September 2022 SDMC Attendees/Agenda/Meeting Minutes

Attendees

Brita Lindsey, School Leader
Candice Ayala, 9-12 Principal
Lorin Watkins, 3-8 Principal
Allison Solesby
Karen Herring Muston
Cecelia Morris
Audra Kennedy
Jarrod Bass
Khali Bittle
Kathleen Coussens-Flores
Kristy Dunn
Dr. Debra Hurwitz
Samantha Spray
Bryan Yancy
John McKitrick
KT Trimbur-Glenn
Amanda Averitt
Rene Edwards
Yeilemer Hewett
Stephanie Stafford-Cole
TCAH Staff

Agenda

Today's agenda includes All Things Continuous Improvement! The Power of WE!
Today I am going to talk about the state of the school, school improvement planning, supervision and our school-wide book study. You will have time during this meeting to work on a task!

I want you to note that I will refer to guiding documents throughout the presentation, unless there are federal, state, and local restrictions, they can be changed. We will gladly incorporate your feedback, appropriately changing guiding documents as we work to continuously improve.

You will have 3-12 guiding documents that support RTI, supervision, grading, leavers, withdrawals, student records, etc. We should refer to our operationalized guiding documents as we strive to effectively communicate and complete tasks as a 3-12 school community.

<u>Meeting Minutes</u>

<u>Greetings</u>

Before we get started, I want to take time to celebrate our 2021-2022 SIT, 2022-2023 SIT, Employees and Teachers of the Year!

<u>TCAH School Improvement Team 2021-2022</u>
Thank you for your service 2021-2022 School Improvement Team!

<u>TCAH School Improvement Team 2022-2023</u>
Welcome 2022-2023 School Improvement Team!

<u>TCAH Employees of the Year</u>
Congratulations Employees of the Year Jennifer, Laura, Sarah, Stephanie, Lorin, Angela Daniels, and Ziba!

<u>TCAH Teachers of the Year</u>
Congratulations Teachers of the Year, Dottie, Angela and Dianne!

<u>Be E3: Empower-Educate-Elevate</u>
<u>We are Story 4!</u>
Let's take a moment to reflect on at least one thing we are grateful for, place at least one thing that makes you happy in the chat. Now let's take a moment to honor those who are no longer with us and those serving our country and their families. We also want to remember those impacted by tragedy. Take time out today to send someone a note of gratitude sharing why you are grateful and how it impacted your day.

I realize time is your most precious commodity, when you give your time, you give something that you will never get back. Let's not waste it!

Also, take time to read and reflect on Story 4 and our school's mission, vision, goal and core cultural values while seeing yourself in the work:
https://docs.google.com/document/d/1FneUa2JbqN4kjpv3Vc2xa7Zq3IkbHdDnxwzpPfDzpb0/edit?usp=sharing

As a school community we will empower, educate and elevate everyone in our learning community through powerful educational opportunities so that everyone will elevate to their highest potential as they pursue their dreams.

Are you Story 4?

You are Story 4: From Amanda Averitt, "I have to share a school wide celebration! I have to send a huge shout out to all the teachers who assisted my team and me over the last few days getting these HB4545 ARDs done. We were able to reach and complete 132 out of 154 of them!!! Thank you for your teamwork and supporting the special education department and students!"

You are AMAZING, we are AMAZING!

Our current Pearson Online Classroom enrollment was 8,799 students with 4,326 in grades 3-8 and 4,473 in grades 9-12 as of Friday, September 23rd. Enrollment ends October 14th. We are monitoring grade level enrollment.

I Gmailed the CA Quarterly Metrics Board Report 2021-2022 as an attachment this morning. The report shows how we did compared to last year, other CA X-Large schools, our group of schools and the company average. We improved and are above all other averages in ELA, Math, Science, and Social Studies course passing rates. We are also above the company average with the percentage of students by cohort on track to graduate in 4 years.

WhooHoo!

There is work to do successfully completing effective curriculum-based assessments (CBAs) and benchmark participation (BOY/MOY/EOYs).

According to our current state accountability rating with a 98% Participation Rate, we are a C school earning a 75, up from a 70. We saw significant progress in Domain 2 (School Progress-Academic Growth) up from a 69 to a 75 and Domain 3 (Closing the Gaps), up from a 72 to a 75. We also showed significant improvement in our graduation rate of 77.9%, up from 66.5%; meeting 7 out of 8 targets in Domain 3. We are now Comprehensive Progress because we met and exceeded the Federal 4-Year Graduation Rate target of 67%.

