

DODGE CITY MIDDLE SCHOOL

GROWING STRONGER TOGETHER

“Dodge City Middle School will foster a culture with independent learning where students can achieve their full potential in academics, personal, physical and moral development in the 21st Century.”

BUILDING LEADERSHIP TEAM AGENDA

April 11, 2017

3:30 P.M. Library Conference Room

RESPONSIBILITY OF BUILDING LEADERSHIP TEAM

- **INDICATOR 43: The Leadership Team serves as a conduit of communication to the faculty and staff. (43)**
 - Provides leadership for accomplishing school target goals associated with school improvement.
 - Insures that the building engages in a variety of evaluation tasks—those that help determine the goals, those that help inform progress and change and those that benchmark success (i.e., student achievement, school climate)
 - Reviews and approves Title I Programs including evaluation strategies and budget.

AGENDA ITEMS

I. Team/Guest Attendance

- **INDICATOR 42: A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). (42)**
 - Team Members in Attendance: Michael King, Pam Algrim, Faye Wells, Deb Keitel, Carrie Boles, Donna Johnston, Andrea Keck, Brandi Kerr, Lisa Pelton, Kevin Self, Sarah Schaeffer, Julie Tacka and Traci Small.

II. Celebrate Recent Successes

- **Implementation of Goal One: Establish a foundation for reporting student progress through individual plans of study and a means to communicate student progress to parents.**
- All Math Teachers Challenge Award (April 24 Advisory Assembly)
- Grade 8 Math Teachers 12:00 Noon Board Attendance at Soule (April 24)
- Grade 6 Miller Students April 24 9:30 (Miller Assembly)
 - Review of Social Emotional Student Goal Setting Survey (N=673)
 - Students Set Goals Based on Data at 78.3%
 - Students Set Goals Based on Individual Improvement at 79.8%
 - Students Set Meaningful Goals at 84.0%
 - Review of Social Emotional Student Self-Efficacy Survey (N=537)
 - Students Believe in Ability at 82.8%
 - Students Can Grow with Effort 87%

AGENDA ITEMS CONTINUED

- **GOAL ONE:** It is our goal to increase the number of innovative approaches to education by leveraging and connecting the many settings and times in which children learn and grow to create seamless complementary learning systems that place families as core partners in the learning process.
 - [Parent Involvement Fall Survey](#)
 - How often do you meet in person with teachers at your child's school?
 - How often do you help your child understand the content he or she is learning in school?
 - In the past year, how often have you helped out at your child's school? How often do you help your child engage in activities which are educational outside the home?
 - In the past year, how often have you visited your child's school?
 - How much of a sense of belonging does your child feel at his or her school?
 - How regularly does your child read for fun?
 - [Parent Involvement Spring Survey](#)
 - Have you received notification of the Title I Parent Activities provided by your child's school?
 - If the school offered a way to help your child at home with math and reading would you participate?
 - Staff at my child's school consults me and other families before making important decisions.
 - I would recommend this school to family and friends with children.
 - **Parent Night “Closing the Gap with Summer Learning”**
 - Literacy in The Arts Description
 - I wanted to share with Site council members the many great ideas from our last meeting on parent involvement – especially on ways to close the learning gap during the summer months. We have put into place many of the ideas shared during our last session. Our next parent night, scheduled for April 25, will have the public library available to promote summer reading and provide library cards. The theme for parent is Literacy in the Arts which will begin with a parent involvement dinner.
 - After the dinner, parents will go to the auditorium for student recognition and a presentation on how to checkout digital books over the summer. After the assembly parents will be invited to join us in the literacy in the arts festival to include auditorium performances, a student and staff art exhibit and summer reading incentives.

