Madison Metropolitan School District

School-Based Leadership Team (SBLT) Toolkit

2017-2018

mmsd.org/sblttoolkit

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Role of SBLT

In July 2013, MMSD released a new strategic framework intended to guide the work of the district. Created by a group of 60 representative teachers, principals, and central office leaders, this framework describes the essential work that the district must accomplish to ensure that every school is a thriving school that prepares every student to be college, career, and community ready. But to move this vision to a reality, there must be systems in place to enact change. School-Based Leadership Teams (SBLTs) play a critical role in this process.

SBLTs perform several important functions within the school. First and foremost, they create the School Improvement Plan (SIP), the driving force behind the district's theory of change. Created by the SBLT in consult with the staff, community and central office, the SIP is an annual plan that defines what the school will focus on to take its practice and performance to the next level during the coming school year. SBLTs receive ongoing professional development to build leadership capacity to develop, implement, monitor and adjust the SIP. In addition, SBLTs will work with central office departments and leadership to ensure execution of the strategies outlined in the SIP. **Successfully implementing the SIP involves SBLTs having explicit conversations around equity issues.**

SBLTs should also be a model PLC or team so that they can use those strategies and skills to support other teams at their school.

SBLTs set the tone for use of data and problem solving at the school site. The team uses data to inform the development of the SIP and to monitor implementation and outcomes throughout the year. They should also serve as a model for effective data use, analysis, and action planning for other school teams.
In MMSD, a new model for SBLTs was introduced at the August 2013 Leadership Institute, including a guide to help schools formulate their SBLTs. In Fall 2013, schools developed SBLTs based on this new model. In August 2013, SBLT members received several resources at the Leadership Institute designed to help them begin their work for the 2013-14 school year, including an SBLT Formulation Guide, SIP Template and User's Guide, and Thriving Schools Rubric. These resources have been incorporated into this toolkit. Future versions of the Toolkit will include these resources, rather than treating them as stand-alone documents.

This toolkit is designed to help SBLTs use data to inform teaching and learning. The toolkit focuses on three phases – Prepare, Inquire, and Act – which structure much of the work done throughout the year by the SBLT. This toolkit is the first of three that will be developed for school use. The SBLT Toolkit will be updated annually.

Guiding Theory: Data Wise Improvement Process

The MMSD Strategic Framework's section on "Clear Focus for Schools" calls for ensuring effective and regular data use for staff within MMSD to help identify areas for improvement and develop systematic practices that promote student achievement. To increase consistency and clarity, MMSD needs one approach to data use that is based on strong research evidence.

The Data Wise Improvement Process is designed to help educators build confidence and skill in using multiple types of data to improve teaching and learning. Data Wise includes eight steps school leaders and others can implement to turn their schools into learning organizations capable of continuous introspection and improvement.

The advantages of using Data Wise include:

• Steps span full spectrum of data use, from building capacity to reflecting on results, with explicit and early attention to building capacity and literacy before identifying areas to examine.

• Explicit discussion of the "hows" of enacting each step, including sub-steps and rubrics for judging implementation.

• Focused on identifying areas of high impact for the most students.

Data Wise contains explicit steps for building data/assessment literacy and data use infrastructure—current deficits within the district and areas where research has shown districts tend to struggle. While particular teams within MMSD may still use other processes, having Data Wise serve as the standard for data use will help promote one consistent approach to effective data use.

The three phases of Data Wise – Prepare, Inquire, Act – will serve as the backbone for the SIP process and other key activities of SBLTs.

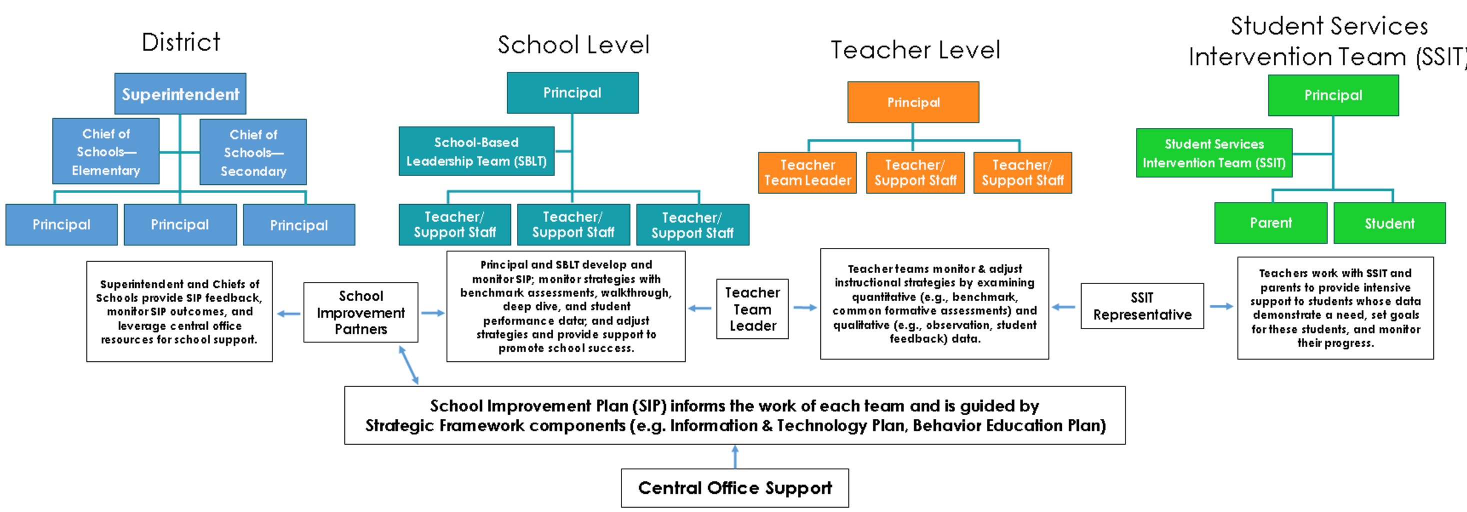
Multi-Tiered System of Supports (MTSS)

For schools to bring about positive change, staff must understand how to structure their work within a Multi-Tiered System of Supports (MTSS). MTSS serves as the foundation of continuous school improvement. This foundation enables schools to engage in progress monitoring for assessing the effectiveness of core and supplemental instruction and interventions in an ongoing way. MTSS helps explain *how* school improvement takes place in MMSD.

Within an MTSS framework, schools should have a team infrastructure that includes at least 3 types of teams: (1) school-based leadership team (SBLT), (2) teacher teams (e.g., department, grade level or instructional teams), and (3) student services intervention teams (SSIT). Principals help define membership across these teams, making sure that team composition is intentional. The “Teacher/Support Staff” role can apply to many types of staff (e.g. Assistant Principals, Classroom Teachers, PBS Coaches).

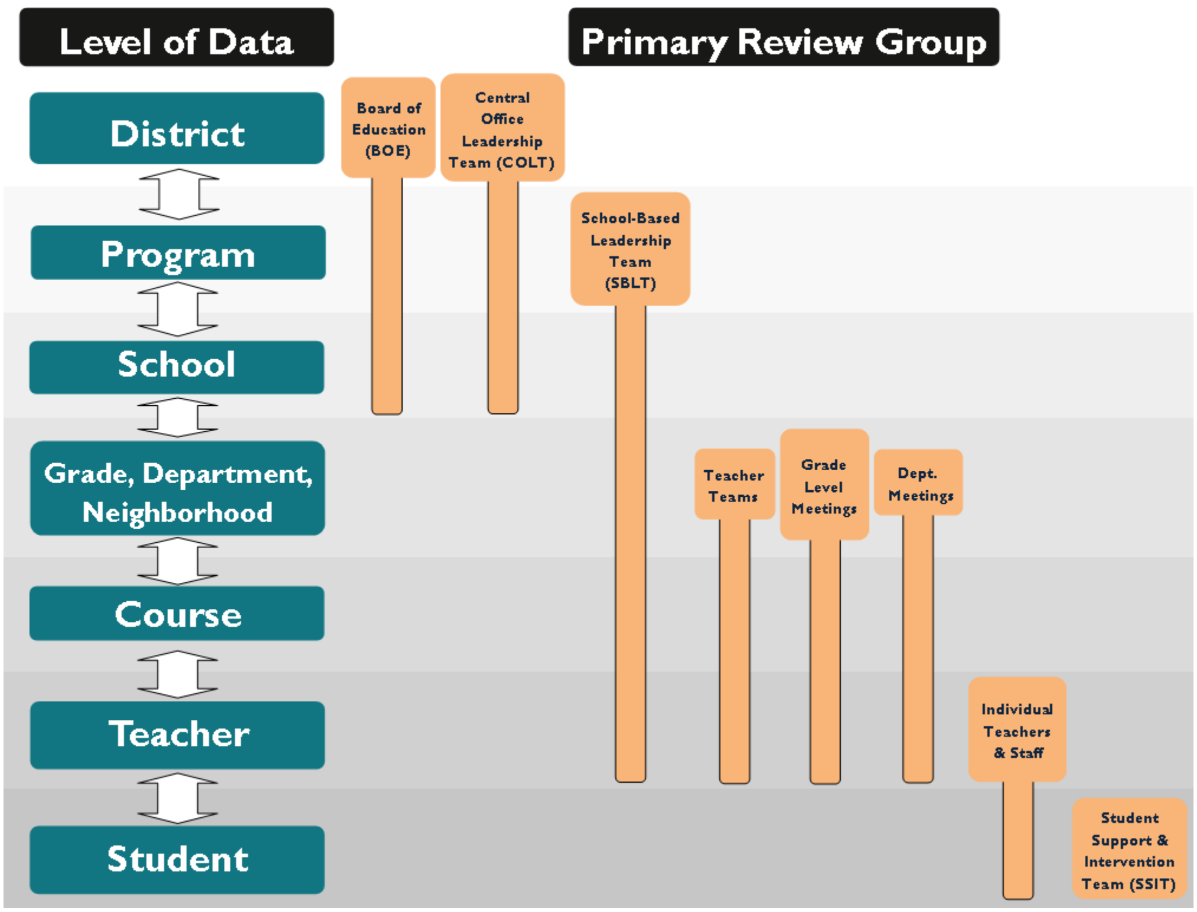
High functioning teams at each level (school, teacher/grade, and individual student), analyze data to problem solve and develop action plans to achieve success. In each case, the goals identified by the school improvement plan (SIP) should drive the selection of data for analysis.

The graphic below illustrates how teams at various levels fit into the MTSS framework. The blue boxes in the middle define the team composition, and the white boxes below describe the work of each team. Staff like School Improvement Partners and SSIT Representatives act as connections between teams, helping communicate issues across levels.



Levels of Data Review

In accordance with MTSS, different teams have primary responsibility for reviewing different levels of data. The graphic below shows these primary responsibilities. The teal boxes on the left refer to the level of data examined, while the orange markers on the right show the scope of data reviewed by each group or team. For example, the Board of Education reviews district and school level data but not data for smaller groups, and the SSIT focuses on student-level data, but not data on larger subsets.



The SBLT is the group that reviews the widest spectrum of levels of data. The SBLT should review school through teacher-level data, but SBLTs do not focus on district or student-level data. This lens keeps the SBLT focused on school-level factors to impact change and SIP implementation.

Toolkit Structure

This toolkit is designed to help SBLTs use data to inform teaching and learning. The toolkit focuses on the three phases outlined in Data Wise – Prepare, Inquire, and Act. Each phase includes several steps for SBLTs to complete. Within each step, the toolkit outlines:

- the purpose for that step
- the tools provided, and
- the actions the SBLT should take.

Within the steps, the toolkit references tools SBLTs can use. These tools are given as example resources, but for the most part are not required for every SBLT to complete. For each tool provided, the toolkit outlines:

- the purpose for that tool
- when to use the tool, and
- how to use the tool.

Tools can be accessed and downloaded online at mmsd.org/sblt-toolkit. A blank version of each tool is available for SBLTs to use.

This toolkit is designed to be used both comprehensively and in sections, meaning SBLTs can either work through the entire guide in order, or can pick and choose sections as needed throughout the year. By design, SBLTs will work through the three phases (Prepare-Inquire-Act) throughout the year, but may not need every step and tool along the way. The materials supporting SIP drafting, for example, may be a tool used heavily during SIP development, but not revisited throughout the year, whereas the SBLT Self-Assessment Rubric will be completed multiple times per year.

PHASE 1: PREPARE

Purpose

The purpose of this phase is to help prepare SBLTs for the work they will be doing to create, implement, and monitor the SIP throughout the school year. All of the steps in this phase are designed to facilitate the creation of a high-functioning SBLT. To do so, the SBLT must be representative of the school community, meet regularly, and engage in a collaborative meeting environment in which conversation is honest, data-driven, equity-focused and, most importantly, leads to action that facilitates improved student outcomes.

Like all teams, SBLTs become more effective over time if they are attentive to, and intentional in thinking about:

- *tasks* (e.g. examining data, planning professional development)
- *processes* (e.g. agenda development, protocols),
- *group or team development (e.g. grow in trust, engage in cognitive conflict)*, and
- *keeping equity at the center of decision making*

The foundational theory and guiding practices included in team development are aligned to the Adaptive Schools focus of MMSD (See Garmston & Wellman (2013) – *The Adaptive School: A Sourcebook for Developing Collaborative Groups*). This phase provides steps for forming an effective SBLT, creating your School Improvement Plan (SIP), and preparing data for use at meetings. This preparation will set up SBLTs to inquire and take action around their SIP.

Steps

This phase includes the following information and tools that support the development of a highly effective SBLT and high-quality SIP:

Step 1: Determine Membership

Tool 1a: Defining Roles & Responsibilities
Tool 1b: Team Development Strategies
Tool 1c: Conducting Successful Meetings
Tool 1d: SBLT Self-Assessment Rubric

Step 2: Build an SBLT Calendar

Step 3: Create School Improvement Plan (SIP)

Tool 3a: SIP Process Flowchart
Tool 3b: SIP End of Year Reflection
Tool 3c: Thriving Schools Rubric
Tool 3d: SIP Theory of Action
Tool 3e: SIP Template
Tool 3f: Questions to Guide SIP Creation

Tool 3g: SIP Approval meeting

Step 4: Prepare Data

Tool 4a: Data Inventory
Tool 4b: Walkthrough Data
Tool 4c: Deep Dive Visit Data
Tool 4d: Essential Questions for a High-Quality Data Overview

Step 1: Determine Membership

Purpose

Before the work of the SBLT begins, each school must work to assemble a team that is set up to do the best possible work in support of great teaching and learning and equity. During this step, schools create their SBLT, assign roles, and create the foundation for future success.

Tools

Tool 1a: Defining Roles & Responsibilities
Tool 1b: Team Development Strategies
Tool 1c: Conducting Successful Meetings
Tool 1d: SBLT Self-Assessment Rubric

Actions

1. ***Identify members.*** To begin, schools must identify the members of their SBLT. The SBLT should include the principal and representative teachers and support staff. Team composition should reflect the needs of the school, and every effort should be made for SBLTs to be representative of their school's student body. The SBLT should include members with expertise in critical content areas, including:
   - English Language Learners
   - Family Engagement
   - Special Education
   - Data use and problem solving
   - Multi-Tiered System of Supports
   - Positive Behavior Support
   - Advanced Learners

   Note that the list above does not mean that one member must represent each of these areas; instead, for example, you may have a teacher at your school who also has strong PBS knowledge and can fulfill that role on your SBLT, as opposed to a PBS coach. You also should consider the characteristics of strong SBLT members. Good candidates should be team players, committed to equity, and respected members of the school community.

2. ***Assign roles and responsibilities.*** At your first meeting, use *Tool 1a: Defining Roles & Responsibilities* to support this process.

