January 2022 SDMC Attendees/Agenda/Meeting Minutes

Attendees

Brita Lindsey, School Leader
Ben Chaplin, 3-8 Principal
Candice Ayala, 9-12 Principal
Amanda Viola, Lead Principal
Allison Solesby
Amanda Averitt
Angela Vinson
Carmen Rivas
Celia Morris
Chuck Tracy
Jana Andrews
Jarrod Bass
Kathleen Coussens-Flores
Khali Bittle
Kristy Dunn
Laura Jordan
Lorin Watkins
Marcie Trombino
Patricia Russo
Rene Edwards
Samantha Spray
Stephanie Johnson

Amanda - Professional Development, Opportunity for all staff members.
Kathleen - Positive School Culture, Strategic Staffing.
Cecelia Morris - Effective Instruction, talking to families and each other every day.
Jarrod Bass - Positive School Culture area, make honest effort to bring some positivity to every environment.
Carmen Rivas - Positive School culture is imperative to have, it brings morale up and sets the school up for success.
Angela Vinson - Do we have the right people in the right places? Bring and keep the positive school culture.

Agenda
Brita: Today's agenda includes three major pieces: our Pulse Survey results, TCAH school improvement planning updates, and most importantly next steps.

Meeting Minutes

<u>Greetings</u>

<u>School Improvement Planning: School Culture</u>
We are going to start our school improvement presentation by looking at SIP Pulse Survey results.

<u>Pearson Virtual Schools</u>
2021-2022 Pulse Survey - TCAH Insights: The Pulse Survey presentation information was generated by Pearson.
Participation rates help us understand how representative the feedback is. While we are not aiming for 100%, a majority of employees is an indicative sample. When looking at participation rates, we want the majority of our team responding so we can have an accurate picture of the overall school culture examined through the survey.

<u>School Improvement Plan</u>
86% know the school improvement plan and incorporate it into work where 3% lead an action plan in the SIP.

<u>The Work</u>
All TCAH school improvement planning is rooted in the TEA Effective Schools Framework. Take a moment to reflect and be prepared to share where you are in the work.

<u>School Improvement Planning: Board and State Goals</u>
Our school improvement planning includes both Board and State Goals. Today we are going to look at how we are doing with our Targeted Improvement Plan Essential Actions 4.1, 5.1, and 5.3.

<u>School Improvement Plan: TCAH and Board Goals?</u>
Big picture: Our school improvement planning includes focusing on increasing scores in math, ELA, CCR, and the areas in Goal 5.

<u>Essential Action 4.1:</u>
Essential Action 4.1: Let's take a moment to revisit our overall desired outcomes for Essential Action 4.1: increase ELA and Math passing levels, increase CCR eligibility indicators, and increase our Graduation Rate to meet District, State, and Federal standards.

<u>Where are we with Essential Action 4.1 Actions Taken</u>
Action 1) Progress toward Action Steps: Met
Necessary Adjustments/Next Steps: Our most clear next step is to expand our use of exit tickets to a wider audience in both in the Math and ELA departments.

Action 2) Progress toward Action Steps: Met
Necessary Adjustments/Next Steps: The campus leadership team is using the Instructional Observation tool to look at alignment, scope and sequence, and expected levels of rigor. The next step is to build capacity and familiarity with our Master Teachers in order to increase

usage in the ELA and Math Departments.

Action 3) Progress toward Action Steps: Met
Necessary Adjustments/Next Steps: ELA: Since the PLC initiative two years ago, PLCs meet at BOY to review state standards & curriculum alignment (see PLC dashboards for TEKS Aligned Pacing Guides & TEKS Crosswalks) Next Steps: Review until 100% of PLCs have met this goal. Barriers: Some teams have a new ELA curriculum in Connexus Math: Teams have spent last two years reviewing content against state standards and adjusting our assessments accordingly. Each PLC needs to ensure that updated assessments and any curriculum adjustments are reviewed. Barriers: There are still difficulties aligning what is provided through the Connexus software on all assessments and alignment to our TEKS.

Essential Action 5.1:
Let's take a moment to revisit our overall desired outcomes for Essential Action 5.1: increase academic success and graduation rate status among student groups via classroom routines and instructional strategies.

Essential Action 5.1 Actions Taken
Action 1) Progress toward Action Steps: Significant Progress
Necessary Adjustments/Next Steps: The campus leadership team has embarked on its first literature review around campus culture and leadership. Our next step is to move this learning to our SLT.

Action 2) Progress toward Action Steps: Significant Progress
Necessary Adjustments/Next Steps: Math: Next Steps: All teams need to be more purposeful in designing the entry and exit tickets. As a team, we are working on a plan to support all PLC's in how to analyze the data and then create an action plan to support areas of need. Also working with teams on different methods and types of questioning that can be used to check for understanding.

Action 3) Progress toward Action Steps: Significant Progress
Necessary Adjustments/Next Steps: ELAR 3-12: All PLCs are creating relevant and rigorous CBAs as they work through the curriculum this school year. The goal is for all units of instruction to have exemplar CBAs by the end of the school year.

Action 4) Progress toward Action Steps: Met
Necessary Adjustments/Next Steps: TCAH has provided instructional support in our VIP sessions. Additionally, 20 teachers are currently completing SIOP training via one our regional service centers.

Essential Action 5.3:
Let's take a moment to revisit our overall desired outcomes for Essential Action 5.3: increase academic success and graduation rate status among student groups via data-driven instruction.

Essential Action 5.3 Actions Taken
Action 1) Progress toward Action Steps: Significant Progress
Necessary Adjustments/Next Steps: The ELAR & Math Action Plan Committee will continue to meet periodically to review progress and make data informed decisions for the

next steps for instruction.

Action 2) Progress toward Action Steps: Significant Progress
Necessary Adjustments/Next Steps: Action Plan leaders have dedicated time during "Team Time" to look at data and develop actionables.

<u>School Improvement Next Steps</u>
Amanda: We addressed each area of the Effective Schools Framework. Our next steps include organizing and facilitating professional development for all; the implementation of actions plans rooted in the TIP and SIP; increasing school operations (non-instructional) support through administration; and the instructional efficacy journey.

<u>Closing Statements</u>
Building and sustaining a sense of community, keeping and graduating all students in 4-years post-secondary ready with at least (1) endorsement is at the core of what we do at TCAH. We strive to empower, educate, and elevate everyone in our learning community through parent engagement opportunities, instructional field experiences, instructional efficacy, and relevant culturally responsive professional development. What questions or feedback do you have for us?