

# CAMPBELL CITY SCHOOLS

## DISTRICT LEADERSHIP TEAM MEETING

<b>TIME/LOCATION:</b>	8:30 AM - 12:00 PM (Room 310 at Memorial High School)
<b>DATE:</b>	OCTOBER 1, 2015
<b>PLEASE BRING/READ:</b>	BLT REPORTS, TBT UPDATES
<b>MEETING PURPOSE</b>	COMPLETE 3 YEAR PLAN

ATTENDEES:					
X	Anna Beech	X	Jacquelyn Hampton	X	Rachael Smith
	Matt Bowen	X	James Klingensmith	X	Ryan Stowell
X	Jane Buckingham	X	Tony Marafiote	X	Vicki Tekac
X	Karen Carney	X	Andrea McGoogan	X	Annette Tovarnak
X	John Childers	X	Grace Papini	X	Brad Yeager
X	Kristin Fox	X	Alaina Rauber	X	Lisa Young
X	Joe Fuline	X	Lori Ross	X	Krystal Zoumis
X	Gerald Hamilton		Mark Samuel		

**Non-negotiables WRAP**

1. System is responsible for prevention of student failure
2. Using principles of universal access - curriculum is differentiated for the needs of all learners the first time content is taught vs. taught to the normed group of students and then adapted after the fact.
3. All instruction for all learners: premised on a rigorous core curriculum for ALL Students.
4. All decisions will be made based on what is best for students.

ITEM	TIME	AGENDA ITEM
1	8:30 - 8:45	<p>Welcome, Assignment of Roles, Review of Meeting Norms</p> <p>Meeting Norms and Assignment of Roles: Rachael Smith  Time Keeper: <b>Kristin Fox</b>  Recorder: <b>Lisa Young</b>  Process Observer: <b>Karen Carney</b></p> <p>Changes to today's agenda? -</p> <ol style="list-style-type: none"> <li>1. <b>Discussion on DLT meeting time at end of agenda</b></li> <li>2. <b>Change presentations for K-7 and HS</b></li> </ol>
2	8:45 - 9:15	<p>Update on K-7 BLT and TBT processes</p> <ul style="list-style-type: none"> <li>● <b>TBT process</b> <ul style="list-style-type: none"> <li>○ has changed this week due to i-Ready data <ul style="list-style-type: none"> <li>■ looked at data to decide who is getting intervention</li> <li>■ talked about using a center approach in the classroom to try to differentiate for the students</li> </ul> </li> <li>○ TBT is grade level specific they are Bi-weekly <ul style="list-style-type: none"> <li>■ K-3 is looking at writing <ul style="list-style-type: none"> <li>● develop a common rubric and a common writing activity</li> </ul> </li> </ul> </li> <li>○ vertical alignment has a representative from K-7 <ul style="list-style-type: none"> <li>■ we look for holes in grade levels</li> </ul> </li> </ul> </li> </ul> <p>Present K-7 BLT Plan</p> <p>Last BLT looked at 3 goals</p> <ul style="list-style-type: none"> <li>● <b>curriculum</b> <ul style="list-style-type: none"> <li>○ students data</li> <li>○ adult implementation</li> <li>○ used i-Ready to make determinations</li> <li>○ career connections</li> <li>○ vertical alignment meeting</li> </ul> </li> <li>● <b>PBIS</b> <ul style="list-style-type: none"> <li>○ Classroom behavior charts</li> <li>○ we are collecting d</li> <li>○ Google Form will be filled out by teacher and grade level</li> </ul> </li> <li>● <b>Community Engagement</b> <ul style="list-style-type: none"> <li>○ look at kids attending events and give them a ticket for attending and give them an incentive</li> <li>○ student government for grades 4-7</li> <li>○ community support for the music programs</li> <li>○ 3 dates for Holiday concerts to house all of the people attending</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>● Language Arts vertical alignment <ul style="list-style-type: none"> <li>○ common theme <ul style="list-style-type: none"> <li>■ plot structure</li> <li>■ looked at i-Ready data <ul style="list-style-type: none"> <li>● 80% of students are reading below grade level</li> </ul> </li> </ul> </li> </ul> </li> <li>● Math Vertical Alignment <ul style="list-style-type: none"> <li>○ 90% of students are below grade level in Math</li> <li>○ focus on curriculum</li> <li>○ centers in the classroom</li> <li>○ differentiation</li> </ul> </li> </ul> <p>In grades 4-7 if a student is 2 grade levels behind they will be in the intervention groups</p> <ul style="list-style-type: none"> <li>● Look at data and see what are the most pressing needs</li> <li>● have all teachers look at barriers and come to an understanding of what needs to be done in the future</li> <li>● What data needs to be looked at</li> <li>● Reading? comprehension</li> </ul>
3	9:15 - 9:45	<p>Update on High School BLT and TBT processes Present High School BLT plan</p> <p>TBT level</p> <ul style="list-style-type: none"> <li>● started the second day of school</li> <li>● there is common planning time</li> <li>● found common barriers in the TBT process</li> <li>● 2 TBT's during the first month</li> <li>● Looked at SLO pre-assessment <ul style="list-style-type: none"> <li>○ talked about quality of the assessment</li> <li>○ strengths and weaknesses</li> <li>○ 3rd TBT looked at the pre-assessment data</li> <li>○ looked at students with disability to increase the AMO</li> <li>○ SLO pre-assessments were weak in extended response and short answer in all contents</li> <li>○ students are struggling with comprehension and analysis in all content</li> <li>○ Writing across the curriculum will be the focus in all contents <ul style="list-style-type: none"> <li>■ introduced the triple double to use in all contents and use the same rubric and similar articles</li> <li>■ bring back artifacts from students to look at strong and weak examples</li> </ul> </li> </ul> </li> </ul> <p>BLT</p> <ul style="list-style-type: none"> <li>● Look at data from TBT's and share out the data. There is a person from each TBT on the BLT</li> <li>● Discuss non-negotiables</li> <li>● two way communications between TBT's and BLT's</li> </ul>