3. ***Work on relational trust and establish norms.*** *Tool 1b: Team Development Strategies* and *Tool 1c: Conducting Successful Meetings* can help your SBLT develop trust and equitable ways of working to ensure effective work.

4. ***Conduct a self-assessment.*** Finally, use *Tool 1d: SBLT Self-Assessment Rubric* to reflect on the prior state of your school's SBLT, identify areas of strength and areas for

improvement, and consider how your SBLT's actions impact student learning.

Step 2: Build an SBLT Calendar

Purpose

One of the first priorities of an SBLT is to plan their agenda for the year. Developing an SBLT calendar helps set that agenda and ensure that meeting times are protected.

Actions

1. ***Identify meeting dates and purpose.*** SBLTs should meet at least once a month. There is no length requirement for SBLT meetings. The SBLT calendar should include a description of the data you plan to review at each meeting. The data listed should align to the goals identified in your SIP, as well as the key topics identified in the SBLT section of your SIP's Professional Learning tab, so you may need to revisit your SBLT Calendar to add additional detail once your SIP is complete.

2. ***Create meetings on a Google calendar.*** The SBLT calendar should be put in a Google calendar. To access your school's blank SBLT Calendar, follow the instructions below:

1. When You See This	2. Do This
Your calendar	Click on the gear icon in the upper right
3. Calendar settings dropdown list	. Click "Settings"
5. Calendar Settings page, general tab	Click the "Calendars" tab
6. Calendar Settings page, Calendars tab	. Click "Browse interesting calendars>>" on the top right on the Other Calendars section at the bottom of the page
8. Interesting Calendars page, Holiday tab	. Click the "more" tab
10. Interesting Calendars page, more tab	1. Click "resources for Madison.k12.wi.us"
12. Interesting Calendars>More>Resources for Madison.k12.wi.us	3. Find your school's SBLT calendar in the list
14. *School_Name* School-Based Leadership Team	5. Click "Subscribe" for that Calendar

Your school's SBLT calendar will now show on your calendar.
Click"<<Back to Calendar" at the top of the page to return to your calendar.

3. ***Adjust calendar as needed throughout the year.*** You may need to adjust your SBLT calendar during the year. Consider revisiting your calendar at a mid-year meeting and revising as needed.

Step 3: Create School Improvement Plan (SIP)

Purpose

We believe schools should be the driving force of change in our district. The school's change effort is captured in its School Improvement Plan (SIP).

Created by the School Based Leadership Team (SBLT) in consult with the staff, community, and central office, the SIP is an annual plan that defines what the school will focus on to take its practice and performance to the next level during the coming school year. This plan must define how the school will work on meeting specific, research-based expectations established by central office with input from schools, as well as measureable goals for improving student achievement and equity for all while accelerating the achievement of groups exhibiting lower performance.

For the SIP, schools set strategies and year-end targets within six focus areas:

- Content
- Instructional Practice
- School Structure
- School Climate
- Challenging & Well-Rounded Participation
- Family & Community Engagement

In addition, schools outline plans for professional learning, assessment, and data review, as well as set quantitative student achievement goals and track progress on strategies.

MMSD will publish the SIP for every school and will ensure that the SIP is clearly developed with and communicated to staff, students, families and community members. Through a process of quarterly reviews of progress, SBLTs and central office departments will be held accountable for performance and results. **Note that SIPs can be changed or updated internally as necessary to allow schools the flexibility to be responsive to their school's current context.**

SIP materials are available mmsd.org/sblt-toolkit.

Tools

Tool 3a: SIP Process Flowchart
Tool 3b: End of the Year Reflection
Tool 3c: Thriving Schools Rubric
Tool 3d: SIP Theory of Action
Tool 3e: SIP Template
Tool 3f: Questions to Guide SIP Creation
Tool 3g: SIP Approval Meeting

Actions

1. ***Orient yourself to the SIP process.*** Use *Tool 3a: SIP Process Flowchart* to get acquainted with processes and deadlines for SIP creation, review, and approval.

2. ***Reflect on your previous SIP.*** Working through *Tool 3b: End of the Year Reflection*, reflect on your previous year's SIP and determine how what you have learned in that reflection will affect your next SIP.

3. ***Reflect on your school.*** (Optional) Use *Tool 3c: Thriving Schools Rubric* to take stock of the current state of your school. This tool can be used during the SIP development process, once the SIP is complete, and/or throughout the year to measure progress.

4. ***Draft your Theory of Action.*** Use *Tool 3d: SIP Theory of Action* to draft the Theory of Action for your SIP. The *Theory of Action* will help kickstart the SIP creation process.

5. ***Develop your SIP.*** Work through *Tool 3e: SIP Template* to draft your school's SIP. There are different templates available for elementary, middle, and high schools. The Theory of Action you created using *Tool 3d: SIP Theory of Action* should lay the groundwork for your SIP.

   As part of the SIP development process, you should prepare a draft SIP, collect staff and community feedback, and share the revised draft with your Chief of Schools and School Improvement Partner by the end of June. You can do so by sharing your draft SIP via Google Sheets with your School Improvement Partner and Chief of Schools. SBLTs will then work with their Chief of Schools and Partners to finalize their SIP by the end of September; SIPs will be posted online in October.

   Visit mmsd.org/facedocs to download guidelines for gathering family and community input on the SIP and additional supporting materials from Family & Community Engagement.

6. ***Draft & Finalize your SIP.*** Use *Tool 3f: Questions to Guide SIP Creation* to check your SIP for completeness. This tool can be used during the development of your draft SIP and before the final SIP is submitted.

7. ***Obtain SIP Approval.*** Use *Tool 3g: SIP Approval Meeting* learn how to obtain SIP approval through an approval meeting and presentation.

Step 4: Prepare Data

Purpose

Data review is critical to the work of the SBLT because it helps SBLTs better understand how their schools are moving towards the goals outlined in the SIP. There are many data sources available, and it can be easy to fall into the cycle of "admiring" data when trying to use all sources. Because creating, monitoring, and implementing the SIP is the main purpose of the SBLT, all data reviewed should be tightly coupled to the SIP. Review your SBLT calendar and SIP before each SBLT meeting to decide on data to prepare.

Tools

Tool 4a: Data Inventory
Tool 4b: Walkthrough Data
Tool 4c: Deep Dive Visit Data
Tool 4d: Essential Questions for a High-Quality Data Overview

Actions

1. ***Identify the purpose for the SBLT meeting.*** Review the "Professional Learning Plan" calendar that your SBLT completed as part of the SIP. The calendar should include a description of the data you are reviewing for each meeting. The purpose of the meeting should be clearly tied to the goals, focus areas, and metrics outlined in the SIP, as well as the data you will review. A good purpose statement helps determine which pieces and levels of data you will focus on; for example, a strong purpose statement might be "Determine as a school who is receiving behavior referrals and where and when these referrals are happening." Your meeting may have more than one purpose, but try to remain as focused as possible.

2. ***Prepare relevant data.*** It is essential that the data assembled be based on the purpose of the meeting, which requires identifying the right data out of the myriad sources available. To make that process simpler over time, SBLTs can create a data inventory using *Tool 4a: Data Inventory*, which provides a summary of all the types of data that are available to you and your school.

   There are numerous data sources available to schools, which can lead to teams attempting to review them all. In order to remain focused, effective, and efficient, ask whether the data assembled will tell the story of how students are performing with respect to the goals and focus areas outlined in your SIP. If not, that particular data may not be relevant for that time or purpose. If the team has difficulty moving from problem identification to problem analysis and ultimately action planning, the team must consider reviewing the data and prioritizing only key sets of information.

   Remember that there is a lot of qualitative data that can be prepared for review at meetings, including information collected from school walkthroughs and Deep Dives. *Tool 4b: Walkthrough Data* includes information about how to present and communicate about the data collected from walkthroughs. *Tool 4c: Deep Dive Visit*

Data includes a more detailed discussion of what to expect from Deep Dives.

Below is a sample of appropriate data selection based on meeting purposes.

Date (from SBLT Calendar)	Purpose	Data Set(s)
June	Examine progress on SIP goals and discuss appropriate goals for next year's SIP	MAP; attendance; walkthrough data
November	Assess attendance patterns and effectiveness of Tier 2 literacy interventions	Deep Dive data; attendance; AIMSweb; Tier 2 intervention data
January	Identify student groups in need of additional support	Grade Level data: behavior/ attendance; Early Warning System

3. ***Create a data overview.*** A good data overview will let SBLT members engage immediately with the data, focusing their time and efforts on critical analysis and problem-solving rather than trying to figure out what exactly the data means. The overview can provide a visual way to help clarify the story of your data. The bullets below walk you through considerations for the data overview.

   - *Decide on presentation, including whether individual paper copies or projected data sets is the best course, given the data.*
   - *Consider your format for data presentation, including the use of tables, narratives, and graphs.*
   - *Follow the "less is more" philosophy, and avoid presenting unnecessary data that clutters and distracts from the purpose of the review.*
   - *Consider organization, with a keen focus on how to present data in a way that connects to SIP goals, focus areas, and focus groups.*
   - *Decide if a cover sheet would help staff in consuming several data sets.*

   Once you have prepared an overview, *Tool 4b: Essential Questions for a High-Quality Data Overview* can help you assess its quality.

4. ***Build literacy around unfamiliar data.*** It is critical to build data literacy within the SBLT as well as the entire school staff to enable participants to make the greatest possible contributions. Your SBLT should discuss how to build data literacy both within the SBLT and among all staff members. Strategies like reviewing materials prior to the meeting can allow SBLT members to build familiarity outside the meeting and identify relevant questions ahead of time, maximizing the time in meetings for discussion and analysis. It also is important for the person presenting the data to have the most knowledge about the data in the room.

   Consider the role your SBLT can plan in building data literacy school-wide. Some schools commit time at each staff meeting to building data literacy. Although data can often seem overwhelming, as little as five minutes can provide great benefits for teams in building their capacity to work with data effectively. For example, consider presenting the results of data analysis at prior SBLT meetings, showing your staff what data your SBLT worked with and what conclusions you reached as a result.

PHASE 2: INQUIRE

Purpose

This phase provides steps for problem solving around the SIP at SBLT meetings. Once an SBLT has conducted the proper preparation, they are then set up to inquire and take action. As part of the inquiry process, effective SBLTs are successful at gaining an understanding of what the data shows and problem solving to define the root causes of why the data shows what it shows.

SBLT meetings set the tone for use of data and problem solving at the school site to inform school improvement planning and implementation. Working through this phase will set up SBLTs to take action and monitor progress on the SIP.

Steps

Step 5: Conduct Meetings

Tool 5a: Agenda Checklist
Tool l5b: SBLT Sample Agendas
Tool 5c: SBLT Note-Taking Template & Agenda Item Tracker
Tool 5d: Meeting Process Strategies

Step 6: Analyze Data

Tool 6a: Data Analysis Protocol
Tool 6b: Root Cause

Step 5: Conduct Meetings

Purpose

SBLT meetings are critical to accomplishing the goals of the SIP. Because meeting time is often limited, SBLTs should use strategies like agendas, note-taking, and processing protocols to maximize the time their time together.

Tools

Tool 5a: Agenda Checklist
Tool 5b: SBLT Sample Agendas
Tool 5c: SBLT Note-Taking Template & Agenda Item Tracker
Tool 5d: Meeting Process Strategies

Actions

1. ***Create an agenda.*** Before each meeting, you should assemble a purposeful and focused agenda. Typically, facilitators are charged with the task of preparing the agenda in collaboration with the data point person. With this in mind, facilitators should be thoughtful when constructing the agenda to ensure that there is sufficient time for meaningful discussion and problem solving. District professional development is provided regularly to support facilitator skills and abilities (e.g. Adaptive Schools). The SBLT Calendar should act as a starting point to define the purpose of meeting and data to be used. Agenda items may be agreed upon at the close of the prior meeting if warranted.

   Tool 5a: Agenda Checklist and Tool 5b: SBLT Sample Agendas can help assess the quality of your completed agenda.

2. ***Maximize your time together.*** Because SBLT meeting time is limited, it is important for the team to use strategies designed to help keep meetings on task and efficient. These strategies include, but are not limited to:
   - Having the facilitator state and post the focus and expected outcomes at the beginning of the meeting and/or an explanation of the data to be discussed
   - Modifying the meeting times and lengths as necessary to ensure that data are reviewed thoroughly
   - Taking notes throughout the meeting (see *Tool 5c: SBLT Note-Taking Template and Agenda Item Tracker* for templates)
   - Using meeting protocols to effectively executive discussion and dialogue (see *Tool 5d: Meeting Process Strategies* for ideas).

Step 6: Analyze Data

Purpose

Data analysis allows SBLTs to determine progress made toward goals identified in the SIP. Data analysis and questioning leads to determining which actions SBLTs should take to ensure progress on the SIP. By engaging in this data analysis, SBLTs are continually evaluating strategies for effectiveness. SBLTs also review data to assist in identifying the root causes underlying the story the data is telling. If the SBLT can identify the root cause, then they can inform the high-leverage actions to take that will address challenges and inequities and encourage successful SIP implementation.

Tools

Tool 6a: Data Analysis Protocol

Tool 6b: Root Cause

Actions

1. ***Analyze the data.*** Using the data prepared in Step 3, SBLTs can work through *Tool 6a: Data Analysis Protocol* to better understand how the data can inform their work around the SIP. The protocol includes four steps: Review the Data, Analyze the Data, Discuss Root Causes, and Consider Actions.

2. ***Pay special attention to root cause.*** Root cause helps SBLTs understand why certain things are occurring in their schools. It can be a particularly difficult step in data analysis; as such, *Tool 6b: Root Cause* is designed to help supplement your discussion at this step in the protocol.

PHASE 3: ACT

Purpose

This phase provides steps designed to help an SBLT take action, monitor progress, and reflect.

Remember that the phases and steps outlined in the SBLT toolkit are part of a cycle that repeats each school year. As the school year comes to a close and you begin planning for next year, reflect on your progress during earlier steps and discuss how your SBLT can be even more productive when the cycle begins again.

Steps

Step 7: Take Action

Tool 7a: From Piles of Data to Action

Step 8: Monitor Progress

Step 9: Reflect

Tool 9a: Next Steps

Step 7: Take Action

Purpose

Action planning allows SBLTs to define the next steps toward reaching goals. As your SBLT examines student data and defines root causes for why your school is getting the results they are getting, the need to respond becomes evident. Defining high leverage action steps and strategies that address curriculum, assessment, instruction, intervention, and/or professional development is essential to change.

Tools

Tool 7a: From Piles of Data to Action

Actions

1. ***Identify Action Items.*** In the Data Wise framework, developing an action plan follows the "Examining Instruction" step, and this examination of instruction informs action plan development.

   Step 7 focuses on developing action items to follow SBLT meetings. SBLT action items should target the instructional core: specifically, what is taught, how it is taught, and why it is taught. In other words, the instructional core reflects manner in which teachers interact with students to ensure that learning takes place.

   Consider the following when developing action items: If the action plan that the SBLT develops is executed with fidelity, will instruction change and student learning or equity be different in some way?

   Record these action items in *Tool 5c: SBLT Note-Taking Template & Agenda Item Tracker*.

2. ***Consider how SBLT action items align with the actions taken by teacher teams.*** The SBLT and Teacher Teams will often select the same data to analyze, define root causes and develop action plans around. The level of analysis will vary, however and as a result the way that the SBLT impacts student learning will different.

   SBLTs will review assessment results with a whole-school perspective to develop a sense of challenges and successes across the entire building, grade levels and individual classrooms. Action items for SBLTs may include: gathering more data to complete the story, implementing strategies that will support teacher teams and teachers as they adjust their instructional approaches, informing professional development and aligning materials to CCSS.

