

**AVATAR Partnership Region: 20**

**Meeting/Session Documentation Form**

Form should be completed after each meeting and given to the Regional AVATAR Coordinator/Facilitator

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Meeting:** | ELAR Team Training | | | | |
| **Meeting Purpose:** | Building Common Foundations | | | | |
| **Date:** | November 1, 2013 | **Start Time:** | 8:30 | **End Time:** | 3:30 |
| **Meeting Coordinator/ Facilitator:** | R. Shaeffer | **Location:** | | HISD Central Office | |
| **Meeting Recorder:** | Jessalyn | **Meeting Timekeeper:** | | Erica | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Time** | **Topic** | **Format** | **Discussion Leader** | **Desired Outcome** |
| 8:30-11:30 | Welcome, Review Norms, AVATAR Process Review  Build Common Foundations with CCRS, TEKS, Syllabus | P  W | R. Shaeffer | Build Common Foundations with CCRS |
| 12:45-3:15 | TEKS Gap Analysis  Action Plan | W | R. Shaeffer | Build Common Foundations  Review/Update Action Plan for ELAR |
| 3:15-3:30 | Conclusion & Next Steps | D, F | R. Shaeffer | Plans for Homework |

**Agenda Format Key:** P = Presentation, F = Feedback, D = Decision-Making, W = Work Group, O = Other, with explanation

**AVATAR Meeting Minutes**

|  |  |  |
| --- | --- | --- |
| **Action Item** | **Person Responsible** | **Due Date** |
| Najat will bring attendance data for correlation with student performance | Najat | November 18, 2013 |
| Ashley will bring Kindergarten data for 1st grade performance – students who did not attend Kindergarten | Ashley | November 18, 2013 |
| Greg will bring Comp 1 and 2 Student learning Outcomes; Syllabus; Core requirements, Grading criteria book, rubric for writing, Core requirements | Greg Hazelton | November 18, 2013 |
| Gap Analysis – new ELAR TEKS?  Writing Process, Writing Samples, Writing Intervention from your campus model, | Ravae  VAT members | November 18, 2013 |
| Share Persistence data | Ravae | November 18, 2013 |
| P16+ PSA for attendance preview with parents at parent night | Cynthia | Nov/Dec |

