

SDMC Meeting _1 - Virtual - Topic_ HISD Principal Evaluation System-20230927_162050-Meeting Recording

September 27, 2023, 9:20PM

46m 15s

Participants

Price, Lauren K

Maclies III, Samuel

Bonilla, Catherine A

Jessica Almanza

Polk, Shartrica K

Beverly, Gabriel A

Zaira

Pastor Berry



Price, Lauren K 0:03

I'm.

I'm gonna begin with an apology.

● **Price, Lauren K** started transcription



Price, Lauren K 0:06

I don't have a written agenda.

I couldn't pull it up.

For whatever reason, from wherever I am, I will just kept spinning and spinning.

So I'm going to give you a just kind of verbal list of the couple of items that we're gonna cover today.

There's really just one big one and then we will be meeting again in November.

I believe our next meeting is scheduled and hopefully we'll have a little bit more specific.

Star data to share with SDMC at that time, but for today I want to first start by introducing the SDMC members and then talking just a little bit about what SDMC means and what you can expect.

And then I'm going to jump right into our major topic today, which is the principal evaluation system for the new Year.

And so this is not something that you're voting on as an SDMC, but it is something that SDMC's need to be aware of.

And then I'm also going to give you at the end of our time today and some information on a public meeting that is happening with the Superintendent tomorrow.

If anyone chooses to attend, if you have more questions.

So with that being said, I know we have Miss Amanza and miss.

I thought we had.

Are other parent on, but that's OK.

OK, so I know we have this on Monday. Miss Almanza.

I do you need translation or are you OK?

Or will you just stop me?

If you have any questions.

It knows she can hear me.

OK, she doesn't need translation.

Excellent.

OK.

And again and at any time, if you need to stop me, and this is for anybody, please just raise your hand.

I'll stop and take questions, but basically, we're gonna be watching like a quick minute.

A video outlining the process for evaluation, and then we'll take questions and then we'll be done.

So with that being said, just a reminder that we are being recorded and all of these meetings, our public.

So we may have other team members joining us.

So I'm gonna start by introducing well, those who are on the call and then also introducing just those other Members who are elected but aren't present today.

That will happen.

There will be times that we won't be able to have a full committee, but the goal is that we will have everybody be invited and those that are able to participate will participate to the extent that they are able.

This is a volunteer committee, so I again appreciate you giving of your time to, uh, kind of be the voice of the the group that you represent.

So I'm gonna start with the people that I see on the screen.

Uh, we have Ms. Polk.

Who is our one of our Art of Thinking teachers?

Some of you may know her as our library teacher.

There she is and she is joining us as one of the two teacher representatives, elective representatives on the committee.

Then we also have Mr Macklis.

Mr Mack is one of our special education teachers.

There he is.

Mr Mack is not an elected member, but he is a special education representative.

Every SDMC has to have a representative from the special education team of teachers, and so he is a he volunteered to be an elected representative.

But while he's not elected, he is going to sit in as our voice of the Special Education Department.

So thank you very much, Mr Matt.

We also have with us Miss Bonilla.

Miss Bonilla is our Rep around resource specialist and community liaison, and so she is representing the non instructional staff members.

 **Beverly, Gabriel A** joined the meeting



Price, Lauren K 4:15

Hello, how are you there, this Bonilla.

And then I see we have Mr Beverly.

Mr Beverly has just joined us.

Mr Beverly is our second elected teacher representative, so he, along with Miss Polk, represent the teaching staff and Mr Beverly won't turn your camera on.

So our parent can see who you are.

Just real quick.

What we see here background where are you?

OK, we can't see you, Mr Beverly, but.



Beverly, Gabriel A 4:48

We're gonna try to fix it.

I'm sorry.



Price, Lauren K 4:49

We trust you there.

OK.

And last but not least, we have joining us one of our parent representatives.

There.

OK.

One of our parent representatives, we do have two.

Miss Almanza is a parent of Santiago.

Santiago is a first grade student.

She represents us as a parent representative.

How are you, miss Almanza?

It's a very active and involved parent.

Works with the PTO and it's just a very again a very active and involved parents.