3. ***Consider how action items would fit into a larger action plan.*** Look at *Tool 7b: From Piles of Data to Action* and reflect on how your action items would fit into a

larger action plan. If you feel your SBLT has the capacity to move beyond identifying action items and feel your examination of instruction is at an advanced level, you can use this tool as a guideline for developing an action plan.

Step 8: Monitor Progress

Purpose

The purpose of this step is to ensure that your school is making progress on your SIP and on action items from previous SBLT meetings. Keeping track of what progress has and has not occurred is an essential function of SBLT meetings. Monitoring progress is essential to ensuring not just that the work is completed, but also that the team acts as a vehicle of change in the school.

Actions

1. ***Review progress on SIP strategies.*** At each meeting, your SBLT should review the major strategies within your SIP and reflect on successes and challenges. In particular, focus on areas where your school has been particularly successful and areas where you are lagging behind your plan. This review can help inform your quarterly progress review, conducted at quarterly Leadership Institutes and recorded within the "Quarterly Planning and Progress Monitoring" tab of the SIP.

2. ***Review your action items.*** Your team should also discuss progress on unresolved action items from previous SBLT meetings. Revisit *Tool 7a: Action Item Tracker* and fill out the "Progress and "Next Steps" columns to maintain a record of progress and completion. Update the "Completion Date" column as needed.

3. ***Communicate progress with staff.*** On a quarterly basis, your SBLT should reflect on SIP progress and share this progress with the rest of

4. ***Communicate progress with families.*** On a quarterly basis, your team can revisit its School Profile and consider developing family-friendly communication on SIP progress using a similar structure.

Step 9: Reflect

Purpose

Teams that work together and reflect on their efficacy are essential to enacting change. Taking time throughout the year to evaluate team functioning is important to the health and well-being of the SBLT. SBLTs should also reflect on SIP progress and how that progress informs the development of next year's SIP as the SBLT cycle begins again.

Tools

Tool 9a: Next Steps

Actions

1. ***Revisit the Thriving Schools Rubric.*** Revisit *Tool 3c: Thriving Schools Rubric* that you completed as part of the SIP process and complete it again.

2. ***Reflect on SIP progress.*** Reflect on the progress you have made on your SIP, touching on your achievement goals as well as each of your focus areas. Think about how your SIP progress impacts your next work on the SIP, as well as the SIP you will complete for the next school year. Consult *Tool 3b: End of Year Reflection* to facilitate such discussions.

3. ***Complete the SBLT Self-Assessment.*** Revisit *Tool 1e: SBLT Self-Assessment Rubric* to reflect on whether SBLT members' opinions have changed now that the SBLT has done additional work.

4. ***Reflect on SBLT progress.*** Reflect on the progress of your SBLT and your greatest successes and challenges. Use Tool 9a (Next Steps) to lay out what your SBLT should stop, continue, and start doing.

Tool 1a: Defining Roles & Responsibilities

Purpose
Each team member has the responsibility to contribute positively to the progress of the SBLT. To maximize the positive impact, effectiveness, and efficiency of the group, team members must know and understand one another's roles and responsibilities. SBLT members are responsible for advancing the equity vision of the school in order to ensure that all students are college, career, and community ready.

When to Use
This tool should be used at your first SBLT meeting of the year so members can understand their roles.

How to Use
As a team, discuss the roles in the tool listed below and their associated responsibilities. Every SBLT needs one person serving in each role. All members of the team are engaged participants. This means that as a team member, you agree to adhere to working agreements and group norms, seek and provide data as needed, contribute positively to group outcomes, clarify the decision-making process, and balance participation.

The principal has a unique role on the SBLT, which includes:
- Providing overall equity-focused leadership to the ongoing development of the SBLT, including the selection of team members
- Ensuring the focus and quality of the team's work and monitoring the implementation of decisions, paying particular attention to the effects of decision making on students in focus groups
- Providing clarity about the decision making process, the level of authority of the team, and the communication to all staff
- Developing group-member facilitative leadership skills, seeing that meeting work follow-through occurs, and working with the facilitator to employ good group processes
- Providing group-members with training and professional learning so that all members are able to facilitate difficult conversations, analyze data, and ensuring that the equity vision "lives" in school
- Asserting key ideas, challenging potential "groupthink" tendencies, and clearly stating "non-negotiables" for the school.

As such, he or she should not take on one of the roles listed below.

Role	Description
Recorder	Records basic ideas and documents decisions and actions as facilitator paraphrases. Records publicly so group can see running notes.
Timekeeper	Monitors time spent on each agenda item and signals group when

	running over and nearing the end of the meeting.
Facilitator	Remains neutral to content and clarifies role when switching to advocate. Keeps group on task. Directs processes. Encourages balanced participation. Protects participants and ideas from attack. Contributes to agenda planning.
Data Point Person	Uses MMSD Data Dashboard and other data tools to support the work of school and teacher teams. Compiles data and provides preliminary analysis to team members prior to team meetings. Is familiar with assessment tools and student data including assessment results, attendance, and behavior. Disaggregates data so that the progress of students in focus groups can be monitored and accelerated. Supports other users in their assessment literacy. Supports teacher teams in their use of data. Works with central office staff to identify user-friendly reports. Attends monthly district professional development to align and support data literacy and use.
External Communicator	Gathers monthly with other FACE Reps for Professional Learning Community work to support implementation of school's SIP Family & Community Engagement plan. Communicates with staff, families, and community in a culturally and linguistically competent way.

Tool 1b: Team Development Strategies

Purpose

Research suggests that teams develop and grow over time as they regularly build in opportunities to examine and clarify their beliefs, norms, and practices. Teams that work at higher levels of effectiveness cultivate abilities to self-monitor, self-reflect, and self-modify. These ways of working are particularly important when engaging in conversations about equity. Without these abilities, teams risk repeating nonproductive patterns that reproduce inequities. The primary goal of team development is to strengthen staff's individual and collective capacities to make improvements that benefit all students' learning.

This tool includes the following strategies to enhance team development:

- **Developing Working Agreements** – Working agreements describe the patterns of behavior an SBLT believe will allow the team to effectively collaborate and have efficient meetings. Once established, the agreements serve as a point of reference for the team. Working agreements may be modified over time to meet the needs of the group and to adapt to changed conditions. Working agreements set the conditions that allow equity focused conversations to happen.
- **Group Member Capabilities** – Capabilities define what group members are able to do in groups. This includes four of the most critical collaborative actions that individual members can intentionally practice.
- **The Seven Norms of Collaborative Work** - The "Seven Norms of Collaborative Work" are used to define how teams will do the work. The "Seven Norms of Collaborative Work" provide conditions that ensure that group members can respond to each other and push thinking in equity conversations.

When to Use

The three strategies described within this tool are used at different times:

- **Developing Working Agreements** - SBLTs can develop working agreements at the start of each school year. These agreements should be posted for reference and may be revisited periodically to ensure that members are adhering to them throughout the year. For example, the working agreements may be revisited when beginning an equity conversation.
- **Group Member Capabilities** - The "Group Member Capabilities" reading can prompt initial thinking about teaming practices or serve as a reference for more advanced refinements of thinking and action. It can be used at any time in group development.
- **The Seven Norms of Collaborative Work** - The Seven Norms description and associated Norm Inventories can be used at any phase of team development. Focused work on strategies work best after some self-assessment has occurred.

How to Use

Below are guidelines for how to use each of the three strategies described within this tool.

Developing Working Agreements - Each SBLT member individually compiles his or her list of agreements – optimally 5 to 7 agreements stated in the positive (what we *will* do). Then, the team dialogues about the agreements and decides upon a workable set. Working agreements are posted and referenced each meeting. An example is included below.

Example:

- *Begin and end the meeting on time.*
- *Be fully attentive during the meeting (set aside technology and other distractions from attention).*
- *Listen actively - seek to understand the speaker's meaning and intention.*
- *"Share the air" - seek balanced participation of all group members*
- *Lean into discomfort - have courageous conversations about difficult matters.*
- *Presume that others are trying their best.*

Group Member Capabilities - Download the handout "Group-Member Capabilities." Consider the following protocol as a way for exploring the handout:

- Organize team members into groups of four.
- Have each person read the introductory section together.
- Jigsaw the article's four capabilities, assigning one to each person in the group of four.
- Ask each person to read their section and prepare a one-minute summary of the assigned capability reading and examples of the capability.
- Take turns sharing the learning and examples, offering opportunities to explore the ideas and determine possible applications for the team.

The Seven Norms of Collaborative Work - Download the handout "The Seven Norms of Collaborative Work."

- Select the appropriate inventory for self-rating on the Seven Norms:

    a) Norms Inventory: Rating Perceptions of Myself
    b) Personal Seven Norms Assessment
    c) Norms Inventory: Rating Our Perceptions of Our Group
    d) Group Seven Norms Assessment

- Have team members rate the Seven Norms for developing personal goals (using inventories a or b) or for determining the team's goals (using inventories c or d).

- Based on the results of the self-rating inventories, define the norm that will the group may target for their development. Download the appropriate reading on the selected Norm:
  - Pausing
  - Paraphrasing
  - Posing questions
  - Putting ideas on the table
  - Providing data
  - Paying attention to self and others
  - Presuming positive intentions
- Select the norm for further study and focus. As an individual or team, read the targeted handout to explore the ideas associated with the focus norm.
- Pose questions to clarify meanings and decide on actions that will lead to the norm being practiced and how the group will measure the use of the norm.

Tool 1c: Conducting Successful Meetings

Purpose

Like all teams, SBLTs become more effective over time if they are attentive to, and intentional in thinking about:

- *tasks* (e.g., examining data, planning professional development)
- *processes* (e.g., agenda development, protocols)
- *group or team development (e.g., grow in trust, engage in cognitive conflict),* and
- *keeping equity at the center of decision making*

Effective groups utilize systems, structures, principles and behaviors that ensure task, process and group development are tended to during each meeting. Successful meetings accomplish the most work in the least time with the highest group member satisfaction.

This tool includes four strategies and supports to ensure teams conduct successful meetings:

- **Structures for Successful Meetings: Decide on Decision-making** - Structures for successful meetings with a focus on decision-making permit full and focused expression of opinions, ideas, and differences in a manner that is useful to the work of the SBLT. Student-centered decision making is particularly important in order to ensure an equity lens.
- **Structures for Successful Meetings: Develop Standards** - The five meeting standards help us understand the key principles needed to ensure meetings are efficient, effective and satisfying.
- **Structures for Successful Meetings: Design the Surround** - Designing the surround helps facilitators and meeting conveners think through the features needed to create a learning environment that supports participants' psychological, emotional, and physical needs.
- **The Confident and Skilled Facilitator: Facilitating a Meeting in Five Phases** and **Agenda Construction**- Understanding the 5 phases to a meeting helps facilitators to understand their role before the meeting, during the meeting and at the close of the meeting. Agenda construction is an important planning device to assist groups and facilitators in constructing meeting agendas organized for efficiency and effectiveness.

When to Use

The four strategies described within this tool are used at different times:

- **Structures for Successful Meetings: Decide on Decision-making** – SBLTs can use Decide on Decision –Making to determine their structures, processes and areas of authority within the decision making process. This tool can be used at the onset of group development as well as throughout the year. It may be important

to revisit "Decide on Decision-Making" each time the SBLT is poised to make an important decision. Having clear understanding amongst all group members about when, how and who will be making decisions is essential to group member satisfaction and overall group effectiveness.

- **Structures for Successful Meetings: Develop Standards** – SBLTs can use Develop Standards at any point in the group development process. Understanding the behaviors and principles needed for effective meetings may need to be revisited throughout the school year. Standards should include a focus on equity and students in order to ensure that they are at the center of decision making.
- **Structures for Successful Meetings: Design the Surround** – As SBLT's think through the meeting structure, location and environment Design the Surround can assist in this planning.
- **The Confident and Skilled Facilitator: Facilitating a Meeting in Five Phases** and **Agenda Construction** - these resources can be used to assist group members in the planning and facilitation of the next meeting.

How to Use

Below are guidelines for how to use each of the four strategies described within this tool.

Structures for Successful Meetings: Decide on Decision-Making - Download the resource "Decide on Decision-Making." Have group members read and become familiar with the five guiding questions. Use the first four questions prior to embarking on the decision-making process to clarify the group's role and authority. Use the fifth prompting question to determine how your group will communicate your decisions.

Structures for Successful Meetings: Develop Standards - Download the resource "Develop Standards." Consider the following protocol as a way to explore the handout:

- Organize team members into groups of five.
- Have each person read the introductory section together.
- Jigsaw the article's five standards, assigning one to each person in the group.
- Ask each person to read their section, prepare a one-minute summary of the assigned standard, and provide examples for how your group may use the standard.
- Take turns sharing the summaries and examples, offering opportunities to explore the ideas and determine possible applications for the team.

After reading Develop Standards, use the meeting inventory to determine how your group may become more effective at meeting management.

Structures for Successful Meetings: Design the Surround - Download the "Design the Surround" handout and use this handout while planning meetings to ensure appropriate attention to the meeting environment.

The Confident and Skilled Facilitator: Facilitating a Meeting in Five Phases and **Agenda Construction** - Download the resources "Facilitating a Meeting in Five Phases" and "Agenda Construction." The group and/or facilitator can use these resources in the development and design of each meeting.

Tool 1d: SBLT Self-Assessment

Purpose

The *SBLT Self-Assessment* is designed to help teams assess their practices and the impact on student outcomes. SBLT members should model equity focused decision making. Consider using these results when setting your SBLT goal/focus area during SIP creation.

When to Use

The SBLT Self-Assessment should be used at the beginning of each year (i.e., September 2017) so members can reflect on the prior state of the SBLT. SBLTs should then plan to fill out the self-assessment rubric at the end of first semester (i.e., January 2018) and the end of the school year (i.e., May 2018). Use these results when setting your SBLT goal/focus area during SIP creation.

How to Use

1. The SBLT should complete and submit the SBLT Google Form found online at mmsd.org/sblt-toolkit. The SBLT self-assessment is also available as an Excel document for teams to print and reference while completing the google survey.
2. SBLTs are encouraged to save local copies of the Excel and/or .pdf versions of the SBLT Self-Assessment prior to entering scores into the Google Form to allow local tracking of progress throughout the year.
3. SBLT members should review and complete the self-assessment, spending no more than a few minutes on each item. Each item can be scored on a scale from 1 (Minimal) to 4 (Distinguished). For each section, list evidence for your ratings as appropriate. While teams may choose to assign scores individually and then discuss individual scores to reach a consensus score, only one copy of the SBLT google survey should be submitted for each SBLT.

Tool 2a: Building an SBLT Calendar

Purpose

One of the first priorities of a SBLT is to plan their agenda for the year. Developing a SBLT calendar helps set that agenda and ensure that meeting times are protected.

Actions

1. ***Identify meeting dates and purpose.*** SBLTs should meet at least once a month. There is no length requirement for SBLT meetings. The SBLT calendar should include a description of the data you plan to review at each meeting. The data listed should align to the goals identified in your SIP, as well as the key topics identified in the SBLT section of your SIP's Professional Learning tab, so you may need to revisit your SBLT Calendar to add additional detail once your SIP is complete.

2. ***Create meetings on a Google calendar.*** The SBLT calendar should be put in a Google calendar. To access your school's blank SBLT Calendar, follow the instructions below:

1. **When You See This**	2. **Do This**
Your calendar	Click on the gear icon in the upper right
3. Calendar settings dropdown list	. Click "Settings"
5. Calendar Settings page, general tab	Click the "Calendars" tab
6. Calendar Settings page, Calendars tab	. Click "Browse interesting calendars>>" on the top right on the Other Calendars section at the bottom of the page
8. Interesting Calendars page, Holiday tab	. Click the "more" tab
10. Interesting Calendars page, more tab	1. Click "resources for Madison.k12.wi.us"
12. Interesting Calendars>More>Resources for Madison.k12.wi.us	3. Find your school's SBLT calendar in the list
14. *School_Name* School-Based Leadership Team	5. Click "Subscribe" for that Calendar

Your school's SBLT calendar will now show on your calendar.
Click"<<Back to Calendar" at the top of the page to return to your calendar.

