

CAMPBELL CITY SCHOOLS

DISTRICT LEADERSHIP TEAM MEETING

TIME/LOCATION:	9:00 AM - 12:00 PM (Room 112, High School)
DATE:	JANUARY 7, 2016
PLEASE BRING/READ:	BLT REPORTS, WITH DATA CHARTED TO SHARE INDIVIDUAL DLT EFFECTIVENESS RUBRIC
MEETING PURPOSE	<p>REVIEW DATA</p> <ul style="list-style-type: none"> • Discipline and Attendance data - special ed data disaggregated <ul style="list-style-type: none"> ○ attendance and tardy data ○ look at repeat offenders ○ TBT information from all grades/content <p>INTRODUCE SPDG COMPONENTS FOR ICS DLT PRACTICE PROFILE</p>

ATTENDEES:					
	Matt Bowen		Jacquelyn Hampton		Mark Samuel
x	Jane Buckingham	x	James Klingensmith	x	Rachael Smith
	Karen Carney		Tony Marafiotte	x	Ryan Stowell
x	John Childers	x	Andrea McGoogan		Vicki Tekac
x	Kristin Fox		Grace Papini		Annette Tovornak
x	Joe Fuline	x	Alaina Rauber	x	Brad Yeager
x	Rick Gozur	x	Lori Ross	x	Lisa Young
x	Marla Peachock	x	Maria Lowery	x	Krystal Zoumis

ITEM	TIME	AGENDA ITEM
1	9:00 - 9:15	<p>Welcome, Assignment of Roles, Review of Meeting Norms</p> <p>Meeting Norms and Assignment of Roles: Facilitator: Rachael Smith Time Keeper: Andrea McGoogan Recorder: Lisa Young Process Observer: Jane Buckingham</p> <p>Changes to today's agenda?</p>
2	9:15 - 9:35	<p>High School BLT Share Out</p> <p>Step 1: Share Data</p> <p>ELA</p> <ul style="list-style-type: none"> ● argumentative writing using a prompt ● prep for OAA ● claim and counterclaims were weaknesses ● 2 pre-assessments were given ● strategies <ul style="list-style-type: none"> ○ chunking the assessment ○ meal plan - it's a graphic organizer MEAL <ul style="list-style-type: none"> ■ all will try it ○ next TBT we will come back with the data if it was successful <p>Social Studies</p> <ul style="list-style-type: none"> ● two forms going on 2 pre-assessments <ul style="list-style-type: none"> ○ textual evidence ○ analysis ● results of pre-assessment it's getting better ● using the same rubric just using different passages ● 8th grade chunked out the triple double ● kids are making more real world connections ● academic vocabulary is still weak ● paragraph writing is weak too ● reading directions is an issue as well ● Next step will focus on evidence <p>Science</p> <ul style="list-style-type: none"> ● no triple double ● true pre assessment and post assessment on concepts worked on in class ● analysis is a weakness in 8th grade ● physical science - low level questions were easy <ul style="list-style-type: none"> ○ higher level questions is where students struggled ● evidence is a strong point

		<ul style="list-style-type: none"> ● biology <ul style="list-style-type: none"> ○ proficient kids went down pre assessment was modeled ○ post assessment was done individually so scores went down ○ analysis was a weakness ● model and chunk information ● check for completeness <p><u>Math</u></p> <ul style="list-style-type: none"> ● contents of algebra and geometry ● pre assessment is problem then teach and give a post assessment with similar problem ● strategy <ul style="list-style-type: none"> ○ small group individualized instruction ○ it worked well and no students were below proficient ● Algebra 1 <ul style="list-style-type: none"> ○ used peer tutoring ○ 4% below proficient to 59% proficient ● in one class the below proficient increased ● Geometry <ul style="list-style-type: none"> ○ pre assessment 83% proficient ○ data missing due to teacher absence ● Math department is working with County support to work on standards and pacing guides <p><u>Attendance</u></p> <ul style="list-style-type: none"> ● data through December <ul style="list-style-type: none"> ○ 92.59% ○ still not at state requirement ○ 9th graders low absenteeism <ul style="list-style-type: none"> ■ trying to figure out strategies to get them in school especially on Fridays ● <u>IEP Discipline Data</u> <p>Step 2: Analyze Data</p> <p>Step 3: Determine instructional strategies to implement to improve</p> <p>Step 4: Implement agreed upon instructional strategies</p> <p>Step 5: Collect/chart and analyze post data</p>
3	9:35 - 9:55	<p>K-7 School BLT Share Out</p> <ul style="list-style-type: none"> ● writing <ul style="list-style-type: none"> ○ 4-7 is working on writing ○ looking at different stages of writing ○ 4th grade - determine the type of writing that will be used

