Building Leadership Team
Lima Senior High
5-Step Process Meeting Agenda and Minutes Template

A G E N D A

March 9, 2015

3pm

Middle Conference Room

Attendance

- ✓ Darryl Gossard
- ✓ Melinda Clymer
- ✓ Patrick Horstman
- ✓ Rachel Massie
- ✓ Meghan Carless
- ✓ Kristin Lee
- ✓ Wanda Miller

- ✓ Michelle Schick
- ✓ Brianna Gerten
- ✓ Lisa Ciminillo
- ✓ Jo Deskins

Doug Kent

Jackie Blosser

Ricardo Lucio

Quarterly Data

Math Solutions

Norms:

- We will treat each other with respect.
- We will use our time wisely, starting and ending our meetings on time.
- We will allow no interruptions to make or take phone calls, text, etc.
- We will contribute ideas & constructive thoughts.

Step 1: Collect and chart adult implementation and student performance data	· *Data is available from all TBTs for all students and subgroups* · *Analysis is done* · *Data provided prior to meeting*		· *Data is available from the BLT and/or building personnel* · *Analysis is done* · *Data provided prior to meeting*

▪ What data have been collected by:
   TBTs?
   BLT Members or building personnel?
	English and Math 2nd Quarter Data		

Step 2: Analyze adult implementation and student performance relative to the data	· *Determine overall student strengths and areas of concern by grade levels, subject areas, etc.* · *Are there patterns, trends and urgent needs?* · *Identify points of possible replication, e.g., high performing grade/subject areas, strong performance in skill/content areas, etc.*	· *Determine overall adult performance strengths and areas of concern by grade levels, subject areas, etc.* · *Are there patterns, trends, and urgent needs?* · *Identify points of possible replication, e.g., high performing TBTs, effective instructional strategies, etc.*	*Develop feedback to TBTs relative to:* · *Growth/areas of concern in student performance* · *Growth/areas of concern in adult performance* · *Grade-levels, subject areas that may be worthy of replication* · *Specific professional development/support that the district or building will provide* · *Expectations for improvement/changes*
What does the data tell you about the students' learning and adult performance within and across grade levels, subject areas?	**English**: - Students did not test 2nd quarter for 2 reasons. 1) High number of students moved out. 2) 1st quarter was part of SLO, 2nd quarter was part of semester exam which students skipped and the test was not made up. - Strengths-11th & 12th grade had more proficient; Every student attempted to write something for the extended response question. - Weaknesses-10th only had 8 questions therefore if you missed 2 you were not proficient. Formatting was different from previous tests which may have thrown students. Kids did not take the tests seriously. Test does not reflect what is being done in classroom. The test is District made not teacher made. **Math**: 2nd Quarter was tested before Christmas break. Some students took it when they came back but these test scores were not included in data. Some students refused, moved out which contributes to student non-testing numbers to be high. - Strengths- Algebra 2 scores increased - Weaknesses- Only 7.5% of 9th grades Alg 1 ready when they enter 9th grade, Geometry test was heavy in reading and comprehension. No scaffolding type questions, it is either all right or all wrong.		
Step 3: Review and/or refine the building focused action steps relative to the data and TBT needs	*Develop or refine the following if needed:* · *Adult implementation indicator(s)/"look fors"* · *Student performance indicator(s)/assessments(s) used*		
What changes to the plan need to be made to ensure fidelity of implementation and desired results?	**English**: - Teachers would like to create own quarter assessment focusing on vocabulary. - Continue to work on writing across all content areas. - Format all test to be identical. **Math**: - Grading of questions, example: students would get some credit for starting a problem correctly event if they made an error while solving and got problem wrong.		

	• Adding scaffolding type questions to assessment.		
Step 4: Establish building-wide implementation and monitoring actions/tasks for Step 3.	▪ *Develop or refine actions steps to implement/maintain/monitor professional learning based on building and TBT data and/or instructional needs – aligned to plan, job embedded and ongoing, differentiated based on student and adult data* ▪ *Administrator walk-throughs are tied to the strategies/actions*	▪ *Determine how the BLT will execute the action steps/tasks* ▪ *Determine how and when feedback is provided to TBTs (see Step 2)*	
What does the DLT/CSLT need to change to ensure district-wide implementation? What will administrators observe in the classrooms?	**English**: • Be able to create own quarterly assessments. **Math**: • Clarification on district expectations. • Math Essentials Course implemented next year. • Vertical alignment K-12		
Step 5: Define adult and student data for review at next meeting	▪ *Everyone comes with the data ready*	▪ *Best practices shared from TBTs that had high student results on post-test*	▪ *Includes pre data and post for all students and any subgroups* ▪ *Data from TBTs provided on common form*
What does the post-data look like? What proved to be successful?			

Meeting **Evaluation**	▪ *What was our level of implementation - full, partial, not at all?*	▪ *What did we learn - successes and obstacles?* ▪ *Reflections*	▪ *Our recommendation: continue with this strategy for…, select alternative, adapt, obtain PD, and receive support.*
What was successful? What needs to be revised or changed?			
Communicate	▪ *What message(s) needs to be delivered?* ▪ *How will the message(s) be delivered?*	▪ *Who needs to receive the message(s) ..students, families, DLT/CSLT, building personnel, Board members, other stakeholders?* ▪ *What feedback, if any, is needed?*	
How will two-way communication be accomplished?			
Assignments/Next Steps	▪ *What needs to be done between now and the next meeting?* ▪ *Who is assigned to do it?*	▪ *What do we need to bring to the next meeting?*	
What are the next steps to prepare for the next meeting?			

PARKING LOT (What other issues need to be addressed at **another date**?)   ▪