3. ***Adjust calendar as needed throughout the year.*** You may need to adjust your SBLT calendar during the year. Consider revisiting your calendar at a mid-year meeting and revising as needed.

Tool 3a: SIP Process Flowchart

Purpose
The *SIP Process Flowchart* outlines the SIP process from release of the tools to approval. This tool provides an overview of each step in the process, the goal of each step, the corresponding tool, and deadlines. The goal of the process flowchart is to clearly explain what actions are taken by schools, Chiefs, and Partners; what tools can support these actions; and when these actions should take place.

When to Use
You should consult the SIP Process Flowchart at the start of the SIP creation process in April. The tool can also be a helpful guide throughout the drafting, review, and approval stages.

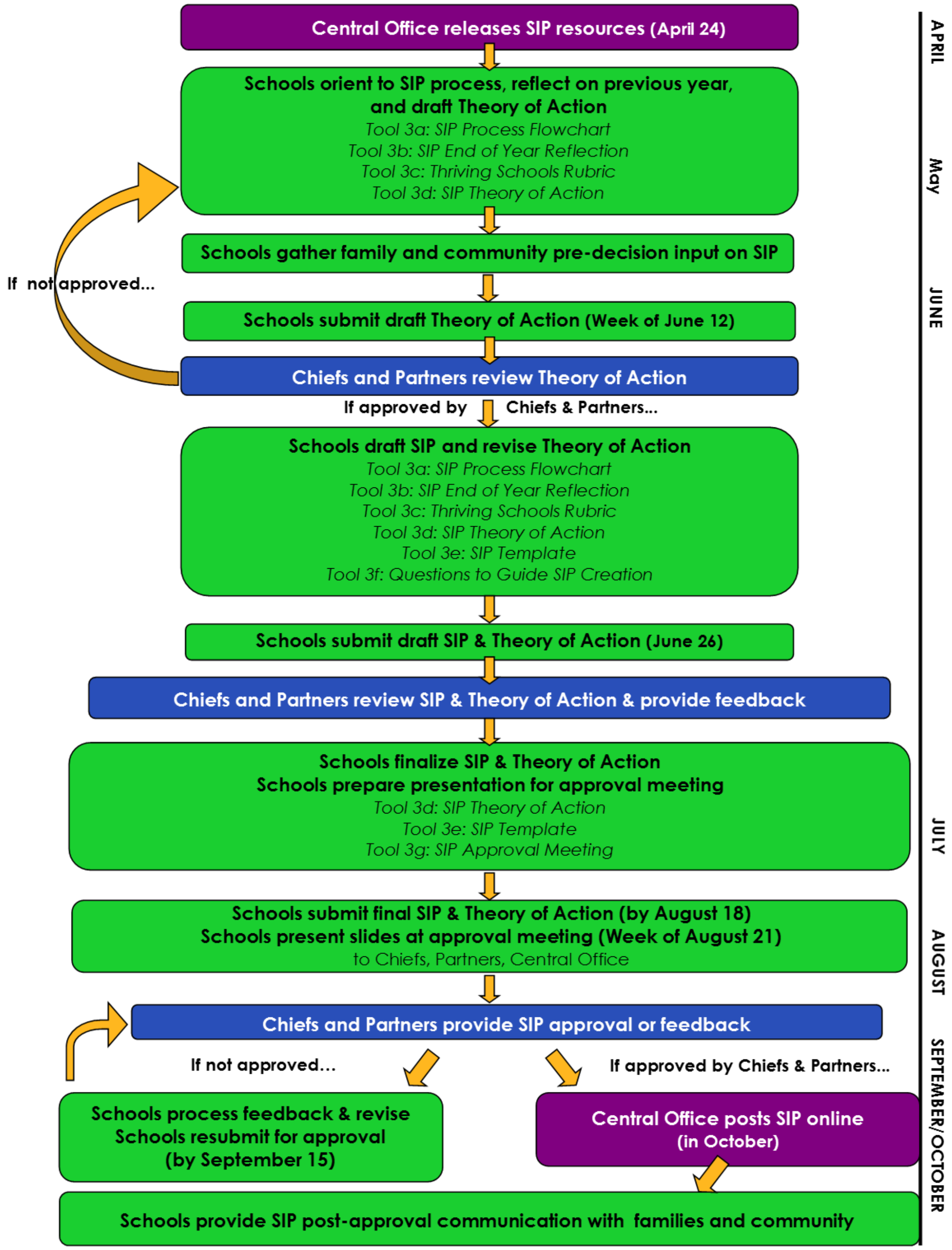
How to Use
1. Review the flowchart on page 3. Consider the following for orientation:
   a. The flowchart moves in a downward direction, starting with the initial release of the updated SIP tools on April 19 and ending with the final SIP being due September 15.
   b. Yellow arrows indicate the progression forward.
   c. Each color box denotes a different group responsible for the action. Purple indicates Central Office, green represents schools, and blue represents Chiefs and Partners.
   d. The black line on the right hand side gives a general sense of the timing of activities by month. Specific due dates for items like the Theory of Action and draft SIP are noted inside the corresponding boxes.
   e. For certain stages in the process, the corresponding box notes the specific tools that can be used at the time. Any tool that is required for submission is noted with a specific due date. For all others, those tools are available for use, but not required to submit.

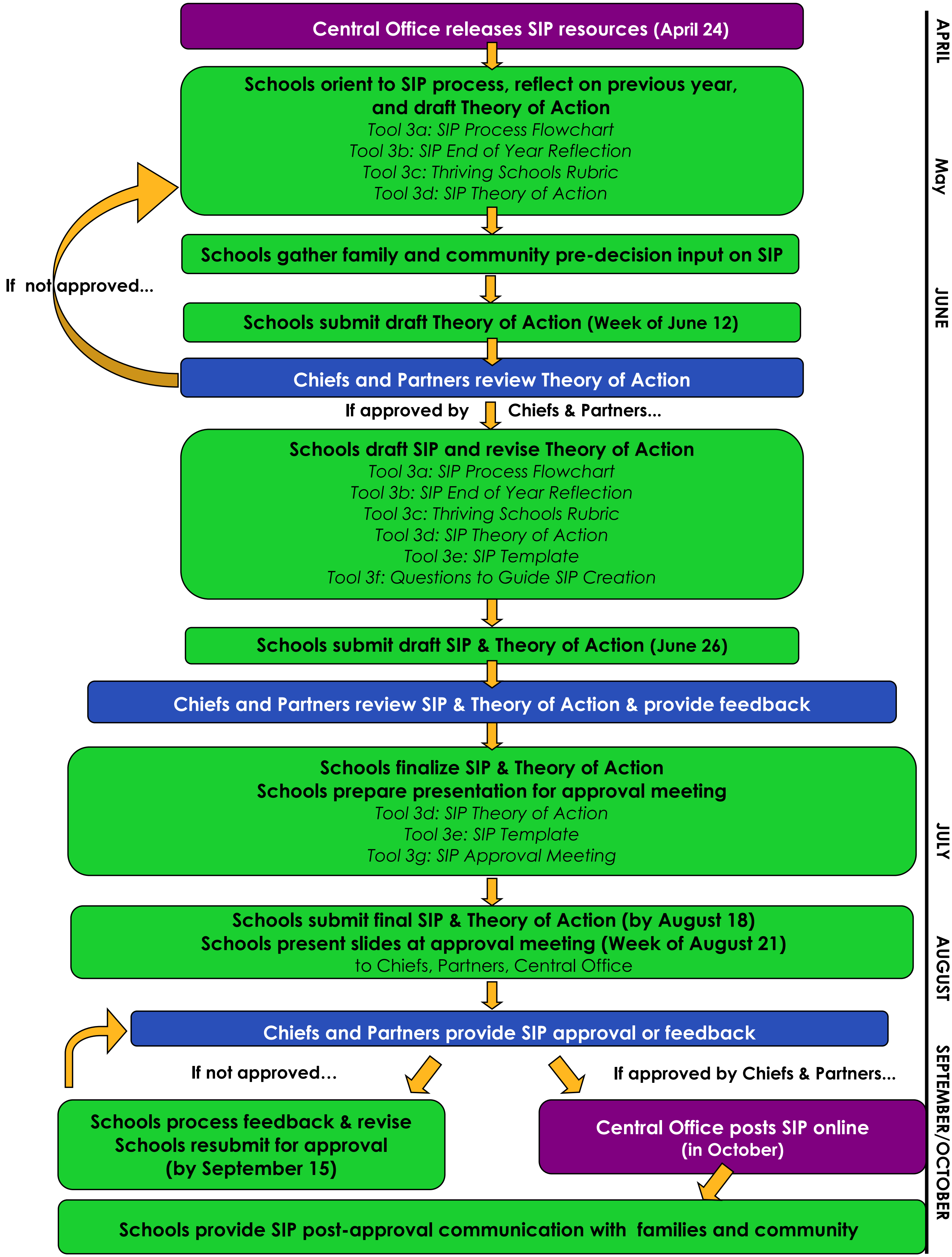
2. Consider other relevant dates that affect this timeline. Those include but are not limited to:
   a. April 19 - SIP materials released at Principal meeting
   b. May 24 - Leadership Institute
   c. June 8 - Last day of school for students
   d. June 9 - PD day
   e. June 12-13 - Teaching & Learning Institute
   f. June 12-20 - SIP Goals Report updated
   g. Early August - School Profiles posted to website
   h. August 7-9 - Leadership Institute
   i. August 28-31 - Welcome Back Days
   j. September 5 - First day of school

3. Take note of specific due dates for materials to submit to Chiefs and Partners for

2017-18, which include:

a. Week of June 12 - draft Theory of Action due
b. June 26 - revised Theory of Action and draft SIP, School Profile due
c. August 18 - final Theory of Action and SIP
d. Week of August 21 - SIP Approval Meeting presentation
e. October - Central Office to post SIPs online


Central Office releases SIP resources (April 24)
Schools orient to SIP process, reflect on previous year, and draft Theory of Action
Tool 3a: SIP Process Flowchart
Tool 3b: SIP End of Year Reflection
Tool 3c: Thriving Schools Rubric
Tool 3d: SIP Theory of Action
Schools gather family and community pre-decision input on SIP
If not approved...
Schools submit draft Theory of Action (Week of June 12)
Chiefs and Partners review Theory of Action
If approved by Chiefs & Partners...
Schools draft SIP and revise Theory of Action
Tool 3a: SIP Process Flowchart
Tool 3b: SIP End of Year Reflection
Tool 3c: Thriving Schools Rubric
Tool 3d: SIP Theory of Action
Tool 3e: SIP Template
Tool 3f: Questions to Guide SIP Creation
Schools submit draft SIP & Theory of Action (June 26)
Chiefs and Partners review SIP & Theory of Action & provide feedback
Schools finalize SIP & Theory of Action
Schools prepare presentation for approval meeting
Tool 3d: SIP Theory of Action
Tool 3e: SIP Template
Tool 3g: SIP Approval Meeting
Schools submit final SIP & Theory of Action (by August 18)
Schools present slides at approval meeting (Week of August 21)
to Chiefs, Partners, Central Office
Chiefs and Partners provide SIP approval or feedback
If not approved...
If approved by Chiefs & Partners...
Schools process feedback & revise
Schools resubmit for approval
(by September 15)
Central Office posts SIP online
(in October)
Schools provide SIP post-approval communication with families and community
APRIL
May
JUNE
JULY
AUGUST
SEPTEMBER/OCTOBER



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Schools resubmit for approval
(by September 15)
Central Office posts SIP online
(in October)
Schools provide SIP post-approval communication with families and community
APRIL
May
JUNE
JULY
AUGUST
SEPTEMBER/OCTOBER

Tool 3b: SIP End of Year Reflection

Purpose

The *SIP End of Year Reflection* is the tool your school will use to review/reflect on your SIP Strategies and Goals from the previous year and consider how these will impact the SIP for the following year. This tool provides information and resources your school can use when closing out the previous year's SIP and looking towards next year's SIP. Note that this reflection is meant to be a higher level review - performing root cause analyses to dig into particular findings could be a worthwhile post-reflection activity.

When to Use

This tool should be used early in the SIP drafting process. Ideal times include during the May Leadership Institute (to reflect on Strategies) and in mid-June, pending data availability (to reflect on Goals). This tool should be completed before the first draft of next year's SIP is submitted for review.

Completing the reflection prior to submitting the first draft of the SIP may be challenging with the timing of data availability, but this reflection will be productive

How to Use

1. Download *Tool 3b: End of Year Reflection Tool,* available as a Google Sheet at mmsd.org/sblttoolkit. There a different versions available by level (elementary, middle, high). Click the link for the Google Sheet and you will be prompted to save a local copy to your Google Drive. Add your school's name and the year to the filename (e.g., *Emerson End of Year Reflection – 2016-17*). Then, share the tool with your SBLT members or anyone else as appropriate.

2. Orient yourselves to the Google Sheet by reading the End of Year Review Directions tab that will provide a brief overview of the tool. The tool has four tabs: the *End of Year Review Directions* tab, the *SIP Strategy Review* tab, the *SIP Goals Review* tab, and the *Reflection Questions* tab.

3. Then, move to the tab titled *SIP Strategy Review*. Enter your school's Equity Vision Statement in the top box of the SIP Strategy Review. To begin, consider your current year's SIP and the Strategies within it. Copy and paste your Strategy, Focus Group, and End of the Year target in the cells shaded in orange. Working through the provided table, determine if the identified Target was met, how you know that (e.g., consult your Evidence of Implementation and Evidence of Success on the *Strategies* tab of your SIP), if the Strategy should be part of next year's SIP, and what you would change about implementing the strategy if you plan on including it in your next SIP. The purpose of this document is for reflection, not complete documentation. As such, focus more on the high-level summary in each box and don't worry about including lots of details.

4. Next, move to the *SIP Goals Review* tab, and work your way through the table.

Again, go back to your SIP and copy and paste the following information about your Goals from the *Goals* tab: Focus Group, Baseline, and Goal. Then, input the Actual Results and determine if the Goal was met. To do so, access the relevant data via the Data Dashboard in the SIP Goals Report. NOTE: Year-end data is updated in the dashboard as it becomes available. Final counts for most goals will not be available until mid-June; however, there may be interim data available in late May to guide your thinking. Finally, determine how the implementation of strategies affected your outcomes, and explore those implications on your next SIP.

5. After completing these reflection activities, move to the *Reflection Questions* tab, and consider those reflection questions. You can use these questions to facilitate discussion about how your previous SIP and what you have learned reflecting on that SIP will impact the next year's SIP.

Tool 3c: Thriving Schools Rubric

Purpose

The *Thriving Schools Rubric* is an optional tool designed to help SBLTs discuss the current state of the school, including measures not captured by quantitative data. The information gathered from this rubric informs a school's understanding of its strengths and challenges, and it can help with identifying SIP strategies and goals for the coming year.

When to Use

SBLTs can complete the *Thriving Schools Rubric* as part of the SIP development process. The *Thriving Schools Rubric* can also be used as needed during the year to track progress.

Although the *Thriving Schools Rubric* is optional, schools with new leadership or schools who have not revisited the *Thriving Schools Rubric* in several years may find it particularly useful.