So we welcome you and we thank you again, not present today or not present at this time.

We have our another staff representative, Miss Newman, who represents umm other instructional staff as one of our learning coaches.

And then we also have another parent, Miss Umm.

Ohg.

My God, I forgot her last name real quick.

Just that quickly, students last names are Perez.

But Miss Jessica, she is.

I'm not miss Jessica.

Sorry miss, I l'd saeeda miss Aida.



Polk, Shartrica K 5:51

Escobar.



Price, Lauren K 5:54

She was on a little earlier, so maybe she'll pop back on in a minute.



Polk, Shartrica K 5:54

OK.



Price, Lauren K 5:57

Umm, but she will.

She is our other parent representative and then we have our Community Representative, Pastor Berry, who joins us when he's able but his church supports our campus in a number of community events and endeavors.

And so we welcome them as well.

So with that, the SDMC is the body that helps to give input feedback and make certain decisions on the campus.

We discuss test scores.

We discuss budget when it's applicable and sometimes there are specific things that are Superintendent requires us to bring before the SDMC to make sure that that parent or that end Community Group is aware.

And so today is one of those things we're going to be looking at, the new HISD leader evaluation system, that is the principal evaluation system for the new Year.

So umm, with that being said, I have a I have a video.

Umm.

If you all don't mind, I'd rather use the PowerPoint and just explain it myself, but if you'd prefer to hear the video, I will defer to that.

What?

What?

What would you prefer?



Beverly, Gabriel A 7:14

The PowerPoint is fine for me.



Price, Lauren K 7:21

Any preference at all?



e8514eeb-bcf1-4e18-9cfc-386c012ffbd2 joined the meeting



Price, Lauren K 7:35

I'm seeing a couple people chat the PowerPoint.

OK, alright.

Let me pull up the PowerPoint, then let me just a second.

All right, everybody can see it.

Fine, because now that it's up, I can't see you.

So I'm just make sure give me thumbs up that you can see it.

And I'll go on and get started.

OK so.

Sorry.

OK, so the the the evaluation system is called lead the leadership effectiveness and development system.

It is brand new and it's what is going to be used to evaluate me on this campus, so.

After this, uh, at the conclusion of this time, the objective is that you all will understand the importance and rationale of the lead system.

Have a high level understanding of the components of how principles are being are being evaluated and be able to participate in a question and answer period to update clarity.

If you need it so, lead again is a system that's designed to focus on the indicators that they've determined make a campus successful.

So high quality instruction and student achievement are the basic I'm out basic components of the lead system and so it's really all about how the campus performs and that is how I will be evaluated it.

Yeah, it's designed to keep students first and focus on how I am supporting the staff and making sure the students are growing and achieving.

So it's broken down into four areas.

There are four areas that are going to be evaluated, so the first is going to be quality of instruction that will be 30% and I'll go into each one of these areas in a second.

The school action plan is 15% student achievement is 35% and special education is 20%.

So umm, within student achievement we have these four different components.

So we'll be looking at the NWEA middle of the year and for our parents, the NWEA is map assessment is what the students took last week.

Some of them are actually taking them this week, so the map assessment is given 3 * a year in both reading, math and science.

The beginning of the year test just established a baseline like this is where students are now at the middle of the year.

They'll take the test again.

We're expecting the students to show growth, so it's not a test about whether or not

they're on grade level, it's about.

This is where the student started.

The next time they took it, they should do better, and the last time they take it at the end of the year, they should do better than that.

So we're looking at growth then we're looking at the overall tea rating.

That is the letter grade that our campus is assigned based on accountability.

If you remember last year our letter grade was a B.

This year's accountability is not out yet, so we don't have that, although I'll share some projections at the end of our time together.

And then the final piece is closing the gaps, closing the gaps is a specific part of the STAR data that shows how we are closing the disk.

The difference or the distance and performance between our students of our basically our black and Hispanic students, because that's who we have at Marshall and White students because there's a big gap between how students perform across across Texas and across the nation.

So those are the four areas that will be broken down for student achievement.