|  |
| --- |
| **Notes** |
| **Introductions**  Vanessa Morin – 3rd Belaire ES - work ethic, integrity  Michelle Charles – Adams ES 5th grade – I believe in these kids  Jessalyn Acevedo - McCollum – seeing kids grow, goals, grow learn  Ericka Van Syke– TWMS – reading/dyslexia – passionate about life – life is precious, etiquette  Joy Jeffrey – Harlandale MS - Read for fun focused on writing – learn to know who they are and what they are passionate about – the ore they write, the mor  Lucinda Liscano – Schulze – can go to college, can do things other than go to school for 4 years  Ashley Byrd – Schulze – 1st grade – learn who they are, challenges they face – their parents/environment are not their identity  Najat Hema – Harlandale HSS English 3 – purpose for why they are learning, appreciate what you are learning in my class (working on writing), sense of accomplishment  Jessica Acosta – Facilitator ELAR – build our student voices,  Melanie Leija – English II Frank Tejeda Academy – confident, your future is not predetermined,  Melissa Casey – Secondary Director – reading David and Goliath – people using their “weakness” as their strength, 90% of our kids test to “not be college ready kids”, would like for kids to choose  Taylor West – 7th grade Leal – 1st year – I’m starting to love them – have pride in their education, who they are and their future, have goals  Greg Hazelton – UTSA writing  Cynthia Villafranco – P16+  Ravae Shaeffer – ESC-20  **Ravae facilitated a discussion to review:**  Goals of AVATAR  Establish norms  Discuss the scope of the work for AVATAR  Review district progress with curriculum  **Postsecondary Readiness – HB5**  College Preparatory Course  Postsecondary Readiness Counseling  **Data Review – Jessica Acosta**  Accountability Rating – 2013 HISD   * Teachers talk to each other about what they see in the Accountability rating * Student Progress – there is room to progress in the data * Phase In I – repeated for a second year - * What determines the green lines? – target scores – set by TEA * Indices look like a B for the district – but this is at current Phase In I   **Structures already in mind for sharing?**   * PLC, Elementary coaches (facilitate support for teachers, modeling, advocating)   *If you are teaching a readiness standard, you are focusing on the knowledge and skills statement*  **What does attendance look like in our district? Patterns?**   * Work with the SPURS – in November they plan to launch a program “SA kids, attend to win” * Available online to offer tips and incentives to encourage kids to come to school daily * Working with pilot to track participating schools of chronic non-attendance * Intervention methods would apply to those students with attendance issues * Tangible way to get kids encouraged to attend school * Peter Piper’s offers free coupons for teachers to give as incentives to give to students with good attendance   What is rigor and how does it impact out students?  Accountability indices  Gap of tested years in writing – what’s tested = what’s not taught  Reading and Writing has to happen beyond school day – parents perspective/role  Necessity to plan vertically from Pre K – 12  AVATAR is a statewide network focused on vertical alignment to support students’ college and career readiness   * To expand the awareness of and create regional vertical alignment * Identify and implement strategies to close regional curriculum gaps * Identify processes to assess and celebrate regional progress in preparing college and career readied students * Share best practices   Professor from UTSA will send the Syllabus, learning outcomes and goals, core requirements, and all other curriculum and guidelines that will assist the decision making  Will we have disparities as to what College Readiness Standards are depending on the college or university that the students decides to attend  **2013 Distinction Designation Summary/2013 System Safeguards**   * What is a distinction? * review of system safeguards * Aha moments   + writing   + system safeguards   + What do you think that is saying about our instructional practices?     - big gaps in writing with assessment – big component of it is being able to read     - what is not tested is not taught     - I want to teach students to write well and now I have to teach them how to teach for STAAR     - in every core area kids want to write to please the content area teacher – how do they put it all together     - 26 line stories for assessment English III – Victoria Young focused on writing using revision and write purposefully within the 26 lines     - middle school – fighting revising and editing (rewrite in your best handwriting), kids can’t judge themselves, teach students how to use the rubric, peer evaluation vs. self-evaluation, open ended questions for revising     - writing is systemic – gaps can be built K-3 for assessment in 4th; English III analytical writing taught by English III; analysis is in PreK     - reading and writing has to happen beyond the classroom – how do we communicate that to parents?     - share the joy of reading and writing with students, parents   **2013 Index 1: Student Achievement Data Table**   * conversation about student percentage related to Phase In 1 @ Level II – then at Final Level II or above – then at Level III Advanced (postsecondary readiness) * reading & writing review of data * suggested that we should be planning vertically 6-8th * What is the bar for postsecondary readiness? * Why is there such a discrepancy with reading and writing scores? * writing across the content areas…   **Attendance Initiative – Cynthia Villafranco** – P-16+ - to push attendance for citywide PSAs – Spurs working with - downloadable posters – SA Kids Attend to Win – includes incentives for attending school – pilot schools to track chronic non-attendance (never tracked before) – tracked for 12 months- COULD WE PREVIEW THE PSA AT HISD OR ESC-20 WITH A BIG KICKOFF FOR KIDS? Perhaps a big kickoff with “What is a College Ready Kid?”   * Nov Dec is low attendance time in elementary schools   **TEKS Gap Analysis**  What makes kids post-secondary ready?  What is that bar that assess college readiness? Is it graduating high school? Effective writing. Does AP/dual credit mean they're college ready? State is measuring college readiness with TSI.  Gaps can exist at different levels in a student's academics; feeling can exist both at developmental level or college prep courses.  - What can student's accomplish?  - Gaps can decrease but it depends on the instruction and the type of writing level they are writing (personal narrative).  - Writing needs to be incorporated in all classes across the curriculum-- electives, core, etc. Literacy TEKS in every content area from K-12.  - Not much of a disparity between reading and writing. Reading/Writing needs to be blended  - Math and science TEKS ask for writing but it's not be taught.  - A context for writing is needed and it must be used frequently.  **Aha Moments**  \* How does attendance play a factor in student outcomes? How does it look in the district?  \*Rigor and its impact on students  \* Accountability indices  \* Reading and writing has to happen beyond the school day  \* Plan vertically 6-8 writing  **AVATAR Data (previewed via screen)**  Graduation Rates on 8th grade cohort 2001-2012  \*\* Bring persistence data to the table next time\*\*\*\*\*  Public University enrollment (Presentation)  57% out of every year earn a degree every 6 years  What are the factors for the numbers to dip? Cost? Drop out for personal reasons: marriage, baby, move, too expensive, get a job, etc.  Foundation HS Program -- proposed graduation program = Total 22 credits  Foundation with Endorsements: STEM, Business & Industry, Public Service, Arts & Humanities, Multidisciplinary Studies [every district has to offer at least one endorsement]--> endorsement path is chosen before 9th grade. If students change paths mid-way, they may take longer to graduate.  Class should be offered to give students an "exploration" of the endorsements -- say around 5th or 6th grade  To earn endorsement, you need 26 credits to graduate: more math, more electives, advanced math. This looks like....4x4 -- which already exists.  What is perspective in middle school campus? Should students take algebra?  College preparatory course could be an advanced English class-- to fill gap for English credit.  Correlations -- CCR at UTSA English classes -- working on alignment.  What does that college preparatory class look like to prepare students for college-level classes.  What are the outcomes?   1. College preparatory course (Where English 4 ends, what happens at that point?)   AVATAR groups all over the state. --- AVATAR description. Important to understand what it is and what the groups are working on. Share with administration. Know AVATAR goals. Articulate this well to campus leaders.  Critical Conversations  Secondary (K-12) ----- Post Secondary  See correlations between both sides of the triangle graphic.  Base: TEKS and CCR Standards  Start conversation -- look at GAP analysis of the TEKS and CCR correlation (results of a committee study).  Work group-- looking at ELAR Gap Analysis  If paths are changed, then students might end up with multidisc. studies path. Mobility rates can also affect endorsements. Parents will have to sign off on endorsements.  \*\*\* Idea: PSA preview to parents at Parents Night  **District Goals for ELAR:**   * We want to read, write, talk - have authentic literacy in all things kids do to reflect on their reading & analyze text. * Build endurance to increase longevity with writing. * Seamless reading & writing. |

**Meeting Participant List**

