

# 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

May 4, 2017

3:30 P.M. Library Conference Room

#### RESPONSIBILITY OF BUILDING LEADERSHIP TEAM

- 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.

#### STUCO PRESENTATION

#### 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.**
- **Completion of All Required 5'R Needs Assessments**
- **Establishment of Priority Three Instructional Literacy Practices**
- **Completion of Mindset Maker Team Professional Development Modules**
- **Implementation of Title I Stepping Up program**
- **Completion of Defined Procedures for Tier Interventions at all Three Grade Levels.**

##### III. Review and respond to coaching comments

- **INDICATOR 43: The Leadership Team serves as a conduit of communication to the faculty and staff. (43)**
- **Selection of Leadership Growth Mindset Target Goals**
  - **Review of Growth Mindset Survey**
    1. Administration and leaders communicate decision-making strategies with staff and elicit their input. = **79% (Strongly Agree/Agree)**
    2. Administrators and teachers in our school truly believe that they can help all students to meet learning goals. = **84.3% (Strongly Agree/Agree)**
    3. Administrators communicate a sincere belief that staff members can develop their teaching skills with practice and feedback. = **84.2% (Strongly Agree/Agree)**

## **AGENDA ITEMS CONTINUED**

4. Instructional expectations, standards, and evaluation protocols are made clear to teachers in advance. = [63.1% \(Strongly Agree/Agree\)](#)
  5. New information is introduced in connection to students' interests. = [36.8% \(Strongly Agree/Agree\)](#)
  6. Our teachers tend to protect or guard our lessons, strategies, tests, etc., from one another. = [57.9% \(Strongly Disagree/Disagree\)](#)
  7. Staff is able to put ideas "on the table" and "take them off" safely during planning, collaboration, and decision-making meetings. = [60.5% \(Strongly Agree/Agree\)](#)
  8. Staff members are reluctant to work with or support new or struggling teachers. = [63.1% \(Strongly Disagree/Disagree\)](#)
  9. Teachers are invited to give critical feedback about administrative practices and how they would like additional support. = [52.6% \(Strongly Agree/Agree\)](#)
  10. Teachers collaborate several times a month, sharing or co-developing lessons, assessments, and student work. = [63.2% \(Strongly Agree/Agree\)](#)
  11. Teachers observe one another and give each other feedback to develop the team's best practices. = [65.8% \(Strongly Disagree/Disagree\)](#)
  12. Teachers receive clear feedback on and ongoing support for their practice outside of formal evaluations. = [34.2% \(Strongly Agree/Agree\)](#)
  13. Teachers receive professional development that is targeted to their professional needs and goals. = [60.5% \(Strongly Agree/Agree\)](#)
  14. Teachers, coaches, and administrators work together to design goals and plans for teacher development. = [28.9% \(Strongly Agree/Agree\)](#)
  15. There are structures for teachers and administrators to share information and work together to meet the specific needs of individual students. = [68.5% \(Strongly Agree/Agree\)](#)
  16. There is a culture of continuous improvement where we are constantly looking at our current state and setting improvement goals year-to-year. = [89.5% \(Strongly Agree/Agree\)](#)
  17. There is an "us against them" feeling between teachers and students. = [73.7% \(Strongly Disagree/Disagree\)](#)
  18. Time is provided in the work day for coaching, co-planning/co-teaching, and structured professional learning. = [44.7% \(Strongly Agree/Agree\)](#)
  19. We have exclusive cliques or "camps" within our faculty. = [20.1% \(Strongly Disagree/Disagree\)](#)
  20. We have systems where teachers are directly involved and participate in decision-making and planning for site initiatives. = [65.8% \(Strongly Agree/Agree\)](#)
- [Selection of two or three Growth Mindset Target Goals for Indicator 43](#)

## **IV. Review Of Minutes**

- **Old Business Approval BLT Minutes** ([See BLT Minutes](#))

## AGENDA ITEMS CONTINUED

### V. New Business: Priority Three Goals

- **NEW INDICATOR: (122) All teachers explain directly and thoroughly.**
  - GOAL ONE: Build effective instruction based on rigorous and relevant expectations.
  - GOAL TWO: Plan and provide learning experiences using effective research based strategies that are embedded in best practices, including the use of technology.
  - GOAL FOUR: Integrate literacy and math across all disciplines.
    - [Review of Priority Three Literacy Matrix \(See Handout\)](#)
- **Indicators to Assess-Create-Monitor**
- **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 Yearly Growth Performance Charts in SMI and SRI Scores (See Handout)
- **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.**
  - Review 5<sup>th</sup> Grade Parent Orientation Presentation
    - With Increased Freedom Comes Responsibility
    - First Day of School
    - Communications Between teachers
    - Social Emotional Transition
    - Cell Phones & Social Media
- **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)**
  - Review of Title I Parent Night
    - Provided Summer Reading Resources to 172 Parents
      - Distribution of Reading Awards
        - (31) Sixth grade Students
        - (16) Seventh Grade Students
        - (10) 8<sup>th</sup> grade Students
    - Distribution of 6 Parent Awards

## AGENDA ITEMS CONTINUED

- **Assess Indicators**
  - **MTSS Scheduling Structures**
  - **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)**
    - **Overview of Tier II Support**
      - End of the year placement procedures established for all three grade levels
        - These procedures will begin second week of May with team leaders.
      - 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 Support**
      - Established Placement Rubric for Tier III Interventions
        - [Review and Approval of Tier III Math Placement Rubric](#)
        - [Review and Approval of Tier III Reading Rubric](#)
      - Letter Generated to Parents on Placement in Title I Intervention Program
      - Tier III Intervention Teachers Team Time
      - Tier III Coaching Support for Data, Instruction & Material Selection
      - Tier III Running Record to Insure Individual student academic needs is being met.
      - Tier III Review Process Every Nine Weeks during SIT
      - 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 (Possibly MAPS)
      - Running Record of Tier III Basic Performance Skills

### **VII. Other Business:**

- **Review of Check Out Procedures**
  - Summer Checkout Form (See Front & Back Handout)
  - Procedures on Back of Form (Directions Number Correlation)
  - Teacher's final check out will be on Thursday, May 25th (1:00-3:45 P.M.)
    - Teacher Day Starts at 8:00 A.M. Ends at 3:15 P.M.
  - Retirement Breakfast 8:00 A.M. May 25 (Auditorium)

## **AGENDA ITEMS CONTINUED**

- **Textbook Inventory (# 1 & # 14)**
  - Textbook Check-In
  - Place on Bookshelves in Numerical Order
  - Damaged or Missing Textbooks
  - Old Unused Textbooks
  - Textbook Rebinding
  
- **Ipad Check In Procedures (#11)**
  - Student iPad Inventory Forms (See Student iPad Check In Procedures)
  - Student Inventory – (See FileMaker Inventory Procedures)
  - iPad Backup (See iPad Check in Procedures)
  - All Advisory Classes
  - Inservice on iPad Backup and Cleared May 16
  - iPad Check In Afternoon May 19
  
- **End Of Year Procedures & Activities – Posted On May 15th**
  - After School Supervision Schedule (Starts May 15th)
  - iPad Check-in & Locker Clean Out (Thursday, May 18th ) P.M. Assembly Schedule
  - Grade Input (Starts 8:00 A.M. May 24th & Ends May 25th @ 4:00 P.M.)
  
- **Adjustments in May Calendar**
  - May 22 6<sup>th</sup> Grade Band Joint Rehearsal from 10:45 – 12:12
  
- **Team Reports**

**IX. Adjourn: 4:30 P.M.**