And once again, if you have questions, I'll just need you all to kind of come off mute or put it in the chat and someone will need to tell me because I can't see it while I'm presenting.

Thank you very much.

So student achievement is important because we're looking to close the gaps.

We're looking to close that difference that distance between how black and Hispanic students perform and how white and Asian students perform.

There's a big difference, and we're looking to close that so that our students are catching up.

We'll be looking at that through two assessments.

One is star, but because we only see star at the end of the year, we'll be looking at NWEA MAP because we take that three times over the course of the year and we'll be able to look to see how students are growing at that time.

Hold on.

Let me somebody's trying to get in.

 **Zaira** joined the meeting



Price, Lauren K 13:03

So let me get to there and let this person in.

OK, hold on.

But I don't have the right screen.

Well, I thought I saw somebody trying to get in, but I can't.

OK, I can't see.

2345678 OK, I guess not. Alright.

OK.

So we'll be again looking at STAR and NWEA MAP.

So when we look at quality of instruction, so remember we had those four components we had student achievement that's looking at star and the NWEA MAP.

Then we had quality of instruction.

Those are the two biggest pieces that are going to be part of the evaluation, so quality instruction.

We know that students.

There's pastor Berry.

OK, there we go.

 **Pastor Berry** joined the meeting



Price, Lauren K 14:25

All right.

Welcome Pastor Berry.

How are you today?



Pastor Berry 14:31

I'm doing pretty good.

How are you?



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Price, Lauren K 14:39

Pastor Berry, are there?

Are you there?

Can you hear me?

PB **Pastor Berry** 14:42

Yes, I am.

Yes, ma'am.

 **Price, Lauren K** 14:51

OK, I can see you, but I can't hear you, but you can hear me.

PB **Pastor Berry** 14:55

Yes, I can hear you.

 **Price, Lauren K** 14:56

OK, got you.

All right, so we were just getting started and we're talking about the principal evaluation system.

OK.

So we talked about student achievement looking at STAR scores and student growth on the map assessment.

Now we're talking about the quality of instruction.

So we're looking at because we know that students are going to achieve when they get high quality instruction.

That's the bottom line.

So the better the teaching, the better the learning.

That's how students are going to achieve and grow.

So my responsibility is going to be making sure that our students are receiving high quality instruction on a daily basis and that's gonna be measured via walking through classrooms and giving quality day-to-day coaching to teachers.

So as me and my administrative team are going into classrooms, we are going to be giving teachers on the spot coaching tips.

UM ways to quickly improve the effectiveness of their lessons.

And then also be giving them a little bit more quantitative data when we go in to do our regular walkthroughs, that will be happening 6 * a year in addition to the one full observation where we'll be giving them direct feedback.

And so the combination of the direct feedback through the six observations, walk throughs and the one observation plus day to day in the classroom on the spot

coaching that is how we're going to be measuring the quality of instruction in the classroom.

And that is again one of my big responsibilities.

So if you look down there on the bottom of the screen, you'll see those two.

Each one is lighting up student achievement and quality of instruction.

Actually account for 65% of the total.

Total points that I will receive as a school leader as far as my effectiveness goes.

The next piece is the school action plan.

The school action plan is uh, it will shared with staff members and we will email a copy to all of our parent and community members as well.

I don't wanna take up too much of your time today on that because it is late in the in the day, but the school action plan was written and submitted by the administration team earlier in the summer.

That it has been shared with the teachers and it basically identifies key performance indicators that we're going to be following as a campus well.

So we'll be looking at how students are growing on their assessments, math, reading. We'll be looking at how students are improving in their writing will be looking at how it's special education students are improving, so we'll be looking at all of those components of the school action plan.

And part of my evaluation, again, 15% of it will be based on the implementation of that action plan and how we are and how rigorous the goals are.

And so we are going to be focusing a lot in coming in, coming weeks on how we are progressing so far with regards to the school action plan.

And also we'll be sharing that with our parents and community in the new parent newsletter that's going to be coming up very soon.

And then the final piece is a special education.

As some of you may know, and if you don't know now you you will our special education program as a district has been.

Has been under a lot of scrutiny from the state for many years.

