

## Manzano High School Instructional Council

Meeting Notes for:

**Time & Date:** March 17th 2021 @ 2:45pm

**Location:** Virtual Conference

**IC Chair:** Derek Villaneuva  
**Vice Chair:** Teddi Toniolli

**Total Attendees:** 24

**Guest Attendees:** Shauna Howser, Elgenia Stark, Dian Anderston, Elizabeth Hughart, Brigette Black, Robert Chancey, Teala Mackey

Manzano High School	Instructional Council	Representatives
*Social Studies - Derek Villanueva	Math - Dan Hall	Admin - Rachel Vigil, Arvis Vonner, Jason Sanchez, San Juan Mendoza
*ELA - Teddi Toniolli	AVID - Teresa Hargis	Counselor - Jamie Anderson
CTE - Heather Gillespie	Science - Laura Llanes	ATF - Kelly Dutro
Fine Arts - Rachel Thompson	ROTC - Tim Kerze	MCL- Caroline Keller/ Arianne Leclerc
Community Coordinator: Jessica Dinsmore	SPEd - Megan Painter, Allison Stepp	Activities -
PE/Athletics -	TLF Rep - Robanne Harrison	Health/IMPAC - TBD
Student - TBD	Parent - Marcia Duggar	

### Today's Agenda:

#### 1. Last week of March (A,B,A,B) regarding teacher setup of classrooms

- April 2nd is Vernal holiday, and we had originally come up with the listed schedule above. But need to maybe reevaluate.
- Vigil - We were talking about this because staff will need to return on the March 29th. Hybrid never got put into place, instead we are going green with full capacity. First week could be Monday, as usual with Advisory and Learning Opportunities and teachers get rest of day to set up rooms. I will

- give 1 more day in the week for teachers to give their students an asynch day, to get set up in classrooms so we are ready to go Monday, April 5th.
- c. Toniolli- Wants to request if we are doing some asynch time, to let people know it is optional and it's only if their teachers say it.
    - i. Vigil - if we are going to deviate from the schedule we will communicate via robo call - if teachers are going to use an additional day for asynch time, then that is at the discretion of the teacher. And they should communicate that it is just for their class.
  - d. Thompson - If we have a schedule for teachers being back on campus for the 29th - is it a full day?
    - i. Should be a regular A day
    - ii. March 29 - April 2 = ABAB and no school on Friday
  - e. Hargis - I know a bunch of teachers are scheduled for their vaccines that week. Do we need to do ASY class day and do we need to let you know we are going to be gone for that?
    - i. Vigil- Let admin know if/when you need to leave for vaccination or anything else.
  - f. The 5th will be a regular C day
    - i. Vigil - we will need to talk about advisory as it will be a weekly thing now. We will use the old C day advisory schedule.
  - g. Dutro - Have heard that there is concern about loss of instructional time with advisory every monday since we will have to rough through with getting kids reacquainted - could we use advisory time to get kids reacquainted with in person schooling? We could talk about school expectations and policies.
    - i. Hargis - What do we do with the kids online? It feels like we will be less focused on the kids online.
    - ii. Dutro - maybe it would prep the online kids for next year? We could go over COVID policies and what not.
    - iii. Villanueva - it would be beneficial to have clarification for what we are talking about; so advisory teachers are aware of the protocols and what to say to both sets of students (in person and at home)
    - iv. Advisory team will evaluate this and come up with options.

## 2. Discretionary Funds

- a. Vigil - before presenting the workbook, wants to go over some of the focus areas and instructional goals heading into next year:
  - i. First, we want to ground ourselves back to our vision, mission, and motto.
  - ii. Review of assessment data - somewhat outdated from 2018&2019 - have some work to do in terms of getting all students proficient.
  - iii. Graduation rates over the last three years we have increased
  - iv. Current enrollment is 1358-we lost a little over 100 students from pandemic and transfers. Our desired enrollment is 1700+ (over time). We won't get there next year, but are hoping we can over the next few years.
  - v. In our 90 day plan team we have assessed all of the most recent data. Pattern recognition, abstract thinking, synthesis and evaluation of informational and literary texts are things our students need support with. We want to work on organization skills, time management skills, communication, self advocacy, and reading directions. Focusing on these areas will help close the achievement gap.
  - vi. Our desired outcome: We want to be more intentional. Teachers gather specific data points and be prepared to collaborate with teams to get students more ready for next level work and grasping the conceptual processes.
  - vii. We did the instructional rounds process last week - it was well received, and thoughtful. This helps us look at patterns of instruction with regard to the tier 1 skills.
  - viii. We want to start with the why- we need students to understand why we are having them learn certain things. What we are trying to do is increase instructional leadership capacity to create better learning opportunities and outcomes for teachers and students. Want to develop a culture where there are high levels of expectations for all.