We earned a social studies distinction because for our attendance rate and AP examination participation. You can find a link to our state accountability rating and data in my September School Memo Gmail.

WhooHoo!

There is still work to do because we are an A+ school with a C accountability rating.

State of the School Improvement Planning
School Improvement Planning and Implementation: The Lead and Division Principals (Amanda, Lorin, and Candice) in partnership with Action Plan Leaders guide and facilitate our school improvement work. Because we are a Comprehensive Progress school, we are required to have 2 school improvement plans, a TIP and SIP:

We have a Texas Education Agency Targeted Improvement Plan, called the TIP, aligned to the TEA Effective Schools Framework. Amanda Viola created a concise document that connects the TIP to her work. Note: this is a working document you can use as a guide. I linked the document in the presentation and my September School Memo Gmail. I also provided a pdf copy of the DRAFT-TIP and submitted SIP.

We have an HISD School Improvement Plan, called the SIP, aligned to the HISD Board Goals. This plan leaves little room for campus unique needs; we must align our goals with the HISD School Board.

The TIP and SIP are guiding documents used to drive our school improvement efforts, once they are finalized, there are no revisions allowed to the framework. Amanda, Lorin and

Candice will share where we are with meeting our goals during School Improvement Team and Division Meetings. They will also send out all-staff communication letting you know how we did with meeting last years' goals and where we are in the work with this years' goals.

When looking at your role on the team (school operations or instructional), it is important you see your work in school improvement. Looking at the TIP, SIP, and the TIP Goals and The Work documents, partner with your supervisor in creating and placing a professional growth goal tied to the TIP or SIP in your TB IA.

I am considered school operations, I emailed my school improvement professional growth goal (it took me a minute to narrow my focus). Amanda Viola is considered instructional, her school improvement professional growth goal with artifacts and data points is at the bottom of the TIP Goals and The Work Google doc shared via this presentation and my September Gmail.

Do not hesitate to reach out to me or Amanda if you need support creating your goals.

School Improvement Action Plans
When considering your role on the team, think about supporting an action plan committee. I know you may already be serving on a committee, if you are not, we need multiple perspectives at the table when operationalizing each action plan tied directly to our TIP and SIP.

Reach out to the appropriate action plan leader regarding committee meeting participation expectations.

This year Ryan, Sikina and I want to improve the testing experience for all stakeholders: staff, parents, and students. Consider being a part of the action plan committee that will drive this work.

Remember, you can be school operations or instructional, committee participation is open to everyone.

KT and Emme are working with me on the Dropout Prevention Program, please reach out if you are interested in supporting this effort.

If you are interested in tackling our academic integrity challenges, please reach out to me, I need a committee leader and members.

The Strand Focus Group surveys where you determine your representatives will go out this week. I will meet with 3-8 and 9-12 strand representatives monthly to address operational challenges. I would love to have a 3-12 Focus Group that meets at least three times this school year to discuss 3-12 operational challenges.

I know I am asking a lot of you so I will see where we are with interest before I put a 3-12 Focus Group meeting on my calendar!

The 2022 BOY Conference will be hard to beat! Thank you so much Stacey Hayes for

volunteering to support the 2023 BOY Conference. If you are interested in joining me, Ziba, Stacey, Carmen, Perla, Angela Daniels, and Jay please reach out to me directly.

PLC Observation Tool
Regarding the TCAH PLC Observation Tool: I know many of you are having conversations about our PLC Observation Tool. I want to take some time to connect the "why" and development process to the "work."

When you look at our STAAR performance data, you will see pockets of greatness where we have made significant progress. In an effort to replicate greatness and provide consistent, timely, effective support and feedback, campus leadership developed the PLC Observation Tool in collaboration with Pearson Virtual Schools and school community stakeholders over a four year period. Year 1 was pre-COVID, when Amanda Viola, Lorin Watkins, Ben Chaplin, Dee Labor, Jana Andrews and I went to a "PLC at Work" Solution Tree conference in South Carolina. After that conference we used what we learned to improve our PLC support in grades 3-12. Lorin and Jana did a great job leading this multi-year effort as assistant principals. Lorin is now our 3-8 Division Principal and Jana is our Assistant Principal II leading and supporting 3-12 PLCs. Thank you Lorin and Jana for your dedication, expertise, and cross-curricular leadership!

