Building Leadership Team
January 25th, 2018
3:00-4:00

Chad Fallis	X	Miranda Meffley	X	Jessica Spencer	X	Brandi Lisi	X
Ashley Baber	X	Joe Wermert	ABSENT	Doreen Martin	X	Christina Fisher	X
Cherie Smith	X	Heather Allison	X	Jackie Blosser	ABSENT		

Agenda
- 5 Step Process on Benchmark Data
- TBT Strategy Reflection
- Conferences

Facilitator	Chad	Timekeeper	Brandi	Reflective Questioner	Jessica
Recorder	MIranda	5-Step Process Checker	Doreen		

Plan Strategy 1.2	**The Implementation of Highly Effective Instruction. (OIP)**
Adult Implementation	**100% of teaching staff will implement the pacing chart utilizing the board approved textbook and SBR resources aligned with Ohio's new Learning Standards as evidenced through District's online lesson planning template and classroom walkthrough data.**
Student Performance Indicator	**80% of students will be proficient (70% is the proficiency level) on common quarterly TBT assessments including students on alternate assessment**

Step 1: Collect Common Data

Step 2: Analyze student work specific to the data.
● *What did students do well and why?*
● *What did students not do well on and why?*
● *Were there common errors, misconceptions, urgent needs? Are there patterns or trends?*

Strengths (and why)	Weaknesses (and why)
MI ● 2nd grade had a 100% meet their growth goal ● 3rd-80% met goal ● 5th-86% met goal ● 7th-84% met goal RI ● 4th-81% met goal More students met their growth goal in math than in reading. Only one grade level had 80% or higher meet their growth goal. Why? The math test was read to students, so reading was not a barrier.	MI is drastically lower than the AIR test in some grade levels because the MI covers all content all the way up to college. Where AIR Math covers only what they learned that year. Elementary scores are a lot less predictable than the middle school scores. There is a stronger correlation in the upper grades between the AIR and RI/MI

Write SMART goal or determine where you are at in meeting building's current SMART Goal related to the subgroups you are monitoring.

100% of grade levels will make a 10% gain in the number of students that meet their growth goal by the end of the spring benchmark.

Steps 3: Establish shared expectations for implementing specific effective changes consistently across all classrooms. What strategies being implemented by the ADULTS will be started/continued or stopped.	**Step 4: Implement Changes Consistently** ● Who will implement? How often will we implement? How long will we implement? ● What will you see in the classroom when the selected strategies are implemented? How will we know if we implemented with fidelity?
Intervention specialist works on improving their MI/RI tests by reteaching the skills missed on the MI. Continue to share the goal sheets with students so they know their previous score and goal before they take their test. Look at the instructional planning reports and differentiate in the classroom based off student needs. Utilization of Watson to help develop student growth plans. Print off the instructional planning reports and give to the ELA and Math teachers to help with planning.	Revisit the next time we do a 5 step process.

Communication to the DLT/TBTs and Reflection

BLT to TBT	BLT minutes are put in a shared Google folder for all staff to review. BLT minutes are also posted on the LCS Wordpress site.
BLT to DLT	DLT members report information from BLT

Supports Needed	Strengths/Successes	Obstacles/Challenges
None at this time.	Students are excited about meeting their MI?RI goals and are sharing their results with the staff.	None at this time.

Warm Feedback	Cool Feedback
Beneficial to look at trend data and how it correlates to the state test.	**Next Meeting:** February 6th , 2018