Well, well before this TEA intervention, the districts effectiveness with special education has really been under a microscope.

And so I a new key component of principal effectiveness is going to be house, our special education students are receiving the services that they are entitled to and how well those services are helping them to achieve growth.

And that is a challenge, but it can be done.

And for any parent who has a special education student, all of those parents want the best for their students as well.

They want them to grow and they want them to learn as well.

And so that's a commitment that we're making to ensure that our special education students are learning and are growing.

Umm may they may not learn and grow at the exact same rate as other students, but that they are learning and that they are growing.

So we will be looking at how our special education students are growing on the same test.

So the test, the map test that's given to students, it sets a level.

It's an individualized level for each student.

It's not the same for everyone, so that means that every student, regardless of how they are performing, has an opportunity to show growth and it doesn't matter how the student next to them or the student and the other class across the hall did.

It's about this student starts at this level, the next time they took it, they should be at the next level or higher, and the next time they take it, they should be at the next level or higher.

So we're just looking for growth.

Uh, we also for special education.

If you know anything about special education law, you know that there's a lot of.

Umm, procedural.

The paperwork compliance.

Making sure the students goals are written, making sure that timelines and deadlines are met.

That's a huge part of being in compliance with special education.

So we will also be evaluated based on how our campus and our special education team are making sure that those pieces are in order and that we are in compliance as a campus with regards to special education.

So those are the four areas I'm going to go back to this to the pie slide, just so you can see it once again, student achievement, quality of instruction, the school action plan and special education, those are the four areas at this point.

Do I have any questions?

Cuz I'm gonna go into another component of it.

The target distribution is kind of a little separate, so I'll pause for a second to see if there's any questions and I can't see you raise your hand.

So you just kind of have to come off mute and ask your question.

Pastor Berry, I see you lighting up, but hold on a second.

Let me.

OK, I don't know.

I see you lighting up, but I'm not hearing anything.

 **Pastor Berry** 21:36

I didn't have a question.

 **Price, Lauren K** 21:40

Can somebody speak for me just so I can check my audio?

 **Pastor Berry** 21:46

Hello.

 **Polk, Shartrica K** 21:50

Hello.

Can you hear us?

 **Pastor Berry** 21:53

Hello, yes, I can hear you.

 **Price, Lauren K** 21:56

OK, I guess I'm having an audio issue, so hold on.

 **Polk, Shartrica K** 21:59

OK here is.

 **Price, Lauren K** 22:53

OK.

Can someone talk for me and see if you if you let me check again?

 **Pastor Berry** 23:02

Can you hear me?



Beverly, Gabriel A 23:11

You, Harris, miss price.



Price, Lauren K 23:20

OK, no.

Let me do this.

Let me.

Sorry about this.

You guys let me see if I can turn on another device and see if I can hear from there.

Yeah, that's what I'm gonna do. Mr Beverly.

Hang on, let me let me try to turn on my phone.



Price, Lauren K joined the meeting



Price, Lauren K 24:10

O OK, somebody tried to talk now.



Beverly, Gabriel A 24:18

Hello.



Price, Lauren K 24:20

OK, I can hear now.

OK, I can hear now. OK.

OK, I'm getting an echo, but I can at least hear.

So was there a question?

OK.

All right, then.

I'm gonna move on, then I'm gonna.

OK.

So the next piece is the target distribution.

So basically, based on everything that we just discussed, there is a target distribution for how principles will umm people be ranked but think of it.

I'm thinking of this like a bell curve, so the target distribution is that 40% of principles across the board will end up being proficient one and proficient one is the

goal.

So if you look down at the bottom, you've got 2 criteria in green, 2 criteria and yellow and two criteria in blue K.

Umm, the estimation is that 60% of all principals will fall in either proficient one or proficient 2 then that another 8% may fall into the exemplary category and that 32% will fall into either progressing one or progressing 2 based on how they put the the scores together.

So I I don't wanna.

I'm not gonna bore you with all of the specific details because it it gets to be a little bit cumbersome, but basically it's to ensure that everything is being evaluated.