How to Use

1. The SBLT should download *Tool 3d: Thriving Schools Rubric*, available as a Google Sheet at mmsd.org/sblttoolkit. Clink the link for the Google Sheet and you will be prompted to save a local copy to your Google Drive. Add your school's name and the year to the filename (e.g. *Thriving Schools Rubric – Emerson 2017-18*). Then, share the rubric with your SBLT members. You also may share the rubric with your School Improvement Partner and Chief of Schools. If you plan to complete the rubric more than once during the year, also include a save date to create a new copy for each use (e.g., *Thriving Schools Rubric – Emerson 9.15.17* for fall completion and *Thriving Schools Rubric – Emerson 5.20.18* for spring completion). You will need to work from a new version of the Google Sheet each time you complete the rubric to avoid saving over old scores.

2. The rubric contains four sheets: Instructions, Worksheet, Scorecard, and Protocol (shown as tabs at the bottom of the document). To complete the rubric, you can work through the sheets in the order presented.

3. The rubric is broken into 7 sections, each with 3-6 subsections. The sheets in this workbook are built to work together, so scores you enter on the worksheet will auto-populate a scorecard on the Scorecard tab. Cells that require you to enter content are shaded in light orange.

4. The SBLT should complete the subsections of the rubric, which in the Google Sheet version begin with the tab titled Worksheet. Team members should discuss each subsection and the current state of your school, deciding on a score between 1-4 points. Scores can be assigned individually and then averaged to come up with a group score, or groups can discuss individual scores and

attempt to reach a consensus score. Example descriptions are provided for Basic (2 points) and Distinguished (4 points). Use these descriptions to infer what a score of Unsatisfactory (1 point) or Proficient (3 points) looks like. Next to your score, enter evidence for your rating (i.e., why your SBLT chose that score). If you are using the Excel version, the worksheet will automatically calculate an average score for the section, based on the subsection scores entered. This number will auto-populate on the tab titled Scorecard. When all subsections are complete, the Scorecard will automatically give a composite score for the rubric.

5. Once your SBLT completes the Worksheet, you can review the findings on the Scorecard using the Protocol tab. To do so, you can work through Steps 1-4, recording thoughts as appropriate.

Tool 3d: SIP Theory of Action

Purpose

The *School Improvement Plan (SIP) Theory of Action* is the guiding document that outlines how change will happen in your school. It includes sections for all major components of the SIP and is useful both at the beginning of the SIP drafting process as a brainstorming tool and at the end of the SIP drafting process as a summary tool. It is meant to be your best "if…then…" statement that will shape how your school approaches the SIP and, ultimately, school improvement.

Some schools have used their *SIP Theory of Action* to guide their SIP focus. Examples include:

- Drawing or inserting arrows that indicate directional or bidirectional relationships between the boxes.
- Prioritizing one focus areas and showing how they connect to others. For example, one school prioritized Instructional Practice as the most important area to emphasize. According to their thinking, School Structure and Content would support their Instructional Practice goals/strategies. And Instructional Practice impacts Culture & Climate and Challenging & Well-Rounded Participation. Family Engagement was a two way partnership between all of those. Thus, Instructional Practice was placed at the heart of focus, while other areas were vital to support the progression of this area, or were expected to show improvement as a result of progression in this area.
- Selecting only the most high impact strategies.

By using the *SIP Theory of Action* in this way, other aspects of the SIP (Professional Learning Plans and Assessments) will be closely tied to these refined goals and strategies, therefore creating a more cohesive and focused SIP.

When to Use

You should complete the *SIP Theory of Action* when you begin the SIP planning process. This document will help guide your thinking when you complete the *SIP Template*. You also can revisit this document once your *SIP Template* is complete to create an executive summary of the plan to reference throughout the year.

How to Use

1. The SBLT should download *Tool 3d: SIP Theory of Action*, available as a Google Sheet at mmsd.org/sblttoolkit. Clink the link for the Google Sheet and you will be prompted to save a local copy to your Google Drive. Add your school's name and the year to the filename (e.g. *SIP Theory of Action – Emerson 2017-18).* Then, share the document with your SBLT members, your School Improvement Partner, and your Chief of Schools.

2. Enter your school name and the year in the corresponding places at the top of

the document.

3. Each box in the *SIP Theory of Action* corresponds to a section within *Tool 3d: SIP Template*. In each box, complete a brief summary of your ideas for that area.
    a. In the boxes under "If we focus on…" draft your ideas for the Content, Instructional Practice, School Structure, School Culture & Climate, Challenging & Well-Rounded Participation, and Family & Community Engagement sections of the Strategies tab found in the *SIP Template*.
    b. Draft your ideas for the Professional Learning Plan tab under "and we support professional learning by…"
    c. Draft your ideas for the Assessment & Data Review tab under "using these assessments and data to track progress…"
    d. Draft your ideas for the Goals tab under "then we will achieve these goals."

4. Work through the rest of SBLT Toolkit Step 3 and complete your SIP. Then, once your draft SIP is complete, return to the *SIP Theory of Action* and make sure its content reflects the content of your final SIP.

Tool 3e: SIP Template

Purpose

The *School Improvement Plan (SIP) Template* is the file your school will use to draft, refine, and complete your SIP. This tool provides information and resources your school can use when completing your SIP. This tool also provides information about crafting information that contributes to your School Profile.

When to Use

Use this tool as you begin working on your SIP in June.

How to Use

1. Prior to starting the work of writing your school's SIP, your SBLT will want to review the SIP Process Flowchart, previous SIPs, the End of the Year Reflection Tool as well as any self-assessment forms completed in previous years (e.g., Thriving Schools Rubric, SBLT Self-Assessment, Teacher Team Self-Assessment, Multi-Tiered System of Supports (MTSS) Self-Reflection, Instructional Practice Tool, local school walk-through data, Student Services Team Meeting Self-Assessment).

2. Prepare and discuss data to inform your work on the SIP. Useful resources include the MMSD Data Dashboard SIP Planning Profile and the MMSD Data Dashboard SIP Goals Report, available at dashboard.mmsd.org. You can find these resources on the dashboard in the Reports tab under the SIP header. These resources typically are available around the end of June. Using *Tool 4d: Essential Questions for a High-Quality Data Overview*, your SBLT's Data Point Person can create a data overview that covers key SIP-related measures.

3. Complete your school's *SIP Theory of Action*. The *SIP Theory of Action* can help guide your thinking as you prepare to complete the *SIP Template*.

4. Plan the collaborative process you will use to complete your SIP. SIP documents should be saved to a folder on your Google Drive and shared with your SBLT members, School Improvement Partner, and Chief of Schools.

5. Plan for staff, parent, and community input during the SIP development process. Visit mmsd.org/face to download supporting materials from Family, Youth & Community Engagement.

6. Make a local copy of the appropriate *SIP Template* for your school, available via Google sheets at mmsd.org/sblttoolkit. Click the link for the Google Sheet and you will be prompted to save a local copy to your Google Drive. There are separate templates available for elementary, middle, and high schools. When completing the *SIP Template*, you should navigate through each tab starting from the far left side. An explanation of each section of the SIP is provided in the "Using the SIP Template" section on page 3 of this document.

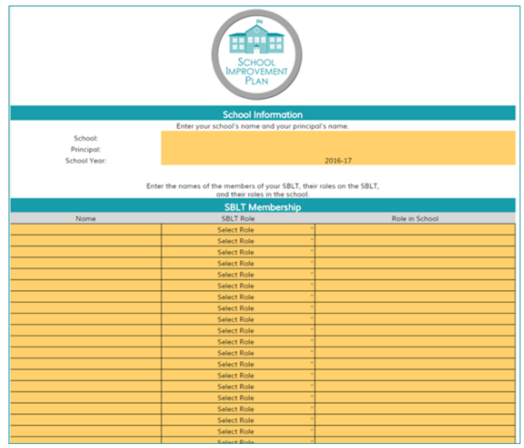
7. When you have completed all of the sections of the SIP, notify your Chief of Schools and School Improvement Partner, and make sure that you have shared the relevant files with them.

Using the SIP Template

The *SIP Template* consists of six worksheets that are collected within a single Google Sheet. The following provides an overview of each area of the SIP.

Note that the SIP can be changed or updated internally as necessary to allow schools the flexibility to be responsive to their school's current context. Conversations around equity are also an important part of drafting and finalizing the SIP.

For some sections within the *SIP Template*, there are instructions and guidance embedded in the document. To access, look for the small black triangle in the upper right hand corner of a cell. When you hover your cursor over this triangle, instructions will appear.

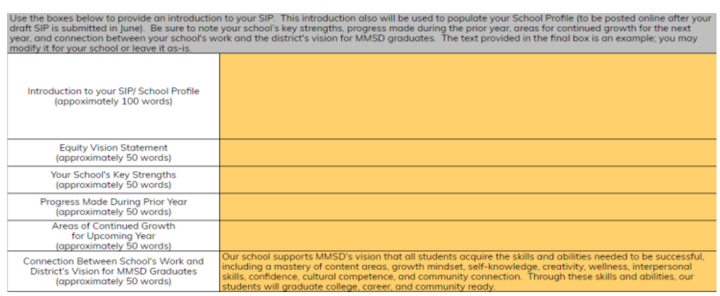


Introduction

On this tab, enter your school's name and principal's name. Your school's name will auto-populate through the rest of the tabs. Then, enter the names of your SBLT members, their role on the SBLT, and their role in the school (e.g., 3rd grade teacher, social worker, principal). For more information as to designating SBLT roles and responsibilities, see *Tool 1a: Defining Roles and Responsibilities* in the SBLT Toolkit (mmsd.org/sblttoolkit).

New for 17-18

- Beneath SBLT Membership, SBLTs will have the opportunity to select a focus area, which could be selected based on their self-assessment scores. A dropdown is provided for SBLTs to indicate which part of the self-assessment they would like to focus on for the year.



At the bottom of the cover page is a space for schools to provide an introduction to their SIP. This introduction serves the dual purpose of setting the context for your SIP and providing information for the **School Profile** released in conjunction with the district's Annual Report. Enter the information as described for each box, adhering to word limits. Because this information will be used directly in your **School Profile**, which our community uses to learn about each school in the district, please pay careful attention to this text and proofread. This information needs to be final when submitting the draft SIP. There will not be another opportunity to edit the information going into the **School Profile**.

More information about the School Profile:

- Provides an overview of the school's priorities and progresses – it includes narrative developed by the school along with demographic and SIP data provided by the district
    - Basic information about the school, including enrollment, demographics, and previous progress on SIP measures, will be created by the Research & Program Evaluation Office
- **SBLTs should proofread and be careful to follow the word limits delineated in the Introduction tab – the FINAL School Profile is due with your DRAFT SIP on JUNE 26, and the School Profile will be released in late summer**

New for 17-18

- Under the Introduction to your SIP/School Profile, schools have 50 words to enter their Equity Vision Statement that will appear in the School Profile.

Goals

Use the Goals tabs to set goals for your school on the district-wide measures of progress. The Goals and Measures outlined on the Goals tab correspond to district-wide student goals aligned to the Strategic Framework.

Use the SIP Goals Report and SIP Planning Profile (available on the MMSD Data Dashboard in the Reports tab) to determine the specific goals and focus groups for your SIP. The SIP Goals Report shows your school's baseline performance from the prior year, a suggested goal for next year based on the district's goal-setting methodology, and the percent change.

The following populations are used to calculate SIP goals:

- For all schools, there will be a minimum number of days a student must attend your school to count towards your SIP goals. The minimum threshold is 45 days of enrollment at the school, which do not need to be continuous. In other words, students who are enrolled at your school at the end of the year but were not enrolled for at least 45 days during the prior school year will not be counted towards your school improvement goals.
- For high schools, the 9th grade course failures goal is calculated using only transcripted grades, and the 11th grade 3.0 GPA baseline goal reflects the cumulative GPA for prior year sophomores, who will be the same group used to calculate the final GPA goal.

Goals should be decided using SMART (Specific, Measurable, Action-oriented and Attainable, Realistic, and Timely) criteria. While a suggested goal for the upcoming year is outlined on the SIP Goals Report, your SBLT can choose a school goal percentage that is higher or lower than this goal, provided it still shows percentage gains.

There are no guidelines for what you should enter as your Rationale for each goal. For example, a school might explain that they chose a certain focus group because that group is the lowest-performing group in the school or because the school has developed new strategies for reaching that group. A school also may decide that the district recommended goal for a measure was too high or low considering the school's context and explain why they chose something different. The Rationale box is flexible and a variety of approaches are appropriate. The focus groups and goals selected should tie to the strategies outlined in the focus areas of the SIP; in other words, if you successfully implement the focus area strategies, you would expect to achieve your overall and focus group goals.

School Improvement Goals	2016-17	Enter School Name on Introduction Tab

Hover over this box to see Instructions for this area

Goals

Strategic Framework Goal #1: Every student is on-track to graduate as measured by student growth and achievement at key milestones.

Measure	Group	Baseline	Goal	Percentage Point Increase	Rationale (optional)
PALS 1-2 (English & Espanol): Percent of Students Meeting Spring Proficiency Benchmark	All Students	55%	56%	1%	
	African American	45%	50%	5%	
	Select Focus Group			0%	
MAP 3-5 Reading: Percent of Students Meeting Fall-Spring Growth	All Students			0%	
	Select Focus Group			0%	
	Select Focus Group			0%	
MAP 3-5 Reading: Percent of Students at Spring Proficiency	All Students			0%	
	Select Focus Group			0%	
	Select Focus Group			0%	
MAP 3-5 Math: Percent of Students Meeting Fall-Spring Growth	All Students			0%	
	Select Focus Group			0%	
	Select Focus Group			0%	
MAP 3-5 Math: Percent of Students at Spring Proficiency	All Students			0%	
	Select Focus Group			0%	
	Select Focus Group			0%	

Strategic Framework Goal #2: Every student has access to a challenging and well-rounded education as measured by programmatic access and participation data.

100% participation in arts education

Strategic Framework Goal #3: Every student, family and employee experiences a positive school and district climate as measured by school climate survey data.

Dimension	Surveyed Group	Baseline	Goal	Percentage Point Increase	Rationale (optional)
Select Dimension	Select Group	55%	56%	1%	
Select Dimension	Select Group	45%	50%	5%	
Select Dimension	Select Group	30%	35%	5%	

Climate Survey data will be used when setting goals around Strategic Framework Goal #3. Schools will select 1-3 Climate Survey Dimensions and Surveyed Groups for which to set goals. The numbers presented represent the percent of positive responses within the selected dimension for the selected surveyed group. For example, if a school has a baseline of 55% for Students in the Safety Dimension, then 55% of student responses to questions contained in the Safety Dimension were either positive or very positive.

Questions on the Climate Survey were purposefully selected to align to MMSD's Strategic Framework, Great Teaching Matters Framework, and the Thriving Schools Rubric, as well as materials in the Teacher Team Toolkit. Data from Climate Survey questions can be used as a measurement for multiple priorities and goals within your school's SIP.

Strategies

There are seven focus areas for which schools will determine strategies and targets: Content (Literacy), Content (Math), Instructional Practice, Challenging & Well-Rounded Participation, School Structure, School Culture & Climate, and Family Engagement.

Within each focus area, choose strategies you believe are high leverage for your school. Keep in mind to select only high impact strategies – you are not required to select three strategies for each area. Also contemplate feasibility and payoff when selecting the strategies. Consider the balance between breadth and depth. Below are some suggestions for each area:

Content

The **Content** focus area encompasses Literacy and Math. All schools are required to complete the section that applies to Literacy. Schools should consider strategies that align to expectations of the updated 3-year curriculum plan and focus standards. K-5 and 6-8 intensive-support schools may want to consider aligning the content focus to that of the focus for the intensive-support professional learning series. For K-5, there will be a continued focus of the reading process with targeted whole-group and guided reading instruction. For 6-8, there will be a focus on the reading process with targeted focus on academic language supports. Schools are encouraged, but not required, to develop one or more strategies for math depending on the needs they identify in their SIP planning process. Consider strategies that support the Standards for Mathematical Practice, differentiation strategies to make the mathematics more accessible to all students, and the use of questioning techniques. AVID Schools may want to consider the AVID Schoolwide strategies and intentionally leveraging strategies within your school's AVID Site Plan and supported by your AVID Site Team. Use the resources at mmsd.org/resources to support your work on this section.

