

New Boston Local : DLT/CSLT 5-Step Process Meeting Agenda and Minutes

Date Time Site

Facilitator:

Timekeeper:

Recorder:

Team Members Present:

Today's Agenda (Copy of the agenda needs to be pasted here)

Step 1: Collect and chart adult implementation and student performance data	<ul style="list-style-type: none">• Data is available from all BLTs for all students and subgroups• Analysis is done• Data provided prior to meeting	<ul style="list-style-type: none">• Data is available from the DLT/CSLT and/or district personnel• Analysis is done• Data provided prior to meeting	
<ul style="list-style-type: none">▪ What data have been collected by: BLTs? DLT/CSLT/District Personnel?			
Step 2: Analyze adult implementation and student performance relative to the data	<ul style="list-style-type: none">• Determine overall student strengths and areas of concern by building(s), 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.	<ul style="list-style-type: none">• Determine overall adult performance strengths and areas of concern by building (s), 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.	<ul style="list-style-type: none">• Develop feedback to BLTs relative to:<ul style="list-style-type: none">• Growth/areas of concern in student performance• Growth/areas of concern in adult performance• Building(s), grade-levels, subject areas that may be worthy of replication• Specific professional development/support that the district will provide• Expectations for improvement/changes
What does the data tell you about the students' learning and adult performance within and across buildings, grade levels, subject areas?			
Step 3: Review and/or refine the focused plan strategies/indicators relative to the data	<ul style="list-style-type: none">• Develop or refine the following if needed:<ul style="list-style-type: none">• 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?			
Step 4: Establish district-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 district and BLT 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 DLT/CSLT will execute the action steps/tasks Determine how and when feedback is provided to buildings (see Step 2) 	
What does the DLT/CSLT need to change to ensure district-wide implementation? What will administrators observe in the classrooms?			
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 BLTs 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 BLTs 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, 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, BLTs, district 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?)

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