I guess equally so that nothing is either too easy or too hard as far as being able to demonstrate that you're an effective priests principle.

So, umm, one of the things that will be that will be looked at is the congruence metric.

The congruence basically means that, umm, when I and my team are evaluating teachers are teachers get scores, they get scores on the test model and it shows what level and there are five levels that students can receive and so the goal is that the scores that teachers receive.

So I'm I'm looking at Mr Beverly's picture right now.

So.

So Mr Beverly is receiving solid scores at a level four across the board on the roof break and the expectation would be that his students are also growing, that his students are also performing well because he's teaching well, the students are doing well, and that means there's a match.

K cause great teacher is teaching the students.

It's students are showing, showing great growth.

If the opposite were to happen, if we saw which were not, because Mr Beverly is a great teacher and his students do perform well, but if we had a teacher who was receiving high scores of fours and fives even, and the students aren't growing, the students aren't performing well, then we'd have to say, OK, well, somewhere there's not a match.

So that must mean that when I or my team are going into evaluate that teacher that we're not necessarily looking at, umm, the rubric in an honest way to show the true.

The way that the the teachers performance impacts the students because as we've said, teacher performance impacts students growth.

So there should be a match.

By the same token, if we have a beginner teacher beginning teacher who maybe is not getting four is they're getting twos and threes, then we would see a match with the students.

We might see a match with the students, the students maybe aren't growing quite as much.

But again, because the teacher is new and the teachers are the teacher is learning and growing, that may be a reason why the students maybe aren't performing as high.

So again, the goal is that there will be a connection between the students performance and the teachers performance as an indicator of my.

Ability to critique and give feedback to teachers.

Does that make sense?

I hope that makes sense.

Let me know if it doesn't.

OK.

Going to move on.

So in this system, and basically this is kind of the end of the presentation.

When we look at appraisals, appraisal is how we evaluate teachers.

The appraisals are gonna hold a lot of a lot more weight than they may be have in the past we weren't.

We aren't gonna just be looking at Test scores, but we'll be looking at how I and my team are evaluating teachers when we go in to provide them with coaching and feedback, and how the students are performing and looking to see that student that teachers are given a lot of feedback throughout the year so that they can provide better support for students and the students are growing and achieve it.

Umm, we are gonna be required to be consistent.

So the number of visits is already teachers are are are seeing the difference between the number of times that we're in their classrooms.

They are more likely to see someone in their classroom on a daily basis, providing coaching and feedback, and that's going to continue so that we can provide support and feedback.

So I'm the.

That is the end of the presentation piece, so I'm going to.

Come off and I'm going to share one more document with you, which is just kind of

a one page.

Overview of everything that we just discussed.

Sorry.

And as you can hear, somebody's having a great time watching videos in the background.

OK, so once again, the goal is to increase principal effectiveness and utilize data to align professional development and and and proof soon achievement.

So those are our components right there soon achievement 35% quality of instruction, 30% special education, 20% school action plan 15%.

And then from that, we'll get an overall effectiveness level and that is how the evaluation process will work.

So now.

I'm going to take this off.

When I try to turn my speakers back on.

Because the echo was still getting to me over here.

Do I have any questions?

And I again, I might not be able to hear your questions, but if you keep you need to put them in the chat, you can umm.

While I continue to try to work on my.

Sound.

 **Price, Lauren K** joined the meeting



Price, Lauren K 33:15

OK, I'm going to log off here because I think my iPad is gonna work better.

All right.

Are you all able to hear me now?

And let me see if I can hear you all.



Pastor Berry 33:41

Yes, I can hear you.



Price, Lauren K 33:43

There we go.



Beverly, Gabriel A 33:43

Yes, we can hear you.



Price, Lauren K 33:44

Alright, welcome Pastor Berry.

It's good to see you again.



Pastor Berry 33:49

Good to hear it.

See you as well.



Price, Lauren K 33:52

OK, let me turn my camera on.

Alright, so OK, so I know that that was a lot.

Any questions?



Pastor Berry 34:10

So are you.

You're asking us to also do the survey, correct?



Price, Lauren K 34:15

Yes.