Instructional Practice

The **Instructional Practice** focus area should align to the Strategic Framework (e.g., essential instructional practices such as gradual release of responsibility, culturally and linguistically responsive practices, and students' use of academic language). Schools should use the Teacher Team Toolkit and the instructional practices resources for guidelines and resources to support instruction within the Great Teaching Matters Framework. Schools should consider how supporting students to reflect on their growth towards the Graduate Vision in classrooms (Academic and Career Planning) might support instructional practice and connect to CLRP (develop Self-Efficacy) and gradual release of responsibility (reflection). High schools may want consider Pathways instructional supports: integrated projects, high-quality experiential learning, common planning time, special education and ESL supports in the pathways model.

Challenging & Well-Rounded Participation

For **Challenging & Well-Rounded Participation**, describe strategies your school will use to improve students' access to a challenging and well-rounded curriculum. Schools should consider strategies that improve access to World Language, Arts Education, and advanced coursework for all learners in their schools. To inform school planning in these areas, schools can access SIP resources for World Language and Arts Education. High schools may want to consider supports for high-quality implementation of the Earned Honors opportunities.

School Structure

The **School Structure** focus area should align to the Strategic Framework, the Great Teaching Matters Framework, and available toolkits (e.g., SBLT, Teacher Team, Intervention). These resources will help develop a high-functioning SBLT, better teacher teaming practices, and better implementation of a MTSS. High schools may wish to directly call out common planning and teacher teaming in the Pathways model.

School Culture & Climate

For the **School Culture & Climate** focus area, consider how your school creates an environment and a system that allows every student to experience academic, social, and behavioral growth within an MTSS framework. Schools are encouraged to examine their data from the Benchmarks of Quality and Self-Assessment Survey and focus on classroom practices, behavior response systems, and/or or restorative practices that will build the infrastructure needed to continue their implementation of the Behavior Education Plan. More resources to inform planning in this area are available through the Behavior Education Plan website.

IMPORTANT: While elementary schools do not have a specific SIP goal for Challenging & Well-Rounded Participation, if you are part of an elementary school, you are encouraged to generate at least one strategy for your students that will support increasing access and decreasing gaps in opportunities to participate in World Languages, Arts Education, or extra-curricular experiences. Some ideas for doing this include:

- conducting research around best practice in elementary World Language programming
- planning to offer elementary language programs either during the school day or after school
- engaging in integrated global learning
- increasing awareness and understanding of the Global Education Achievement certificate and the MMSD Seal of Biliteracy
- celebrating language diversity through school and community events
- using data from the Arts Rich Schools Continuum rubric to inform planning
- bringing in guest teaching artists to support learning in additional art forms
- engaging parents and families through the arts
- supporting teachers in attending arts-based professional development
- increasing the amount of participation and access data collected by the school around arts education
- increasing access to arts-based programming during the day or after school

Family Engagement

For **Family Engagement**, describe strategies your school will take to improve family and community engagement. To inform work on this tab, schools should review MMSD's Family, Youth, and Community Engagement (FYCE) Standards, available at mmsd.org/face. To determine the priorities for your school's Family, Youth & Community Engagement work, use the FYCE self-assessment at mmsd.org/face. Also consider how schools provide families resources to support their student's academic success, future planning, and growth towards the Graduate Vision; as well as connections to Academic and Career Planning (ACP) lessons occurring in schools and extension activities parents/guardians may want to engage in to support this work. Specific strategies for family engagement for Pathways students should also be considered.

Schools are encouraged to select at least one strategy in Family, Youth & Community Engagement that will strengthen parent/teacher conferences this year. Parent/teacher conferences and Parent University to support engagement around foundational early literacy skills are closely associated with FYCE Standard #3: Supporting Student Success. Helpful actions to complete might be in support of improved Infinite Campus usage, professional learning opportunities with your staff that foster families as partners, two-way communication with families, and/or a specific target group of students and their families that may need more attention for parent/teacher conferences. Schools are also encouraged to continue to focus on selecting an appropriate strategy connected to Standard #1: Welcoming All Families and Standard #2: Communicating Effectively. Use your climate survey data and/or parent surveys to help inform specific areas that may need attention this year. Standards #1 and #2 are the foundation for relationship building with families, so strategies around these two standards continue to be important. To review the standards and the key objectives of each standard, please go to mmsd.org/face.

If you are part of a Community School, please select 2-3 strategies for Family, Youth & Community Engagement that will support your implementation as a Community School. Community Schools are encouraged to select one goal from Standard #1: Welcoming Families, and your target for the year should link back to a dimension in your school climate but also help address economic barriers, language barriers, and accessibility to programming. Community Schools also are encouraged to select 1-2 goals connected to Standard #2: Communicating Effectively and to focus your efforts on surveying families, ensuring families have access to staff, removing language barriers, facilitating connections among families, and/or providing information on current issues. Your School Level Committee will be instrumental in helping to facilitate your implementation steps.

G Schools are encouraged to add how they will promote two-way communication through digital platforms (Bloomz, Remind, School Messenger, etc).

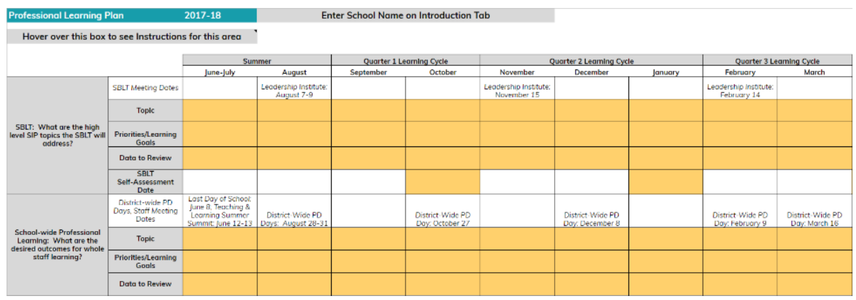
Once complete, read your strategies across as well as up and down to ensure that the strategies connect to overall goals.

Quarterly Planning and Progress Monitoring

The Quarterly Planning and Progress Monitoring tab, added starting with the 2016-17 SIP, allows schools to lay out planned actions by quarter for each strategy specified in the Strategies tab. This tab also can be used on a quarterly basis to track progress, replacing the highlighter exercise used at past SBLT quarterly institutes. The Strategies and Lead Owners will auto-fill from the Strategies tab. Begin by adding the Actions to Complete by quarter. Then, use the Status columns to select the status of the project at the end of each quarter and the Notes columns to add your comments about the status of the project, including strengths and challenges as relevant. If you wish, you can hide the columns for the quarters that are not current.

Note: this tab is for internal use only and will not be posted for the public, so we encourage you to be as honest and reflective as possible.

Professional Learning Plan



Professional Learning Plan 2017-18 | Enter School Name on Introduction Tab

Hover over this box to see Instructions for this area

		Summer		Quarter 1 Learning Cycle		Quarter 2 Learning Cycle			Quarter 3 Learning Cycle	
		June-July	August	September	October	November	December	January	February	March
SBLT: What are the high level SIP topics the SBLT will address?	SBLT Meeting Dates		Leadership Institute: August 7-9			Leadership Institute: November 15			Leadership Institute: February 14	
	Topic									
	Priorities/Learning Goals									
	Data to Review									
	SBLT Self-Assessment Date									
School-wide Professional Learning: What are the desired outcomes for whole staff learning?	District-wide PD Days, Staff Meeting Dates	Last Day of School: June 8, Teaching & Learning Summer Summit: June 12-13	District Wide PD Days: August 28-31		District-Wide PD Day: October 27		District-Wide PD Day: December 8		District-Wide PD Day: February 9	District-Wide PD Day: March 16
	Topic									
	Priorities/Learning Goals									
	Data to Review									

The Professional Learning tab provides schools with a year-at-a-glance format for coherent professional learning that aligns with and supports SIP goals. This part of the SIP asks schools to articulate the professional learning needed to support their SIP implementation with an explicit focus on aligning their professional learning opportunities to the goals and strategies outlined in their SIP.

When completing your school's professional learning plan, you will want to identify the audience and calendar of professional learning objectives according to the four broad strands of professional learning identified: SBLT, School-wide Professional Learning, Teacher Teaming, and Instructional Coaching.

- *SBLT*
  - Your SIP goals and focus areas are professional learning outcomes to reach at the end of a professional learning cycle (e.g., Quarter 1)
  - Backmap professional learning across the four professional learning strands to reach these goals and objectives
  - Consider what SBLT will need to learn and prepare in advance in order to lead and support this learning across the building (i.e., the other three strands of professional learning)
- *School-wide Professional Learning*
  - Determine the progression of learning for all staff to support SIP implementation
  - Consider how school-wide learning will align with other strands of professional learning
  - For intensive-support schools, consider how school-wide learning will align with the required intensive support professional learning facilitated by C&I

Literacy Department to include the professional development followed by the learning labs and literacy walkthroughs
    - Note that there are multiple professional learning strategies or designs that could be used to engage staff in learning
- *Teacher Teaming*
    - Align the progression of learning and planning for teams to the school-wide professional learning
    - Consider time that may be necessary for team development
- *Instructional Coaching*
    - Align coaching to school-wide professional learning
    - Determine the targeted audience for coaching (e.g., individuals or teams)
    - Consider time for building collective understanding of the purpose of coaching

Additionally, the effectiveness of each strand of professional learning should be assessed by collecting and analyzing implementation data. Professional learning should be adjusted based on this analysis. Additionally, if you are a G School, consider how you will integrate digital learning and modeling in your professional learning strand. For consultation, support, or resources in developing your school's Professional Learning Plan, contact your School Improvement Partner and/or the Department of Professional Learning and Leadership Development.

New for 2017-18:

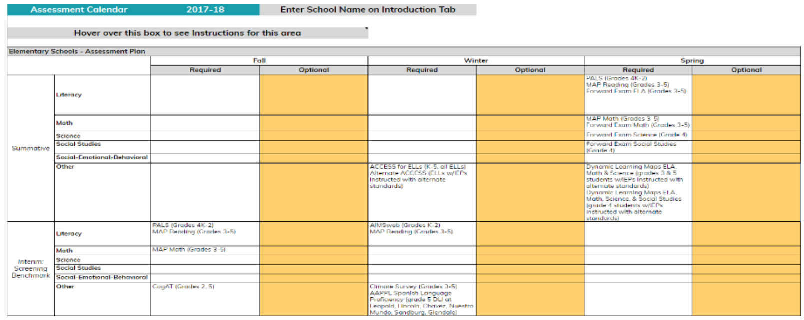
- The Data Review Plan has been removed and replaced with an updated Professional Learning Plan format that works in conjunction with Data Sets & Teams
- The format of the Professional Learning Plan has been expanded to include Topic, Priorities/Learning Goals, and Data to Review.
    - Topic refers to what will be discussed
    - Priorities/Learning Goals should detail the hoped for outcomes of the PD
    - Data to Review indicates what data will be reviewed at that session. Use the updated Data Sets & Teams to see when specific data will be available for review. Schools can also map out when other school teams will examine data specific to their team's purpose and expertise so that a coherent and systematic review process is in place

Typically, the SBLT reviews systems level data and will look at higher level academic and behavior data that are generated from assessments that fall in the summative and interim categories. SBLTs also will use the newly developed STAT systems on a quarterly basis in collaboration with Program Support Teachers and Central Office Staff to consider progress for targeted groups.

Note: this tab is for internal use only and will not be posted for the public, so we encourage you to be as honest and reflective as possible.

Assessment Calendar

The Assessment Calendar tab asks schools to outline plans for assessment administration and data review during the school year. An assessment system consists of multiple assessments that produce comprehensive, valid, and reliable information upon which important decisions can be made about students, schools, and districts within a school year and over multiple years. It is important to have an assessment system because no single assessment can tell us all that we need to know.



Assessment Calendar 2017-18 | Enter School Name on Introduction Tab

Hover over this box to see Instructions for this area

Elementary Schools - Assessment Plan

		Fall		Winter		Spring	
		Required	Optional	Required	Optional	Required	Optional
Summative	Literacy					PALS (Grades 4K-2) MAP Reading (Grades 3-5) Forward Exam ELA (Grades 3-5)	
	Math					MAP Math (Grades 3-5) Forward Exam Math (Grades 3-5)	
	Science					Forward Exam Science (Grade 4)	
	Social Studies					Forward Exam Social Studies (Grade 4)	
	Social-Emotional-Behavioral						
	Other			ACCESS for ELLs (K-5, all ELLs) Alternate ACCESS (ELLs w/IEPs Instructed with alternate standards)		Dynamic Learning Maps ELA, Math & Science (grades 3 & 5 students w/IEPs Instructed with alternate standards) Dynamic Learning Maps ELA, Math, Science, & Social Studies (grade 4 students w/IEPs instructed with alternate standards)	
Interim: Screening Benchmark	Literacy	PALS (Grades 4K-2) MAP Reading (Grades 3-5)		AIMSweb (Grades K-2) MAP Reading (Grades 3-5)			
	Math	MAP Math (Grades 3-5)					
	Science						
	Social Studies						
	Social-Emotional-Behavioral						
	Other	CogAT (Grades 2, 5)		Climate Survey (Grades 3-5) AAPPL Spanish Language Proficiency (grade 5 DLI at Leopold, Lincoln, Chavez, Nuestro Mundo, Sandburg, Glendale)			

When getting started, you will note that district/state required assessments are pre-populated for you according to level. This will allow you to notice any gaps/overlaps in your current assessment system. Use the optional assessment link to determine which (if any) optional assessments your school might want to consider to address existing gaps. <u>Please keep in mind that these assessments truly are optional, and a school should not feel compelled to administer optional assessments.</u> By completing this section of the SIP, your school will have outlined its comprehensive assessment system for the year.

When planning your school's assessment calendar, view the district's assessment calendar at mmsd.org/assessment to align your plans appropriately. Please also consider the Religious Holidays calendar available at mmsd.org/calendar in your planning.

New for 17-18:

- New assessments have been added to the calendar, as well as more specificity surrounding who is required to take which assessment

Other Considerations

Additionally, schools may wish to address these other areas when developing their SIP strategies and implementation steps.

Multi-Tiered System of Supports: Features of MTSS can be specifically addressed within your SIP, either as a strategy within a specific focus area or as an implementation step to address a focus area. Key components of MTSS fit well under Content and Instructional Practice as MTSS pertains to high quality core instruction and intervention. Additionally, MTSS can inform your School Culture & Climate and School Structure focus areas.

Digital Learning: Digital Learning: Your school may consider digital strategy implementation where appropriate in your SIP. G1-4 Schools may consider an explicit focus in conjunction with your digital implementation and learning vision.

AVID College Readiness System: The AVID College Readiness System may be included in your SIP as either a strategy within a specific focus area or as an implementation step to address a focus area. The AVID College Readiness System fits well within the Instructional Practice, School Culture & Climate, Family Engagement, as well as, Challenging & Well-Rounded Participation focus areas. We suggest you consider how to leverage AVID Strategies and the AVID Site Team in supporting your professional learning plan. Additionally, we recommend intentionally aligning AVID Schoolwide goals from the AVID Site Team Plan with your SIP and identifying specific roles for the AVID Site Team in supporting the SIP and the professional learning plan. Click here to access the AVID Professional Development website, which has many resources to help support your SIP implementation.

