



# AVECHS

## Coffee with the Principal

### September 22, 2021

Meeting called by: Principal De La Garza

Location: Virtual Google Meet

Meeting Start Time: 5:30 PM

Meeting End Time: 6:30 PM

Minutes Recorded by: Melanie Beegle



**Attendees:**  
AVECHS: Principal Liliana De La Garza & Secretary Melanie Beegle  
Parents: Gilbert Acosta, Lilia Juarez, Rosa & Armando Cano

### Previous Action Items

ACTION ITEMS	PERSON(S) RESPONSIBLE	DEADLINE
N/A		

### Minutes

**Agenda item:** Title I Parental Involvement Budget

**Presenter:** Principal De La Garza

**Discussion:**

- AVECHS is allocated Title I monies on a yearly basis to purchase supplies related to parental involvement & parental communication.
- [AVECHS's Title I School Parent and Family Engagement Policy](#) can be found in both English and Spanish on our school website under the Student/Parent Resources tab.
- Parents are welcome to be involved in the planning and review of the Title I policy.

**Agenda item:** Dress Code

**Presenter:** Principal De La Garza

**Discussion:**

- On Sept. 14, 2021 Principal De La Garza sent out a REMIND text to all participating parents as well as made a school announcement to all students concerning Dress Code violations.  
*Announcement: Good day parents, as you all know torn jeans are the in-fashion and that is the majority of what stores are selling. At the school level, we are seeing the tears getting higher and higher. This is where we need your assistance in helping us. An announcement was made this morning asking students that tears on the pants cannot be higher than the knee. We also announced that no mid drift can be showing and blouses or t-shirt must be below the belt loop. We will provide students with either sweat pants or a t-shirt not following this. We thank you for your assistance.*
- Students are asked to change into appropriate dress attire that will not embarrass the student.
- Principal De La Garza requested help from parents to have their student(s) adhere to the dress code.

**Agenda item:** Fall Break

**Presenter:** Principal De La Garza

**Discussion:**

- AVECHS students will be on Fall Break Sept. 27 – Oct. 1, 2021.
- DACC does not have a Fall Break. Since DACC courses are online students will work online from home. Principal De La Garza requested for parents to work with their student(s) to ensure that they are working from home and not getting behind.

## OPEN FOR DISCUSSION

### PSAT

Will be administered on October 13, 2021.

### Proficiency Grading Scale

PDF can be found on the AVECHS website under the Student/Parent Resources tab.

#### PARENT INPUT/QUESTIONS:

**Q: Is the Proficiency Grading Scale attached/aligned (or used by teachers) with the 100% grading scale?**

**A:** The way the grading scale works is for each of the levels they are divided into three sections – A-, A & A+. An 'A' is now a 4 – 4.9 instead of 90% – 100%.

AVECHS teachers use a rubric so that students understand expectations and what they need to do to earn a certain grade.

**Q: CANVAS reflects a percentage grade, which is assigned a proficiency grading scale number. How is that being calculated?**

**A:** AVECHS is trying to bring CANVAS and PowerSchool together so that they match up. Teachers are inputting grades to reflect the Proficiency Grade.

**Gadsden ISD - Proficiency Grading Scale**



Grade	Proficiency Level Description	Pt. Range For Assignments in Gradebook
<b>A</b>	<b>Advanced</b> - Advanced scores do not equate to an old, traditional "A" or 100%. Advanced scores are achieved when a student demonstrates all components of "Proficient" that apply to the assignment or activity assessed. Advanced scores indicate that there is sufficient evidence that the student extends skills beyond "Proficient." The student may demonstrate this ability by applying skills learned to another project or assignment, elaborating on the initial activity through presentations, teaching the skill to a classmate, or adding elements of understanding demonstrated by complex problem solving. <i>Student Statement</i> - "Since I can do/get this, I can figure out new things! I can use this knowledge to solve problems in real-world context! I can also help others understand it better!"	<b>4 - 4.9</b> A+ 4.6 to 4.9 A 4.3 to 4.59 A- 4.0 to 4.29
<b>B</b>	<b>Proficient</b> - Proficient scores are achieved when a student demonstrates evidence that he or she is able to meet grade level expectations independently. The student has demonstrated, through an assignment or activity, a clear understanding of the concepts taught. <i>Student Statement</i> - "I get it!" "I can do it by myself with very little assistance or no help from the teacher!"	<b>3 - 3.9</b> B+ 3.6 to 3.9 B 3.3 to 3.59 B- 3.0 to 3.29
<b>C</b>	<b>Nearing Proficient</b> - Nearing proficient scores are achieved when a student demonstrates partial success or understanding with the skills that align to grade level standards associated with the assignment or activity. Some evidence exists, but the student is not demonstrating all the skills necessary for the assignment or activity. Remember, since scores are not an indication of percentage of material learned, "Nearing Proficient" does not mean a student earned a 50% on an assignment. The student simply did not provide evidence of independence on grade level Expectations. <i>Student Statement</i> - "I almost get it, but I need some help."	<b>2 - 2.9</b> C+ 2.6 to 2.9 C 2.3 to 2.59 C- 2.0 to 2.29
<b>D</b>	<b>Beginning Steps of Proficiency</b> - Scores are assigned when a student requires assistance in order to complete skills embedded in assignments and activities. The student has not demonstrated skills listed as "proficient." The student is unable to complete the task independently. <i>Student Statement</i> - "I don't get it yet. I need help."	<b>1 - 1.9</b> D+ 1.6 to 1.9 D 1.3 to 1.59 D- 1.0 to 1.29
<b>F</b>	<b>No Evidence of Proficiency Yet or No Attempt</b> - The student has not demonstrated evidence through assignments or activities addressing the assessed skill. The student has not completed assignments or may have been absent during assessments. <i>Student Statement</i> - "I have not turned in work or completed work to demonstrate my skill level"	<b>0 - .9</b>

### Homework Assignments

#### PARENT INPUT/QUESTIONS:

**Q: Why are homework assignments due that same day by a certain hour? Why are they so compressed on time?**

**A:** Principal De La Garza spoke with the AVECHS teacher in question and clarified the situation. Students are given class time to complete assignments. Those students not using class time appropriately are then assigned a certain time (deadline) to submit the assignment.

DACC Classes are overseen by DACC; Instructors post their assignments on CANVAS. Parent expressed that their student(s) DACC assignments are 'fine'.

### Social Emotional - Academics

AVECHS is working with teachers/staff to address the social emotional health of our students. Students have been physically out of a classroom for approximately a year. In bringing students back to the classroom, AVECHS is trying balance academics with students' social emotional health.

### Possible Fall or Homecoming Dance

#### PARENT INPUT/QUESTIONS:

**Q: Is there going to be Homecoming at AVECHS?**

**A:** Students are putting together a plan for Homecoming week and a Fall Dance in October. Principal De La Garza suggested that due to COVID that all activities be conducted outside in the fresh air.

**Input:** The parent graciously offered assistance in any aspect; that they were there to help.

## **Next Scheduled Meeting**

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**October 26, 2021 at 10:30 AM**