- ix. Instructional Rounds provide practice designed to bring discussion of instruction direction into the process of school improvement; to work with each other and from each other to help students with this learning.
- x. Next year, would love to go deeper with IR. Would like to commit to really focusing on those areas outlined in the 90-day plan area. Would like a team of 15 teachers, and would love to include students in this as well. Student voices should be at the table and could provide valuable insight if they did this with us.
- xi. Early warning systems - attendance, behavior, course performance. It's really data driven. We need to know what students aren't attending to provide support. If we know who these students are we can provide more personal and intensive support for students. Last year our attendance, behavior, and 90 day teams all looked at data. Since the district turned over to new attendance process (December) we were able to track specific student absences. Our attendance has increased.
  - 1. How we have improved with this team: 76 seniors were failing at the end of the 4th six week period. We have identified them and are working with counselors and EWS coordinator to get seniors on track or on a plan to graduate over summer
- xii. Data wise - a course that looks at processes for data and have thoughtful conversations to determine where we are struggling to help us improve outcomes. We just submitted our application to Harvard, the graduate school of education, and are hoping we are accepted. If we are, we will have a team for a 2 week class this summer. The goal is to impart the knowledge they learn at the institute to the rest of us next year. Equity lenses involve asking questions at each step to see whose stories and voices are being addressed.
- xiii. Restorative practices - will help disciplinary problems.
  - 1. Manzano Restorative Justice Practice Mission: Implement MRJP to promote positive relationships between educators, students and the surrounding community by building trust, responsibility and relationship repairing.
- xiv. School wide book study
  - 1. Grading for equity - e book and everyone will have a copy of that.
  - 2. Black Appetite, White Food
  - 3. Restorative Practices
  - 4. Other suggestions- we can come up with a variety of books and we can have like a 'book tasting' at a PD, where staff pick a book title to focus on for the year.
- xv. Other considerations
  - 1. Digital software
  - 2. Professional Literature
  - 3. Professional Development presentations from Anthony Ceja, Temple Grandin, and/or Sharroky Hollie)
  - 4. Personnel
    - a. 1.0 EWS coordinator
    - b. 1.0 AP for Special Ed
    - c. .4 Testing coordinator
    - d. Up for discussion: vacancy of computer technician
- b. \$329,961 is what we are working with
  - i. At risk direct instruction:
    - 1. Resource teacher, ews teacher
    - 2. AP for special ed
    - 3. Testing coordinator
    - 4. With these three it has \$111,015 remains
      - a. Vacancy of computer technician thoughts?
        - i. Keller- MCL is in favor of a tech person - the district assistance wouldn't be timely enough.

- ii. Hall - Math has questions: What is district response like? What are we losing if we rely on the district instead? It's nice to have a tech person during parts of the year (like setting up classes and laptops at the beginning of the year), but not as necessary to have a tech person other times of the year. Is it worth it for the rest of the year?
  - 1. Vigil- Tech teacher position will be moving into next school year.
  - 2. Villanueva - how would this work at the beginning of the year without a tech person? Does a district tech person come in? What about when we have testing?
    - a. Vigil- We've always had Stacy, so we've never had to rely on the district tech team, but there isn't a district rep for just us, they'd have many other schools to assist as well. No idea what the turnaround time is. We'd have to feel it out if we decide against one. Think about considering a teacher - this is an opportunity to think about innovation. It is a big time tech world, and we have moved more that direction, and we aren't moving backwards. The tech teacher wouldn't just be someone to push out devices and troubleshoot things, it'd be an opportunity for a tech person to build a strong tech school. Who do we want to be? Schools who had to give up tech person, struggled this year.
- iii. Stepp - Special ed was kind of quiet, aside from a couple people who had issues with district tech. Question: what about Jonathon? Would he still be supporting us?
  - 1. Vigil- Jonathan is considered a librarian assistant by way he helps Carrie and Stacye with some technology. We don't know how tech savvy Jonathan is or if he even wants to do it.
- iv. Kerze - Strongly in support of tech person on campus.
  - 1. Keller - We have more technology in use on campus daily than ever before and it doesn't seem to be changing. I.E. each student will also have a ChromeBook laptop with them each day.
- v. Toniolli - English is very much in support of a tech person on campus - one of our members has a tech ed endorsement and is possibly willing to take on this responsibility.
- vi. Dutro - Is the tech coordinator position all out of the fund - even the classes they teach?
  - 1. Vigil - yes, ideally it'd be a 1.0 position. They could teach tech classes.
  - 2. Dutro- but the whole position would be funded through discretionary funds. Our yearbook teacher doesn't want to teach the yearbook anymore - could we get someone who wants to do this as well?
  - 3. Vigil - it falls under an ELA endorsement.
  - 4. Sanchez - Yearbook is not considered an English class; it's considered an elective- not sure if they need an English endorsement. They need an endorsement but no sure if it's in English or a General Elective. I will look this info up now.
  - 5. Toniolli- The person approached has English, tech, and graphic design license.