		<ul style="list-style-type: none"> ○ 5th grade argumentative writing and using graphic organizers ○ 7th grade stamina and getting students to write more ○ 6th grade student engagement turning in homework and extracurricular activities ● attendance <ul style="list-style-type: none"> ○ all teachers are sent attendance daily and weekly ○ 90% attendance rate in January ○ measure it as grade level attendance ○ use incentives for grade levels to get kids here ● library check out ● iready data <ul style="list-style-type: none"> ○ reading increased by 10% ○ math data increased by 10% <ul style="list-style-type: none"> ■ more manipulatives are being used ■ Engage New York is being used in more classrooms ● K-3 based on practice profiles, we reset the TBT process <ul style="list-style-type: none"> ○ established norms ○ reviewed roles and assigned them ○ determined the what data to look at next week <p>Step 1: Share Data</p> <p>Step 2: Analyze Data</p> <p>Step 3: Determine instructional strategies to implement to improve</p> <p>Step 4: Implement agreed upon instructional strategies</p> <p>Step 5: Collect/chart and analyze post data</p>
4	9:55 - 10:15	District data - Area district data comparison
5	10:15 - 10:25	<p>Determine what data to bring for next DLT from #2 and #3 above</p> <p>Determine time for next DLT meeting</p> <ul style="list-style-type: none"> ● Cultural motivation ● attendance ● 6th grade share out ● TBT share out ● practice profile next steps
6	10:25 - 11:00	<p>Introduction of SPDG Components</p> <ol style="list-style-type: none"> 1. Introduce 4 Cornerstones of Integrated Comprehensive Systems 2. Strengths and Challenges with 4 Cornerstones <ol style="list-style-type: none"> a. equity <ol style="list-style-type: none"> i. strength: full inclusion ii. challenge: teacher buy in b. align staff and students

		<ul style="list-style-type: none"> i. strength: staff supports inclusion ii. Challenge: <ul style="list-style-type: none"> 1. staff diversity, lack of it 2. males at the K7 c. transform teaching and learning <ul style="list-style-type: none"> i. strength: core group using UDL ii. challenge: one more thing d. Funding: <ul style="list-style-type: none"> i. strength: putting funds in the right place ii. weakness: policy - making up work for suspended students
7	11:00 - 11:25	<p>Review DLT Practice Profile</p> <ul style="list-style-type: none"> ● look at it before next meeting and come with ideas of where to go next <p>Discuss BLT Practice Profile expectations</p>
7	11:25 - 11:35	<p>Review and discuss agenda items and determine time for February DLT meeting (later start time, after school, etc. to ensure classroom coverage for future dates) (February 4, 2016)</p> <ul style="list-style-type: none"> ● time for next meeting: 8-11 <p>Determine time for next DLT meeting</p> <ul style="list-style-type: none"> ● Cultural motivation ● attendance ● 6th grade share out ● TBT share out ● practice profile next steps ● review focus plan
8	11:35 - 12:00	<p>Wrap-up</p> <p>Meeting - Meeting Evaluation Checklist</p> <p>Process Observer Notes</p> <ul style="list-style-type: none"> ● <p>Once around the table</p>

Building Comparisons

- Motivation and engagement
- Analysis
- Content Vocabulary
- Attendance issues
 - Resources officers need to be following similar protocols
 - Parents need educated and informed about the importance of attendance