Academic and Career Planning (ACP): ACP may fit with many categories of the SIP. In order to change instructional practice so that students more deeply see how what they are learning in classes supports them to grow towards the Graduate Vision and make progress towards future plans, we recommend including ACP in the SIP within Instructional Practice. Alternatively or additionally, we also recommend that ACP may live in the Family Engagement section of the SIP through how schools provide families resources to support their student's academic success, future planning, and growth towards the Graduate Vision. Schools will want to examine how to give their teachers the dedicated time and support to implement Academic and Career Planning.

Connections to MMSD's Graduate Vision: MMSD's Graduate Vision should be a core theme underscoring the entirety of the SIP. The vision for Madison's graduates covers not only mastery of content, but also the development and refinement of interpersonal skills, confidence, cultural competence, community connection, wellness, creativity, self-knowledge, and a growth mindset.

Pathways: Personalized Pathways may fit within multiple categories of your SIP. As we support staff and students in the quality implementation of pathways systems and supports, schools may want to consider how they are intentionally aligning their school's work to include support for these structures.

Tool 3f: Questions to Guide SIP Creation

Purpose
This tool is designed to help your SBLT create their SIP. Previously, this tool was a checklist for reviewing your draft SIP prior to submission; now, it serves as a guide for use throughout the drafting process. The questions below can help spur conversation, clarify language, and ensure completeness.

When to Use
You can use this tool at multiple points in the SIP drafting process. The ideal times include while you are drafting your Theory of Action and as you finalize your draft SIP.

How to Use
Your SBLT should work through the following questions, referencing the draft Theory of Action and SIP and making changes as needed.

Overall

1. Have you considered last year's SIP progress when formulating this year's Theory of Action and draft SIP?
2. Have you considered how the various elements of the SIP (such as strategies and professional learning) relate to each other?
3. Have you looked for vertical and horizontal alignment across the SIP elements?
4. Have you looked for alignment between your equity vision and other components of your SIP?
5. Have you considered how your SIP supports the graduate vision?

Introduction

1. Have you entered your school name and principal's name?
2. Is your SBLT representative of school staff?
3. Are all necessary roles assigned to an SBLT member?
4. Have you filled out the text that will appear on your School Profile, editing the "Connection Between School's Work and District's Vision for MMSD Graduates" if you choose to do so?

Goals

1. Are your goals realistic given the strategies you laid out in your SIP and given your school's past progress?
2. Are the focus groups you identified high-impact for your school overall?

Strategies

1. Are your strategies specific and clearly defined?
2. Do your strategies link back to one of your goals?
3. Do your End of Year Targets for each strategy represent conditions where you know that if that target was met, you were successful in that strategy?
4. Are your Evidence of Implementation and Evidence of Success for each strategy relevant, specific, and measurable?
5. Have you read the Strategies across as well as up and down to ensure coherence?

Quarterly Planning and Progress Monitoring

1. Have you outlined clear and specific actions to complete for each quarter?
2. If you completed those actions, would you know that your work was on track?

Professional Learning Plan

1. Is your professional learning plan coherent and aligned to district priorities?
2. Will all data you plan to review be available at the time you plan to review it?
3. Does your data calendar include review at some point during the year for data pertaining to each focus area and/or Strategic Framework goal?

Assessment & Data Review Plan

1. Have you completed the optional assessment table?
2. Does your assessment plan cover all of the areas you believe you need to assess during the year to track SIP progress?

Tool 3g: SIP Approval Meeting

Purpose

The *SIP Approval Meeting* is the last step in the SIP creation process. It represents an opportunity to present your thinking on the SIP to the Chief of Schools, School Improvement Partner, and a partner school. The presentation will also be used to communicate your SIP to the community and other key stakeholders. Chiefs will assign partner schools based on school demographics and/or set goals, and these schools can work on preparing for approval together. Partner schools will also work together and be thought partners at all Institutes and Deep Dives.

SIP approval meetings will follow a standard format. An example is listed below:

- School A Presentation (15 minutes) – use template
- Questions and Reflections for School A (10 minutes)
- School B Presentation (15 minutes)
- Questions and Reflections for School B (10 minutes)
- Next Steps in Approval Process (10 minutes)

When to Use

This tool should be used after the draft SIP has been created, but prior to final approval. SIP approval meetings will take place the week of August 21, 2017; as such, the ideal time to use this template is likely in late July/early August.

How to Use

1. Download *Tool 3g: SIP Approval Meeting* as a Google PowerPoint at mmsd.org/sblttoolkit. Click the link for the PowerPoint and you will be prompted to save a local copy to your Google Drive. Add your school's name and the year to the filename (e.g., Emerson Draft SIP Approval Meeting Presentation – 2017-18).

2. Sign up for a SIP approval meeting presentation time. This meetings will last approximately one hour and will occur the week of August 21, 2017. To find a time, reach out to Lori Havey (elementary schools) or Roxanne Davis (secondary schools).

3. Complete your school's presentation using the provided template. The template can be altered, but the main components listed above must be included in the presentation. They include the following:
    a. Equity Vision
    b. Reflection and Drafting Process
    c. Stakeholder Input and Feedback
    d. Theory of Action
    e. Alignment and Connection
    f. Communication Plan

As you draft your presentation, you can work with your assigned partner school to vet ideas.

4. Present your slides at your SIP approval meeting. These meetings will include the Chief of Schools, your School Improvement Partner, and your partner school.

Tool 4a: Data Inventory

Purpose

Although a great deal of time is spent in collecting data, we often spend substantially less time organizing the data for effective use. A data inventory provides a summary of all the types of data that are available to you and your school. If routinely updated, it becomes a living document that SBLTs can use to know what is available at all times and identify any needs for additional data over time.

Every school has a massive amount of available data. To limit the scope of the data inventory, it may be valuable to focus only on data that connects directly to your SIP.

When to Use

Use the data inventory tool early in the year to provide a foundation for your later data use and analysis. You can update your data inventory as new pieces of data become available.

How to Use

1. Download the Excel Data Inventory template from mmsd.org/sblttoolkit. You can use a printed version of this tool to take notes, but your Data Inventory will be more useful in an electronic form that can be updated as needed.

2. Brainstorm available data in your school and list in the "Data Source" column. Fill in assessment data using the links and information compiled in the Assessment & Data Review Plan of your SIP. Be sure to also consider other assessments that may not be listed there but are used at your school but are highly relevant to your SIP and add them to your inventory. In addition, remember to integrate qualitative forms of data, such as information from walkthroughs and deep dives.

3. Categorize all data in the "Data Type" column. Categorize all current assessments as:
   - external assessments: developed outside of your school and administered to all appropriate students – e.g., MAP, AIMSweb, ACCESS
   - internal assessments: developed at your school – e.g., end of unit exams, writing assignments, chapter tests

   Categorize other types of data with an appropriate label, such as "Demographic" or "Engagement."

4. Fill out the remaining columns with all known information. In the "Students Assessed" column, note the grades or student subgroups that are covered (e.g., grades 1-5, ELL). In the "Who Has Access?" column, note which individuals or

groups can see this data (e.g., Principal, teachers, parents). In the "Possible Uses" column, make a short note of how you see your SBLT using the data (e.g., formative review, context for other data).

Data Inventory

Data Type	Data Source	Content Area	Date Data Collected	Date Data Available	Students Assessed	Who Has Access?	Possible Uses

Tool 4b: Walkthrough Data

Purpose

Principals and other staff members engage in focused, data-driven walkthroughs to support great teaching and learning. The purpose of these walkthroughs should be to collect data on high-leverage strategies identified in your SIP. Walkthroughs should be friendly and based on a collaborative spirit and not used to critique individual teachers.

For walkthroughs to have the greatest possible impact on enhancing great teaching and learning, the walkthrough process must involve trust and buy-in throughout your school. Therefore, it is important to gauge attitudes and receptiveness throughout your school, rather than jumping into walkthroughs early in the year. Consider moving onto walkthroughs after your SBLT has been established and is functioning well as a vehicle for school improvement. Effective communication about walkthrough results is an important way to make sure that walkthroughs are not seen as threatening, but rather as a valuable tool for school improvement.

When to Use

The purpose and timing of walkthroughs should depend on data review and analysis. Consider establishing your first walkthroughs based on what your SBLT saw in the data you reviewed to create your SIP. Then, as more data becomes available during the year, use that data and the strategies you outlined in your SIP to guide the purpose of future walkthroughs.

How to Use

Consider the questions below.

What should a walkthrough protocol look like?

The focus of your walkthroughs should be dependent on data and connected to your SIP, and because every school has flexibility within their SIP, there is no guideline for exactly how a walkthrough protocol should look. Different approaches are appropriate in different contexts, so your SBLT should work together to come up with a protocol that works for your school.

Who should participate in walkthroughs?

The Principal and members of the SBLT will be consistent walkthrough participants. You also should consider including members who play a critical role in work related to the focus of the walkthrough or have particular expertise in that area.

How do we make sure our data is consistent and useful?

It is important to work toward collecting walkthrough data that is consistent and comparable across participants. For example, if two walkthrough participants disagree about what gradual release of responsibility looks like, they could see the same teacher do the same lesson but describe it very differently, making the data they collected potentially misleading. Consider starting the walkthrough process with a short walkthrough involving all participants to calibrate using the protocol and make sure everyone is on the same page about the practices you are looking for. Also, make sure that the data you collect on walkthroughs is based on facts and things you can observe during the walkthrough, rather than on judgments or prior knowledge and beliefs.

How should we communicate about walkthrough data?
Both before and after walkthroughs occur, staff should understand that walkthroughs are about identifying larger trends, not about identifying individuals who need to improve their practice. Work on being as open and transparent as possible about the walkthrough process. Consider sharing walkthrough protocols with your staff so they understand exactly the processes that will occur during the walkthrough and distributing the aggregated data after the walkthroughs are complete.

How can we use walkthrough data?
You should consider integrating walkthrough data into all of your data analysis processes, just as you would with quantitative data like standardized test scores. Qualitative data like data collected from walkthroughs or Deep Dives can provide valuable context and enrich discussions around quantitative data.

At what level should we present walkthrough data?
Walkthrough data is useful for identifying trends across classrooms that are related to progress on the SIP. Be careful to avoid presenting walkthrough data that singles out individual teachers for critique. Even if you do not use a teacher's name, if the data you present would allow your SBLT to know immediately what individual you are talking about, consider taking a step back and presenting the data at a higher level.

Tool 4c: Deep Dive Visit Data

Purpose
The purpose of Deep Dive visits is to monitor SIP progress collaboratively and to identify areas of successful implementation and barriers that may be stalling improvement efforts. Deep Dives also serve as a space to discuss data related to school performance around a specific area of focus within the SIP identified by the SBLT. Evidence of teacher or team practices is collected to identify patterns and trends in order to assist in defining root cause and informing high-leverage action steps. Deep Dives are focused on collaborative problem-solving and improvement and two-way accountability between schools and central office.

When to Use
After a school has developed their SIP and identified SBLT members, the Chief of Schools will work with the Principal to set specific dates for Deep Dives that can be added to your SBLT calendar.

How to Use
Consider the questions below.

What should my school do to prepare for a Deep Dive visit?
Review the Deep Dive protocol (available within this tool) as an SBLT in advance of the visit. If a prior Deep Dive visit has taken place, review action steps from that visit to inform the current visit. Prepare recent student achievement and behavior data and review SIP implementation metrics to include an overall summary of school progress as well as data specific to students in your focus groups. Then, as a SBLT, define the focus area of the Deep Dive visit, considering the emphasis of the professional development around specific SIP strategies. Also, consider how you will collect data during the Deep Dive that represents your overall school progress as well as data specific to your focus groups. Remember that schools will be in the driver's seat, leading the conversations based on the prompts provided in the protocol.

Who should participate in the Deep Dive Process?
The Principal, School Improvement Partner, and Chief of Schools will always attend the Deep Dive. The remaining SBLT members should consider participating as part of the Deep Dive team. Consider including staff from across the school (e.g., classroom teachers, support staff, specialists). Identification of members that are critical to discussion around the focus of the Deep Dive is vital.

How should the SBLT communicate about the Deep Dive?
At the beginning of the school year, the SBLT should communicate to staff about the purpose of the Deep Dive visit as a support to the school in meeting their School Improvement Plan goals. The nature of the visit and the visit protocols should be shared with the entire staff prior to the visit. Communication is key to making sure the Deep Dive system is a success. The School Improvement Partner or Chief of Schools can help answer questions and support messaging as needed.

What data will be gathered during the Deep Dive visit?
Members of the Deep Dive team will visit a variety of classrooms to gather evidence around the focus of the Deep Dive. Team members record student and teacher actions with a focus on what students are asked to do and how they are doing it. Background knowledge of curriculum, teacher practice, and student factors should not be included; instead, the focus is on evidence collected in

the moment. A key tool used during deep dives is the Instructional Practice tool, which is used during the first and last deep dives of the year in full and may be used in whole or in part during other deep dives.

How will the data be used?
Deep Dive team members will individually reflect on evidence and then synthesize their evidence with others. The team will identify trends and patterns and do a root cause analysis based on factors within the school's locus of control. Then, the team will identify action steps for both the school and central office.

How will the results be shared?
Principals should e-mail staff the day of the Deep Dive visit with an overview of the process and findings. Principals should also consider having a voluntary staff meeting either before or after school shortly following the visit for those who may have specific questions. Including SBLT members in any kind of debrief is encouraged strongly, particularly SBLT members who are classroom teachers. At the next SBLT meeting after the Deep Dive, SBLT members who participated should share a thorough debrief of the process and findings to inform others and identify actions around the focus area.

School Deep Dive Protocol

Note: times may vary depending on school needs, but deep dives follow this general pattern

Time	Actions	Notes/Additional Guidance
15 min	Review of action Items from the previous visit **Which actions were you able to successfully complete? What was the impact? Which items were you not able to complete? Were there barriers that prevented you from completing those items? If so, what were they? When will you complete those items?** **Did our actions impact students in our focus groups?** ***How do central office actions relate to the questions above? If there were specific central office action items, were they completed?***	*If this is the first meeting you will not have action items just yet to discuss. At the start of the next meeting you will review the actions that are generated at the close of this meeting and their progress. Remember that this includes both school actions and central office actions.* *Schools will start with an overview of your SIP to anchor the visit.*
15 min	Data Analysis/Overview of School Progress **What strengths does your data reveal? Does your data include your overall progress as well as data specific to your focus groups? What are the areas of improvement that are evidence in your data? Based on your analysis what appear to be the root causes for your results?**	*The school will present their most recent student achievement data and preliminary analysis. There could also be other data reviewed which pertains to the SIP.*

15 min	Discuss focus of classroom observations aligned to SIP **What is the focus of today's visit that is aligned to your SIP? To what extent have teachers been engaged in learning or professional development related to this practice to date? What should we expect to see in classrooms related to the school's work around the strategy? Will we collect data specific to our focus groups?**	*Here the school will select the area of focus for observation. Think about the professional learning that has been taking place in your school and what you might want to target during the observations.*
30-90 min	Classroom visits *(See Classroom Visit Protocol and Debrief Procedures below)*	*Observations will be grounded in evidence collection.*
30 min	Debrief Classroom visits *(See Classroom Visit Protocol and Debrief Procedures below)* **Was the instructional strategy evident in the classrooms visited? What trends have emerged based on what was seen during the classroom visits? Where did the strategy appear to be strong or weak during the visits?**	*This time will be spent debriefing the evidence that we collected during the visit. Again schools will be in the lead during this conversation with other voices offering their observations as well.*
15 min	Create Action Plan **Based on recent data analysis and classroom visits what key actions are needed? Will the action steps proposed ignore or worsen existing disparities for the group most affected by the current inequity? Who will those actions be assigned to and what is the timeline for completion? What support will you need in accomplishing these actions?** ***How do central office actions relate to the questions above? Are there specific central office actions that are needed?***	*Based on the data conversation and observation of practice the team will generate action items for both the school and the central office team. These are the action items that will be reviewed at the start of the next meeting.*

Classroom Visit Protocol and Debrief Procedures

Time	Pre-Walk Protocols
5 min	**Before the team begins the walk, the facilitator should be sure to establish norms and protocols such as:** 1. Identify which groups will visit which classrooms. 2. Establish time spent in each classroom and the time everyone must return to meeting room. 3. Review classroom observation norms such as: a. Observers strategically situate themselves in different areas of the room b. Talking to students without interrupting classroom activity. c. Record teacher and student actions with a focus on what students are asked to do and how they are doing it. d. Reviewing the lesson plan e. 2-5 minute debriefs outside of the classroom or en route to the next classroom.