III. Review and respond to coaching comments

- [Review of Coaching Needs Assessment](#)

IV. Review of Minutes & Approval

- **INDICATOR 46: Teachers are organized into grade-level, grade-level cluster or subject-area Instructional Teams. (46)**
- **INDICATOR 45: The school’s Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (45)**
 - Review of Team Leaders Responses to First Semester School Report Card

AGENDA ITEMS CONTINUED

- **Approval BLT Minutes**
- [See March BLT Minutes](#)

V. New & Old Business

- **Title I Visitation**
 - Wednesday, April 12th from 12:00-1:30
 - See Example Plan Indicator 2880
- **Facilities Update by Faye Wells**
 - Update on Cafeteria Construction Plan
 - Facilities Construction Timeline
- **Indicators to Assess-Create-Monitor**
 - **INDICATOR 1570: The school regularly communicates with parents about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning). (1570)**
 - [See Relationship Rubric: Component 3 Families](#)
- **Assess Indicators**
 - **INDICATOR 3410: The school implements a system-wide monitoring process (such as practiced in Kansas MTSS) that utilizes collaborative instructional teams who meet regularly to review student data from screening, progress monitoring, and outcome assessment to identify next steps for instruction for students across all tiers.(3410)**
 - Review MTSS School Schedule Proposal - [No Changes In Schedule](#)
 - [MTSS Draft Proposal](#)
 - Overview of Tier II Support
 - May be taught in a co-teaching environment or have additional classroom Para support (See Page 4)
 - Focus on specialized corrective activities to help students overcome whatever learning difficulties they may be experiencing
 - Modified core curriculum along with mini class sessions to close individual learning gaps
 - Systematic and explicit instruction that includes modeling & direct teaching
 - Specialized programming that focuses on key skills
 - Continuous corrective feedback, encouragement, & self monitoring activities
 - Overview of Tier III (Intervention Planning Guide)
 - 42 Minute Tier III Intervention – Elective Schedule
 - Math at all 3 grade levels
 - ELA at all 3 grade levels
 - SPED (Math & ELA) at all three grade levels
 - Students Qualifying for Tier III must also be in a Tier II class
 - Screener for Specific Skill Development
 - Running Record of Tier III Basic Performance Skills

AGENDA ITEMS CONTINUED

- **Review of GOAL FOUR: Integrate literacy and math across all disciplines. Priority Three Goals: Rose Standard One:** Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization. The Kansas definition of college and career ready advocates for employability skills through the subset of Basic Skills. These Basic Skills encompass reading, writing, listening, speaking and performing math computations.
 - **Reading Comprehension** is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing.
 - **Vocabulary:** The main goal when providing reading vocabulary instruction is to develop an association between the printed form of a word and its meaning or meanings, in the case of a word with more than one meaning.
 - **Grammar skills** are the ability to understand how sentences are constructed and how different types of sentences are formed. Students should have an understanding of how to punctuate each type of sentence correctly and how to combine different sentence types for effective written communication.
 - **Critical thinking** is that mode of thinking — about any subject, content, or problem — in which the thinker improves the quality of his or her thinking by skillfully analyzing, assessing, and reconstructing it.
 - **Real-world Applications** draw from, or upon, actual objects, events, experiences and situations to effectively address a concept, problem or issue. It allows students to actually experience or practice concepts and skills, as opposed to learning that is theoretical or idealistic.
- **INDICATOR 2880: The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development. (2880)**
- **Priority Three Goals Include** (Reading Comprehension, Grammar, Vocabulary, Critical Thinking, and real World Application)
- **Review Teach Like A Champion April 26, In-service Plan by Pam Algrim**
 - [See In-service Agenda](#)
 - [Priority Three Literacy Techniques Matrix](#)

VII. Other Business:

- Action Taken: Review of May Calendar
 - Team Reports
 - Review of Budgets

VIII. Next Meeting

- Next Meeting – Focus on Teacher Checkout & End of School Procedures
- Thursday, May 4 , 2017
- Time: 3:30 P.M. (Library Conference Room)

IX. Adjourn: 4:30 P.M.