



Building Leadership Team

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

AGENDA

April 20, 2015

3pm

Middle Conference Room

Attendance

- ✓ Doug Kent
- ✓ Darryl Gossard
- ✓ Melinda Clymer
- ✓ Patrick Horstman
- ✓ Rachel Massie
- ✓ Meghan Carless
- ✓ Kristin Lee
- ✓ Wanda Miller
- ✓ Michelle Schick
- ✓ Brianna Gerten
- ✓ Lisa Ciminillo
- ✓ Jo Deskins
- ✓ Valerie Robb

OIP

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	<ul style="list-style-type: none"> • <i>Data is available from all TBTs for all students and subgroups</i> • <i>Analysis is done</i> • <i>Data provided prior to meeting</i> 	<ul style="list-style-type: none"> • <i>Data is available from the BLT and/or building personnel</i> • <i>Analysis is done</i> • <i>Data provided prior to meeting</i> 	
<ul style="list-style-type: none"> ▪ What data have been collected by: TBTs? BLT Members or building personnel? 	OIP		
Step 2: Analyze adult implementation and student performance relative to the data	<ul style="list-style-type: none"> • <i>Determine overall student strengths and areas of concern by grade levels, subject areas, etc.</i> • <i>Are there patterns, trends and urgent needs?</i> • <i>Identify points of possible replication, e.g., high performing grade/subject areas, strong performance in skill/content areas, etc.</i> 	<ul style="list-style-type: none"> • <i>Determine overall adult performance strengths and areas of concern by grade levels, subject areas, etc.</i> • <i>Are there patterns, trends, and urgent needs?</i> • <i>Identify points of possible replication, e.g., high performing TBTs, effective instructional strategies, etc.</i> 	<i>Develop feedback to TBTs relative to:</i> <ul style="list-style-type: none"> • <i>Growth/areas of concern in student performance</i> • <i>Growth/areas of concern in adult performance</i> • <i>Grade-levels, subject areas that may be worthy of replication</i> • <i>Specific professional development/support that the district or building will provide</i> • <i>Expectations for improvement/changes</i>
What does the data tell you about the students' learning and adult performance within and across grade levels, subject areas?	A1- Accomplished A2- Accomplished A3- Accomplished A4- Accomplished B5- Developing B6- Accomplished B7- Accomplished B8- Developing B9- Developing B10-Developing B11- Beginning B12- Exemplary C13- Developing C14- Accomplished C15- Developing C16- Developing C17- Developing E1- Developing F2- Developing F2- Developing G1- Exemplary H1-Developing		
Step 3: Review and/or refine the building focused action steps relative to the data and TBT needs	<i>Develop or refine the following if needed:</i> <ul style="list-style-type: none"> • <i>Adult implementation indicator(s)/"look fors"</i> • <i>Student performance indicator(s)/assessments(s) used</i> 		

What changes to the plan need to be made to ensure fidelity of implementation and desired results?			
Step 4: Establish building-wide implementation and monitoring actions/tasks for Step 3.	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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?	<p>BLT is questioning if they can invite a parent to be a community member for B11?</p> <p>F1-We are still phasing out the OGT students therefore need to provide them with the standards necessary to make them successful on the OGT.</p> <p>H1- BLT does not currently look at the instructional strategies used in TBT.</p>		
Step 5: Define adult and student data for review at next meeting	<ul style="list-style-type: none"> Everyone comes with the data ready 	<ul style="list-style-type: none"> Best practices shared from TBTs that had high student results on post-test 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> What was our level of implementation - full, partial, not at all? 	<ul style="list-style-type: none"> What did we learn - successes and obstacles? Reflections 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> What message(s) needs to be delivered? How will the message(s) be delivered? 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> What needs to be done between now and the next meeting? Who is assigned to do it? 	<ul style="list-style-type: none"> 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?)			
<ul style="list-style-type: none"> 			