



Sugar Grove Academy SDMC Agenda
DATE: 6.27.24

Topic: HISD Defined Autonomy

Attendees: Felecia German, Hortencia Oropeza, Diana Tijerna, Luz Gonzalez, Nimisha Desai, Crystal Garrett, Belinda James
Facilitator: Noe Ortega
Notes: Zulma Anzures
Start Time: 3:00 **End Time:** 3:30

Meeting objectives:

1. HISD Defined Autonomy

Schedule: 1 Hr.

Time	Minutes	Activity
	5	<p>Check in:</p> <p>Next Steps:</p>
	30	<p>Objective 1: HISD Defined Autonomy</p> <ul style="list-style-type: none"> • Why are we centralizing schools? • School types and ratings • Defined autonomy framework • Implications for 24-25 <p>Next Steps:</p>

Meeting Notes:

All Members present in the meeting. Mr. Ortega welcomed all members and began with defined autonomy presentation. Rational was shared with SDMC members. Different campuses and their autonomy were discussed. There are several types of school with different levels of autonomy. Autonomy is based on performance of the campus. Sugar Grove Middle School is an NES campus and we do not have autonomy. This is based on student achievement data. SDMC members discussed implications and began to brainstorm ideas to fund raise for the upcoming school year.

- **Introduction**
 - The speaker the Principal Noe Ortega. Joining us is a former HISD employee, retired in 2014, and is now fully retired and enjoying it. As well, as community members.
- **Purpose of the Meeting**
 - The meeting is to preview next year's plans.
 - Discussion focuses on district operations, support, and the challenges ahead.
- **District Overview**
 - The district includes B,D,F Schools.
 - There are two types of schools: low-performing schools needing support and autonomous, high-performing schools.
 - The goal is to improve school performance and maintain rigorous expectations.
- **Budget and Spending**
 - All funds are tied to outcomes, limiting flexibility in spending.



- Next year, there will be an emphasis on fundraising and community involvement to supplement the budget.
- **Levels of Autonomy**
 - Level 4: Autonomous magnet campuses with control over program curriculum, budget, instruction delivery, etc.
 - Level 3: Similar to Level 4 but with some district oversight.
 - Level 2: Limited autonomy with required adherence to district-selected vendors and programs.
 - Level 1: No autonomy, all actions must be approved by district leadership.
- **Vendor and Procurement Process**
 - Level 3 and 4 schools have more freedom to select and use vendors.
 - Level 1 and 2 schools have restricted budgets and must follow district guidelines.
 - For specific vendor-related queries, it is best to consult procurement first.
- **Teacher Evaluation and Compensation**
 - This year, teacher evaluation will be paid for performance, impacting different levels of compensation.
 - Testing calendars and purchasing policies are set by the district and must be followed by all schools.
- **Future Planning**
 - The school is working with Dr. Shao and the Shell Foundation to support schools with discipline and teacher appreciation.
 - There is a push to establish a PTO with active parent involvement to facilitate fundraising and community engagement.
- **Suggestions for Increasing Parental Involvement**
 - Host performances at PTO meetings to attract parents.
 - Encourage participation by showcasing student talents.
- **Questions and Comments**
 - Preliminary data for current year performance is being reviewed.
 - Encouragement for starting the PTO and involving parents early in the school year.

The meeting concluded with thanks and a reminder of the importance of community and parent involvement in school success.