Last year, I led a Beta Group made up of administrators and PLC Leaders in grades 3-12 who used this tool born out of TEA expectations, PLC research-based best practices, and most importantly Jana and Lorin incorporated TCAH PLC leaders' feedback. The beta group used and tweaked the tool based on what we learned before, during and after the PLC observation. Yes, I actually used the tool along with PLC Leaders CeCe Morris and Rhonda Slater!

The great news is this is a TCAH grades 3-12 guiding document that can be revised to meet the needs of our school community.

The tool is designed to support student academic growth for all learners while guiding PLCs; the intent is not to be punitive. The data gleaned from the use of this tool will support identifying and addressing thematic challenges and replicating thematic growth so all student groups benefit from its use.

Stay tuned and put your growth mindset hat on, there is upcoming PLC professional development for administrators and teachers on October 4th.

All-staff will have professional development opportunities on October 4th, not just administrators and teachers. Thank you Amanda Viola and Phillip Hubbard for your instructional dedication and leadership.

Supervision
Supervision: I am going to do a better job supporting you and your supervisor by making sure we have supervisory resources that include guiding documents with clear and consistent expectations.

Your supervisor will be using the Connections Academy Competency Model and Rubric to

support your work this school year. Each role has competencies tied to them in UltiPro; if your current job duties are not in alignment with your competencies, reach out to your supervisor immediately. We may need to update Ultipro or modify what you are currently doing. You can find the Connections Academy competency models with rubrics in the Virtual Library by clicking on the Employee Resources and Performance Management links.

The Supervisory Team added possible artifacts and data points to each model. Note: these are guiding documents that can be edited to meet the needs of the team. The links to the drafts are in my September Gmail.

The competency model rubric has the rating expectations for ineffective, needs improvement, effective, and highly effective job performance.

The TouchBase Meeting Format document, linked in the presentation and my September Gmail, provides TCAH overall highly effective expectations and a touchbase meeting framework.

I have been a supervisor in this environment beginning in the 2015/16 school year, supervising a variety of roles supporting school operations and instructional systems. I understand the TB meeting is organic, based on the employee's experience, needs and where we are in the school year cycle; however, all TB's should include one our more of the following topics: wellness, professional growth goals, competency connectedness, hot topics, next steps, working meeting and reflection opportunities.

To be overall highly effective at TCAH, you must provide additional artifacts that support work outside of your purview (what you are hired to do and career ladder duties) tied to the SIP/TIP, school accountability rating, the entire school, or diversity, equity, and inclusion work tied to school culture.

For example, if you were hired to support leaver work, the business team, testing team or teach, you consistently support the Parent Engagement Team with creating inclusive documents based on feedback from stakeholders, and you tie your work to creating a positive school culture; you are on the road to being overall highly effective if you are also highly effective in your job performance. Your TB IA should have highly effective artifacts for your job related duties and the work you completed during the school year tied to a positive school culture.

Being overall highly effective is a voluntary yearlong process, no one should be overall highly effective mid-year. You are not required to strive for the overall highly effective rating being effective in all of your competencies is a great achievement in our environment!

Please know, you can continue to volunteer to support other areas of the school without striving for the overall highly effective rating.

2022-2023 Roles and Responsibilities
The 2022-2023 Roles and Responsibilities document is attached to my September Gmail. Nothing for you to do, just providing you with a guiding document!

<u>dare to lead Book Study</u>
Dare to lead by research professor Brene Brown, PhD, MSW, was not written for individuals with leadership titles only; this book was written for everyone. I see the leader in you.

I understand many of you read or started reading dare to lead; however, I would like for you to carve out time to reflect on what you learned from your reading during your supervisory team time. Each supervisor should set up a time to meet with their direct reports as a team to complete the book study guiding questions survey. Supervisors, please create and share a book study meeting notes document with me. One survey should be submitted per supervisory team; you do not submit individual responses. Feel free to place your individual responses in your TouchBase IA.

The reading discussion and survey submission schedules can be found in my September Gmail.

Happy reading and sharing!

<u>Closing Remarks</u>
I know this was a lot of information, remember to reach out to me if you have any questions or concerns regarding what was covered today.

We are Story 4!

Remember to reach out to someone today thanking them for their support of you. Share what they did and how it made you feel.