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
February 7, 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 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.
  - AR^{2}C Student Portfolio Completion (See AR2 Document)

- Completion of Goal Three: To develop math and reading learning standards for each grade level that are concisely, written descriptions of what students are expected to know and be able to do at a specific stage of their education.
  - See Grade Level Learning Standards

- **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.
  - Community Involvement Progress Report
    - Academic Conferences
    - Take Your Parent to School Day Established with Ticket Out the Door
    - Friday, February 10 8th Grade Advisory Assembly
      - High School Curriculum Presentations

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AGENDA ITEMS CONTINUED

III. Review and respond to coaching comments

- See PLC Minutes Coaching Responses Agenda Item III.

IV. Review of Minutes & Approval

- INDICATOR 46: Teachers are organized into grade-level, grade-level cluster or subject-area Instructional Teams. (46)
  - Review PLC Minutes
    - See PLC Minutes

- 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
    - See Team Leaders Minutes ELA and Math Data Summary
    - See First Semester Report Card

  - **Review of October Site Council Minutes**
    - See Site Council Minutes Recommendation for Soft Skill Development
      - **Section B, set 6-8**
      - Analyze personality traits, personal strengths, weaknesses, interests and abilities.
      - Inventory personal preferences.
      - Describe benefits of various personal qualities, (for example, honesty, curiosity and creativity).
      - Describe benefits of reflecting on personal thoughts, feelings and actions.
      - Identify self-enhancement/self-preservation strategies.
      - Identify common resources and role models for problem solving.
      - Recognize how behavioral choices impact success.
      - Identify additional external supports (for example, friends and inspirational characters in literature, historical figures and media representations).

      - **Section C, set 6-8**
      - Analyze factors that lead to goal achievement and success (for example, managing time, adequate resources, confidence).
      - Describe the effect personal habits have on school and personal goals.
      - Identify factors that may negatively affect personal success.
      - Describe common and creative strategies for overcoming or mitigating obstacles.
      - Explain the role of practice in skill acquisition.
      - Design action plans for achieving short-term and long-term goals.
      - Utilize institutional, community, and external supports.
      - Establish criteria for evaluating goals.

  - **Approval BLT Minutes**
    - See BLT January Minutes

AGENDA ITEMS CONTINUED

V.   **New & Old Business**

- **Building Leadership Team Title I Visitation Report**
  - Pelton, Self and Small
    - [See Link to Title I Plan](#)
    - [See Link to School 5R's Improvement Plan](#)
    - [See Three House Accountability Model](#)

- **Facilities Update**
  - [Bus Loading Procedures (See Map)](#)
  - Exit Building through Staff Entrance – Starts February 15
  - Jay Walking (Students Crossing Street at Crosswalks)

- **Music Festival**
  - Board Approved for Two Years
  - Worker Assignments
  - Review of Worker Responsibilities (March 1 at 7:30 A.M.)
  - [Use of Rooms & Room Assignments](#)
    - [(See Also Facility Map)](#)
  - Volunteers After 3:15 p.m. (Minimum of 10 Workers Includes Time Sheets)

- **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 Student Led Conferencing Timeline & Resource Link](#)

- **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 Indicator 3410 MTSS PLC Essential Questions
    - What are the tiered systems we currently have in place?
    - How long are students staying in tier 2 or tier 3 programs?
    - How many students are currently transitioning out of our tiered programs?
    - What criteria do we have in place to determine when a student transitions in or out of tiered support?
    - How do get students to understand why their need for tiered interventions?
    - What methods or criteria are we using for screening new students for data driven placement into specific tiered support?
    - How do we insure that new students are placed correctly? Send ID #s to Robyn & Erica.
    - How do we determine the effectiveness of our school day interventions?

AGENDA ITEMS CONTINUED

- o Review RTI School Schedule Proposal by Pam Algrim
  - ▪ [See RTI Block Schedule](#)

- o Review of GOAL FOUR: Integrate literacy and math across all disciplines.
  Priority Three: READING COMPREHENSION 2017 – 2018
  - ▪ Possible Teach Like A Champion
  - ▪ Possible School-wide Literacy Program
  - ▪ Possible Teach for Understanding

- **Create Plans and Tasks for Indicator 2880**
- INDICATOR 2880: The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development. (2880)
- Goal Two: Plan and provide learning experiences using effective research-based strategies that are embedded in best practices, including the use of technology.
  - o PLC Recommendations for Indicator 2880
    - ▪ PLC Leaders would like to make a recommendation to BLT to go back to growth mindset PD, the MindsetMaker series for staff. Rotate every Tuesday with technology.
    - ▪ There was also a request for consideration of a staff retreat for the 2017-2018 kick-off.

  - o Team Leaders Recommendation for Indicator 2880
    - ▪ With our current professional development, we have received all that we need for the e-portfolio and are now in the implementation stage. What do we look at for the rest of the year? How do you feel about MindsetMaker?
    - ▪ The general thinking was that MindsetMaker benefits both teachers & students, but teams will need more resources, curriculum, activities, more APPLICATION.
    - ▪ The suggestion was made that teams would really like to have available a resource bank of videos, Ted talks, activities, team building games, etc. to pull from for each of the 3 different grade levels. This could be something the instructional coaches could create for them?
      - ➢ [New Resource Website for Growth Mindset](#)
    - ▪ Continue the current technology professional development every other week with Kara based on each team's needs.

VII. Other Business:
- Action Taken:
  - o Team Reports
  - o Review of Budgets

VIII. Next Meeting
- Next Meeting Date & Time: Tuesday, March 7, 2017

IX. Adjourn: 4:30 P.M.