staff has a positive outlook.
 - Resources available within district to assist students (CIS, ACE, etc.).
 - Committees in which teachers have a voice such as Superintendent’s Advisory Council (SAC), Vision in Action (VIA), and District Quality Improvement Council (DQIC).
 - *Needs:* Reduce the number of SPED discipline referrals.
 - Increase attendance rate of white, economically disadvantaged, and SPED students.
 - Teachers need PD on using technology.
 - Teachers are not comfortable using DMAC.
- Group 3, Ms. Seawright, Staff Quality, Recruitment and Retention
 - *Strengths:* 100% of faculty and staff are highly qualified.
 - PD provided is based on multiple data sources and aligned with identified needs.
 - *Needs:* Apparently, correlations seen in the past are still not being addressed.
 - Disaggregate student achievement data to determine PD needs of instructional staff.
 - Increase the number of ESL and bilingual certified teachers.
 - Number one need for staff quality is to strengthen the mentoring program.
- Group 4, Ms. Sneed – Curriculum, Instruction, and Assessment
 - *Strengths:* Aligned curriculum and district best practices are available.
 - DMAC quickly disaggregates assessment results.
 - *Needs:* What is written as curriculum is not what is actually taught.
 - PD needed on delivery and design.
 - PD on content and design (we have lots of new staff).
 - Monitor high-yield strategies; administrative consequences to staff not implementing.
 - Tier 2 intervention needs to be available to those students in need.
- Group 5, Mr. Gilbert – Family and Community Involvement
 - *Strengths:* Parent volunteers feel appreciated.
 - Adequate calendar of activities.
 - ACE and Parent Universities.
 - Report card night.
 - *Needs:* Provide a parent survey at registration regarding online accessibility for online usage.
 - Provide parent training in assisting student learning at home.
 - Use parent liaison staff for suggestions on parent opportunities to help.

- Ms. Wilson has a form the parent liaison person can use. She will email form to principals, which was developed with input from all campuses.
- Principals, whomever you delegate this task to, make sure the person has this form.
- Provide and clearly communicate opportunities for parent involvement.
- Redefine what parental involvement means beyond attending events to supporting student learning.
- Group 6, Ms. Garcia – Technology
 - *Strengths:* Strong infrastructure.
 - Student to computer ratio.
 - Good technical support; quick response in regards to work orders.
 - *Needs:* Teachers need time to implement PD and technology teaching strategies.
 - A computer lab at the primary school.
 - Lab time to do investigative lessons (*not just curriculum-based programs*).
 - Need for an instructional technology support staff member on each campus.
 - Teach the technology TEKS.
 - Computers cannot be used for instruction.
 - Tied up with Waterford and SuccessMaker.
 - One computer lab uses computers only once per week for instruction such as teaching MS Word.

ADJOURNMENT

The meeting ended at 2:56 pm. The next meeting is scheduled for April 9, 2014.