So there was a survey older and I took it down, didn't I?

Hold on a second.

Yeah.

So there is a survey and then there is also an opportunity for any parent or community members who so desire to meet with the Superintendent regarding this process.

That meeting is tomorrow and had him a why?

Umm, I will.

Hold on.

Let me log back in here.

I will share that information with you.

Yes.

Second, OK, so the meeting tomorrow is at is at the Hadamard White Board auditorium at 5:30 PM from 5:30 to 6:30, and it is.

It's open to the public, but it is specifically for uh, SDMC members who have additional questions or concerns, and I am going to.

I'm trying to drop that link into the chat but I'm not having much success.

Ohh thank you.

Or is that the link to the survey form, Miss Bonilla?



Bonilla, Catherine A 35:48

Yes, it's titled leadership effectiveness.



Price, Lauren K 35:50

Thank you very much.

Thank you so much for sharing that.

So if you all would complete that, that would be great.

And then what?

I'm going to do is.

OK, I'm having trouble pulling up the actual invitation, so I'll send it to you all via email.

Just so you have it, in case you do feel like driving out to head Amy White tomorrow because you have additional questions, but if you don't, I did wanna just briefly share with you what little information I do have with regards to our.

Performance and accountability from last year.

And then we're gonna close.

And I told you I would try to be quick and I wanna make sure I stayed in my, stayed in my word.

Umm.

OK.

Oh my goodness.

I'm so sorry I had this linked and now I can't find the link.

OK, I'm just gonna share with you from top of my head, OK, so.

You all know that 2018 nineteen was the year.

Five the year prior to my arrival at Marshall, and that the campus was rated D, The campus carried that D rating through last year because of COVID.

Umm, we did take the star test in the 2020-2021 school year, but again because of

COVID there was no accountability for any campuses.

Last year we took the test again and this time we were rated on the A through F scale and our campus came out to an overall score of 85, which was a B and it was largely due to growth.

Our students grew tremendously and essentially got back to the levels that they were at for the 2018 nineteen school year.

So that growth accounted for the S the elevation of the grade from a D to AB this year, this past year for the 202223 school year.

The test two things changed.

First of all, the test changed.

The test changed in two ways.

Number one, it moved from being paper pencil to being completely online for all students.

And then the second thing that changed is that they added the state, added some question types.

So those of us who used to take tests and back in our day and know that it was ABC or D, those were our answer.

Twice is and we chose an answer accordingly, and that's what students have been doing as well.

Last year, for the first time, all students who took the test had uh, some different types of test questions, so some of the questions had two correct answers possible.

Some of the questions required students to write or type their responses to a short like what was called a short constructed response, and there was one question in the reading exam where students had to actually write like an essay, and so that obviously that changes the test that made the test a little bit more challenging for students.

So those two things changed with the test.

The other thing that changed was the accountability, the accountability rules changed for the new year.

Now that is where things are hung up.

So if you've been following the news at all, you've heard things like STAR scores have been pushed back.

The data is not out yet, so the data is out.

We know the person the percent of students who reached each level.

What we don't know is how the state is grading the campuses based on that

information because they're changing the way the campuses are graded. So what I can share with you is that if the accountability were the same as in the years past, if everything remained the same, our grade will remain the same. If everything will remain the same, we went from a total of 85 to a total of 84, which, given the challenge of the new test and the moving to online and the written responses overall, only dropped one point overall, which is great.

That's fantastic.

I'm super excited and proud of our students and our staff.

Unfortunately, I can't say with any certainty that our final score is going to still be a B because we don't know what the rules are going to be for accountability yet, so I don't know how confusing that was, or if I if I was, if I was able to explain that well. But basically I don't know what our final grades going to be because the state hasn't put out the accountability, but I am encouraged at least by the fact that our students performance did not fall and given the fact that the test changed and became more rigorous.

So whatever the outcome is with regards to the grade, obviously we don't have any choice but to accept it and I don't know if it's going to raise or lower.

Umm, I do know that we are going to use it as a baseline for next year and as we do with everything, look to improve on this year, next year that's the goal.