		<ul style="list-style-type: none"> <li>● The BLT found 5 barriers from looking at TBT data when looking at inclusion</li> <li>● Action steps keep in mind the barriers</li> <li>● PBIS <ul style="list-style-type: none"> <li>○ small groups</li> <li>○ look at 8th grade</li> <li>○ look at behavior data and discuss it at the next few meetings</li> </ul> </li> <li>● There is buy in at all levels at the High School</li> </ul>
4	9:45 - 10:00	<p>Review 2014-2015 DLT Focused Plan</p> <p>Need to look at having an overarching goal to get out of Moderate D_F rating (By 2018, District needs a C or better in AMO for 2 of 3 year)</p> <ul style="list-style-type: none"> <li>● Goal is to get to independent status in the next three years</li> <li>● OIP is a great tool to move districts forward</li> <li>● Moderate DF school is what we are</li> <li>● Focus plan needs created and submitted</li> <li>●</li> </ul>
4	10:00 - 11:30	<p>Create District 3-year plan/Connect to DLT Focused Plan</p> <p>Groups focused on creating a district plan with appropriate goals, strategies and action steps. Incorporated 2014-2015 Focused Plan, BLT goals/strategies/action steps and administrative retreat goals. Final plan will be in two forms: state form (with areas to measure progress) and community form (more user friendly)</p> <p>K-7 needs to add action steps</p> <p>Ideas to consider from Administrative Retreat:</p> <ol style="list-style-type: none"> <li>1. By June 2018, 100% of CCSD teachers will fully implement the selected framework/curriculum in their designated teaching area. COLLEGE AND CAREER READINESS</li> <li>2. By June 2018, 100% of CCSD staff will implement a PBIS model conducive for learning for ALL students, resulting in increased student engagement and a positive school environment, as measured by student, staff and parent surveys. PBIS</li> <li>3. By June 2018, the CCSD will increase the number of opportunities annually for community members and partners to participate in academic and extracurricular activities as measured by attendance at events (sign-in sheets). COMMUNITY ENGAGEMENT</li> </ol>
5	11:30 - 11:45	<p>Discuss agenda items for November DLT meeting (November 4, 8:30 - 12:00 pm)</p>

		<p>Discuss time of meeting Core Team to finalize the District Plan? BLT Report outs - 15 minutes, clear and concise K-3 as subset of K7</p>
6	11:45 - 12:00	<p>Wrap-up Meeting - Meeting Evaluation Checklist Process Observer Notes</p> <ul style="list-style-type: none"><li>adherence to agenda</li><li>meeting started and ended on time</li><li>norms were discussed</li><li>Rachael facilitated well</li><li>excellent probing question used</li><li>contributions from all stakeholders</li><li>paraphrasing was used for clarification</li><li>groundwork was set for the activities</li></ul>