6. Villanueva - needs to be a licensed teacher in the state of NM
  - vii. Duggar - Wanted to ask is it a one shot deal, either you have the teacher tech, and you don't have support, or will you still have support if they go on vacation?
    1. Vigil - yes there is still district tech support.
  - viii. Villanueva - even with Ms. Simpson had that position, there were some things that we still had to send a ticket out for that Stacye couldn't do.
  - ix. If we put in a 1.0 for tech people we have \$35,110 dollars left.
  - x. Sanchez - yearbook teacher just needs a teaching license no particular endorsement.
  - xi. Keller- if we hire the current teacher we have, would it be the full 1.0 or could it be the .4?
  - xii. Vigil - Are looking at it as a 1.0 - we can't just pick people, we'd have to look at the applicants and select the best individual. If we have people on staff qualified they will absolutely be considered. Wants to make sure that if we are going to agree to a tech teacher, it's because we need it.
    1. Villanueva - It's best to look at as a 1.0 right now; with our time constraints. With semi-new leadership, there may be new protocols
    2. Thomspson - keep tech person for now and this coming year but think we need to look into alternatives for future years (dicey using discretionary dollars for positions)
    3. Vigil - once allocated for these dollars, they are locked in. Discretionary will always, because we have a high At-Risk indicator, be there.
    4. Dutro - How much would we need to allocate for the computer tech teacher?
      - a. Vigil - depending on level of teacher \$54,955
5. Consensus made on hiring a tech person.
- a. Stepp: Question - if they are teaching and are our tech person, would they still have their prep period?
    - i. Villanueva - no, they'd still get a prep.
- ii. About \$35k remaining
1. Dutro - Has added things (things we use like Kami, nearpod, and PD) totals about 32,000 and leaves us with leftover discretionary funds, that we could use to see how many padlets, flocabulary, etc would cost. We could also knock out one of the PD speakers.
  2. Villanueva - moves to remove Temple Gradin - doesn't think it applies to our need for next year. We can use that money more appropriately. She was \$5-10k for one hour online.
    - a. Kami is a consensus
      - i. Hall - math - if we are in person, math doesn't feel like we will use Kami.
    - b. PD is consensus
    - c. Nearpod - maybe not a whole school, but partial school subscription
      - i. Stepp - about 10 out of 30 SPED teachers use it.
      - ii. Villanueva - option to buy smaller subscription?
      - iii. Dutro - let's put in the full amount now, and come back to it and see what we have left over
    - d. Flocabulary and inspire classics for special ed

- i. Villanueva - how many will use this?
  - ii. Dutro - specific to special ed - the number isn't large in terms of cost, so let's come back to it.
- e. News 2 U
  - i. This is also a small item number
- f. Padlet
  - i. Villanueva - Social studies had a few, a couple in MCL, five in English, one in fine arts - this is another one where we need a better head count. We don't need for whole school. 20 for now?
- g. Inspire classics
  - i. Villanueva- \$200 for special ed
- h. Parlay
  - i. One in social studies, a bunch in English.
  - ii. Dutro- It is \$170 a teacher, or a pack of 5 is \$144 per teacher. So if we could budget for 10 licenses. It is designed to be used in person and adapted to be used online.
- i. Anthony Ceja - we need to pay for him next year, we've done so for this year.
- j. Kevin Dill - we don't have to allocate for him due to the schedule changes with Covid. He is willing to come back next year; no pressure to fit him in until next year.
- k. Stepp - FastForward - Reading for SPED; increasing reading fluency and rewiring your brain. 7 teachers (English SPED) interested
  - i. Vigil - not just specific for SPED; other departments can use it
- l. Books - Standards based grading book (Ready from the inside out) or stick with what the district provides.
  - i. Keller - do we have to decide which book titles right now?
  - ii. Villanueva - remaining balance is \$11,000; won't be hard to come up with books to spend this money on
- m. Hall - With leftover money, can we say this is available for additional PD money in case things become available, etc.. Maybe have an extra things for next year money?
- n. Toniolli- Same thoughts as Hall; we didn't bring it up last time. Have some type of overarching 'we'll use this for' like chargers and power cords
  - i. Vigil - district supposed to be providing us with chargers and cords and charging stations and such. However there are other monies to use.
- o. Dutro - Noticing with Padlet, our total with 20 licenses which will cover 500 teachers; we might as well get it for 500.
- p. Villanueva -only up in the air on the books. Big ticket items are covered and allocated for. We will discover how/when to spend other discretionary funds. We will get harder numbers.

**Tabled Agenda Items: Summer Bridge Program & Final Exams Schedule** FYI: the last day of school is on a Tuesday this year)

If you have any questions or concerns about issues brought up in today's IC please make sure you contact your department representative and/or email Derek & Teddi directly.

Meeting ended at: 4:08