So that's what I have to share with you with regards to to data.

So do I have any questions on that piece?

 **Pastor Berry** 42:28

No.

 **Price, Lauren K** 42:30

OK.

Alright, y'all are quiet bunch today so at this point at this point sorry.

Sorry about the the my background noise.

If you don't have any other questions, I don't have anything else to share.

I will be reaching out to you all again for our next meeting.

Our next meeting is tentatively.

Thank you, miss Amanza.

Our next meeting is tentatively scheduled for November.

I don't know the exact date, but I think it's November the 17th.

It's before the Thanksgiving holiday.

I will let you know as soon as I know there may be a need to reconvene the the the team again.

If the Superintendent comes with anything new that needs to be shared, this is the group that would need to hear it.

And so I will do my best to give you ample notice.

I know this was maybe a little bit short notice, so again it appreciate you all jumping onto this.

I will try to give you as much notice as possible, but just do know that as information comes to us, I will share it with you.

I am an open book and so if you have any questions now or ever in the future, I hope everybody knows how to reach me.

And yeah, we will look forward to continuing to change the game as we are calling ourselves game changers this year at Marshall Elementary, this new NES system is a challenge.

We are all learning and growing, but we are pushing through and continuing to come and show up every day to give our students our very best.

That's not going to change.

And so again, we appreciate you.

Thank you, teachers, staff members, parents, community members.

I appreciate your time and the energy that you're putting into this, and that's all I've got for you, so.

If that's it, we're done.

Thank you.



Polk, Shartrica K 44:36

Thank you.



Pastor Berry 44:37

What? Alright.



Price, Lauren K 44:38

Thank you very much.



Maclies III, Samuel left the meeting



Price, Lauren K 44:39

Appreciate you again, Pastor Berry.
Parents appreciate your season, OK?



Pastor Berry 44:42

You're welcome.



Price, Lauren K 44:47

I'm still here.
Pastor Berry, you're 5 haven't gone anywhere yet.



Beverly, Gabriel A left the meeting



Polk, Shartrica K left the meeting



Pastor Berry 44:49

Hey, man, listen, I when when I heard that I was listening, I was running around the campus.



Jessica Almanza left the meeting



Bonilla, Catherine A left the meeting



Pastor Berry 44:58

Good, good.



Price, Lauren K 45:00

So.



Pastor Berry 45:00

And I think and of course I know that makes a difference that makes a difference with the children as well as their performance.
And the and certainly your staff, you know, not having to embrace new styles, you know, practices and so on and so forth.



Price, Lauren K 45:09

Yeah.



Pastor Berry 45:17

So I hey, listen, that's a prayer answer.

Then we praise God for it.



Zaira left the meeting



Price, Lauren K 45:21

All right.

We'll continue to pray for us.

It is challenging right now and we're we're we're going through it just as part of learning new.



Pastor Berry 45:26

OK.



Price, Lauren K 45:29

It's just, you know, whenever something is new and this is just a lot of new all at once.

So we're getting there.



Pastor Berry 45:34

Yeah, yeah.



Price, Lauren K 45:34

We're doing it, but yeah, we're appreciate, appreciate you appreciate your support.

And I know that Miss Bonilla has already reached out to make connection with you.

So I'm hoping that we'll be able to stabilize our wrap around as well because we've had a little bit of a these last couple years.

But Miss Bonilla seems seems to be great, and on top of things.

And so I'm hoping that we'll be able to continue to partner with those community efforts as well.

 **Pastor Berry** 45:58

Absolutely.

We are already in preparation for the Thanksgiving and Christmas.

 **Price, Lauren K** 46:02

Excellent.

Alright, well thank you.

 **Pastor Berry** 46:03

Alright.

 **Price, Lauren K** 46:04

I don't want to take anymore of your time.

Appreciate you as always.

 **Pastor Berry** 46:07

Anything we can do, just give us a buzz.

 **Price, Lauren K** 46:10

Will do.

Thank you so much. Aye.

 **Pastor Berry** 46:11

Alright.

 **Price, Lauren K** left the meeting

 **Price, Lauren K** stopped transcription