Classroom Visit Protocol and Debrief Procedures (continued)

Time	Activity	Owner
5 min	**Overview of the Debrief Process** Briefly review the objectives and structure of the debriefing session. Facilitator should prompt individuals and teams to cluster or categorize evidence based on elements of the focus area. Provide an opportunity for team members to ask questions about the process.	Facilitator
10 min	**Individual Reflection and Processing** • Each individual observer reviews their scripted notes and highlights salient pieces of evidence related to the Focus of Inquiry. (5) • Observation teams should synthesize evidence together and generate patterns and themes across classrooms. (5)	Individual Observers and Observation Teams
15 min	**Discussion of Evidence** Facilitator reconvenes the entire team and leads a discussion that summarizes the most salient themes and patterns in relation to the Focus of Inquiry and records them in a public document (projected screen or chart paper). Facilitator should lead the group to summarize strengths and identify growth areas that need action. Summary of evidence is left or emailed to the school/team.	Facilitator

Tool 4d: Essential Questions for a High-Quality Data Overview

Purpose

Once you have prepared a data overview, it is important to consider if the data will be effective in having the SBLT address the purpose of the meeting, which should be centered around the SIP. Think through the questions below to assess whether your data overview is as effective as possible. Additional data use tools and resources can be found at mmsd.org/datause.

When to Use

After you have prepared a data overview, use these questions to help decide whether the data overview is ready to share.

How to Use

Consider the questions below.

What question are we seeking to answer through this data review? In other words, what will reviewing this data help our SBLT accomplish or better understand?
With the introduction of new online tools and increase in assessment, there is more data available than ever before, but not all of it is pertinent for every meeting. Besides type of data, consider if the data review is focused on school-wide progress, the progress of students in focus groups, or both. When your data overview is complete, you should be able to articulate the exact point of using the data overview and the actions that your SBLT can take as a result of having this data. If you have trouble with this step, take a step back & reconsider whether you have really presented the right types of data in the right way.

Have I presented the right amount of data to help accomplish the meeting goals?
It is often difficult to find a balance between presenting too little information to make an informed decision and presenting so much information that it is difficult to know what is important. Avoid presenting data that is confusing or only tangentially related to what you are trying to discuss; instead, aim to give your SBLT just enough information so they can make the best possible decisions. When possible, integrate qualitative and quantitative data into your overview; for example, consider adding context from walkthrough data to a presentation of student reading scores.

Will my audience be able to understand and work with this data?
Consider if you are meeting your audience at their level. Depending on the individuals in the room, certain types of data will require much more or much less scaffolding. When preparing your data overview, consider how much background information and support must be included.

Is the data displayed in the best possible way?

To make sure your data is as clear and useful as possible, consider whether graphs, tables, or narrative are the best way to tell the story. Make sure everything is labeled and make sure the layout of your data overview has as little clutter as possible. Focus on simple, readable layouts, and remember that a small investment of time in creating a good presentation of data will yield huge results when the data is easier to analyze and discuss.

Is all of the data accurate?
A final review of the data is an important and often-overlooked step. Incorrect data has the potential to do harm if it presents the wrong message and leads to the wrong conclusions, and even small mistakes can have large consequences. Mistakes also could make your audience question the credibility of all of the data. Look for obvious outliers or pieces of data that don't seem possible or logical, like a 20% attendance rate for a group of students you know has strong attendance or proficiency rates that are 70% higher than they have ever been before. Although expecting every presentation of data to be completely mistake-free is probably unrealistic, a final review for accuracy can make a big difference in the quality of the data overview.

Tool 5a: Agenda Checklist

Purpose
The Agenda Checklist and Example Agendas is a tool that SBLT's can use to assist them in creating agenda that are purposeful and focused. Utilize the checklist to ensure you have included all the recommended elements of an effective agenda. Throughout the agenda creation process, make sure that your meeting activities are connected to your SIP.

When to Use
Use this checklist and example agendas when creating an SBLT meeting agenda to make sure the agenda is as effective as possible.

How to Use
Compare your agenda against this checklist.

Agenda Checklist	
	Defines purpose and outcomes that are aligned to school priorities (e.g., equity, great teaching, implementation updates, etc.)
	Includes check-in on group functioning and inclusion of appropriate SBLT participants (e.g., revisit working agreements as needed, etc.)
	Includes reflection on SBLT goal/focus area for the year as indicated in SIP
	Includes time to reflect on action taken since last meeting
	Focuses on analyzing relevant data and generating action steps that impact equity and focus areas within the SIP (Content, Instructional Practice, School Structure, School Culture & Climate, Challenging & Well-Rounded Participation, Family & Community Engagement)
	Each section of the meeting has a time allocation (e.g., 15 minutes)
	Outcomes defined for each item (e.g., Is this item on the agenda to help SBLT make a decision, raise a discussion, or to inform?)
	Includes appropriate time to develop an action plan that will be meaningful and defines who, when and how the action step will be carried out
	Provides time for discussion of communicating meeting items out to community, families, and teacher teams
	Provides time for group/leadership development

Tool 5b: SBLT Sample Agendas

Purpose

Structuring SBLT meetings is an important aspect of keeping the SBLTs functioning effectively and efficiently. Using shell agendas will help SBLTs structure their time in a meaningful way that will result in appropriate use of time.

When to Use

SBLTs should reference this tool when scheduling and organizing their monthly or twice monthly meetings.

How to Use

First, determine how often your SLBT will meet monthly:

- One a month for three hours
- Twice a month (each meeting 1.5 hours)

Then, determine the overall structure of the meeting:

- Discussion as a large group
- Breaking into small groups to review data, and then reconnecting as a large group

Finally, use the example agendas that correspond with your SBLT's meeting time and structural needs.

The example agendas below represent possible ways for SBLTs to structure their time together each month, guaranteeing they efficiently use their time in service of their school and the SIP.

If your SBLT meets once a month for 3 hours…

Example Agenda 1 - Meeting in one large group

10 min	**Welcome** - Inclusion and check in with members on group functioning, recite equity vision, review norms
10 min	**Minutes Review & Goal Reflection** - Review minutes and discussion from last meeting, reflect on SBLT goal/focus area for year as indicated in the SIP
20 min	**Action Reflection** - Reflect on action taken since last meeting
10 min	**Defines Purpose & Outcomes** - Specify purpose for meeting and outcomes for each item (decision-making, informing, starting a discussion, etc.) that will be discussed, and how it connects to the school and/or the SIP
45 min	**Data Review** - Analyze relevant data and develop action steps that impact major goals within the SIP
40 min	**Data Discussion** - Identify how data impacts major goals in SIP and how data informs those goals
30 min	**Action Plan** - Develop SIP-relevant action plans based on data review (who, when, how action step will be carried out); determine method of sharing meeting items outside the group
15 min	**Group Development** - Engage in new learning around leadership/group development

Example Agenda 2 - Breaking into small groups

10 min	**Welcome** - Inclusion and check in with members on group functioning, recite equity vision, review norms
10 min	**Minutes Review & Goal Reflection** - Review minutes and discussion from last meeting, reflect on SBLT goal/focus area for year as indicated in the SIP
20 min	**Action Reflection** - Reflect on action taken since last meeting
10 min	**Defines Purpose & Outcomes** - Specify purpose for meeting and outcomes for each item (decision-making, informing, starting a discussion, etc.) that will be discussed, and how it connects to the school and/or the SIP
	Break into smaller groups
30 min	**Small Group Data Review** - Analyze relevant data and develop action steps that impact major goals within the SIP
25 min	**Small Group Data Discussion** - Identify how data impacts major goals in SIP and how data informs those goals
30 min	**Large Group Discussion** of data review and data discussion
30 min	**Action Plan** - Develop SIP-relevant action plans based on data review (who, when, how action step will be carried out); determine method of sharing meeting items outside the group
15 min	**Group Development** - Engage in new learning around leadership/group development

If your SBLT meets twice a month (each meeting 1.5 hours)…

Example Agenda 3 - Meeting in one large group

5 min	**Welcome** - Inclusion and check in with members on group functioning, recite equity vision, review norms
5 min	**Minutes Review & Goal Reflection** - Review minutes and discussion from last meeting, reflect on SBLT goal/focus area for year as indicated in the SIP
15 min	**Action Reflection** - Reflect on action taken since last meeting
5 min	**Defines Purpose & Outcomes** - Specify purpose for meeting and outcomes for each item (decision-making, informing, starting a discussion, etc.) that will be discussed, and how it connects to the school and/or the SIP
15 min	**Data Review** - Analyze relevant data and develop action steps that impact major goals within the SIP
15 min	**Data Discussion** - Identify how data impacts major goals in SIP and how data informs those goals
20 min	**Action Plan** - Develop SIP-relevant action plans based on data review (who, when, how action step will be carried out); determine method of sharing meeting items outside the group
10 min	**Group Development** - Engage in new learning around leadership/group development

Example Agenda 4 - Breaking into small groups

5 min	**Welcome** - Inclusion and check in with members on group functioning, recite equity vision, review norms
5 min	**Minutes Review & Goal Reflection** - Review minutes and discussion from last meeting, reflect on SBLT goal/focus area for year as indicated in the SIP
15 min	**Action Reflection** - Reflect on action taken since last meeting
5 min	**Defines Purpose & Outcomes** - Specify purpose for meeting and outcomes for each item (decision-making, informing, starting a discussion, etc.) that will be discussed, and how it connects to the school and/or the SIP
	Break into smaller groups
10 min	**Small Group Data Review** - Analyze relevant data and develop action steps that impact major goals within the SIP
10 min	**Small Group Data Discussion** - Identify how data impacts major goals in SIP and how data informs those goals
10 min	**Large Group Discussion** of data review and data discussion
20 min	**Action Plan** - Develop SIP-relevant action plans based on data review (who, when, how action step will be carried out); determine method of sharing meeting items outside the group
10 min	**Group Development** - Engage in new learning around leadership/group development

Tool 5b: SBLT Note-Taking Template & Sample Agenda Item Tracker

Purpose

An important role identified in Tool 1a is that of note-taker. In this role, an important step is to discuss with the SBLT the method that the team will be using to document their time together. Establishing a system that will provide members of the SBLT to access notes between meetings as well as a tool for communicating with key stakeholders is essential.

The *SBLT Note Taking Template* is designed to help teams document their work as well as provide a tool for communication for members that were unable to join the meeting. As a team, the SBLT should determine where notes will be stored (e.g., shared drive, google doc., etc.) and who will have access (SBLT, entire staff, etc.).

The Agenda Item Tracker portion of this tool is meant to provide a coherent system to account for, track, and monitor action items from each SBLT meeting. Some of these action items should be connected to focus groups identified in the SIP.

When to Use

The SBLT member who has the role of note-taker can use these templates during meetings.

How to Use

For the Note-Taking Template

1. Have your SBLT decide the following questions:
    - How are we going to record our notes/agenda items? Will we use this template on paper? Electronically?
    - Where will notes/agenda items be stored after meetings (Google document, shared drive, etc.)?
    - Who will have access to documentation? SBLT members only, the entire staff, others?
    - How will the SBLT communicate the documentation plans to the school?
    - How will notes/agenda items be amended or changed when necessary?
2. Once these questions have been answered, download and use the note taking template from mmsd.org/sblttoolkit and share your notes as you decided above.

Next, track the status of your agenda items in the Agenda Item Tracker and share this information as you decided above.

1. During the SBLT meeting when appropriate, reflect on actions or agenda items that should be taken care of based on your discussion. You can download a Google Sheet version of the Agenda Item Tracker at mmsd.org/sblt.
2. Discuss what actions SBLT members should undertake after leaving the meeting.

3. For each possible item, identify an Agenda Item Lead who is the SBLT member primarily responsible for moving that agenda item forward.
4. Next, determine if a decision was made (this is applicable to logistical type school decisions) and/or the connection of that agenda item to the SIP.
5. Indicate a Starting Date for the agenda item, and then identify action steps to move the item forward.
6. Return to this document at subsequent SBLT meeting to identify progress made on the agenda item, and to identify next steps.
7. If needed, provide additional notes for the agenda item.

If you do not plan to share your agenda item tracker or notes and protocols from Steps 6-8 (Data Analysis Protocol, Root Cause), consider reflecting these activities in the notes you share.

Note that you may not need to record every detail and comment from the meeting in the notes or the agenda item tracker.

SBLT Note-Taking Template

School:

Date:

Note-Taker Name:

Meeting Purpose:

Summary of Check-In/Inclusion:

Updates from Previous Action Items (Consult Agenda Item Tracker to monitor progress):

Other notes from Meeting:

Tool 5d: Meeting Process Strategies

Purpose
Teams excel when they pay attention to task, process, and development. Paying attention to process by using meeting protocols or strategies helps teams to develop a shared understanding and take collective action. It ensures every voice is heard, that all points of view are valued, and when possible, consensus is reached. Inclusion and equity of voice is critical - facilitation should be collaborative.

An important distinction for SBLTs is the intended outcome of each part of the meeting. Some meetings will focus on dialogue to come to an understanding, while others will focus on discussion to come to a decision.

When to Use
Use these strategies during meetings throughout the year. When organizing an SBLT meeting, think about how these strategies can fit into your activities.

How to Use
Consider collaborative school models, for example:

Round Robin: Present information for discussion. Go around the room with each person in the group responding to the issue. Record ideas generated during the discussion on chart paper/board/projector to remain visible throughout the meeting.

Brainstorming: Define the subject. Give everyone 1-2 minutes to think. Invite members to share out. Record ideas on chart paper. Categorize ideas.

Last Word: Present information. Have groups of 3-4 gather. Have the first person talk for 1-2 minutes to share their main idea, then proceed with the next person in the group sharing their reflection of what the first person shared. The first person shares the "last word" and shares their thoughts after hearing the input of all others. Proceed until all members have had a turn to share first and get the "last word."

Additional meeting protocols can be found at:

- http://www.nsrfharmony.org/free-resources/protocols/a-z

Tool 6a: Data Analysis Protocol

Purpose
This protocol is designed to help SBLTs analyze quantitative and qualitative data, identify root causes, and consider actions to take next. The protocol contains guiding questions and provides a space for recording reflections.

When to Use
Use this protocol to assist in data analysis during SBLT meetings. The tool is designed to be flexible for use with various types of data, but SBLTs should focus on data that is directly connected to the SIP.

How to Use
1. Identify your purpose for analyzing data. The purpose should be stated in clear, objective terms related to the data being reviewed and should be connected to the SIP. Problem identification can be described as the difference between what is occurring or observed/measured and what is expected. Expectations for performance may come from a variety of sources including your SIP, norms and normative data, standards, state/district assessment, and school/district expectations.

   An example of a high functioning SBLT purpose statement for a school that has identified a reading proficiency goal may be: *"The purpose of our meeting is to determine the reading proficiency of our students grades 6 through 8 using universal, norm-referenced assessments."*

2. Record your level of data analysis and the type of data reviewed (e.g. walkthrough data, attendance, MAP, behavior). At the SBLT level, school or grade level conversations tend to be the norm. Groups of students and individuals are typically discussed at other level team meetings (i.e., teacher teams or student services intervention teams).

3. Ask critical questions about the data. There may be times when teams are faced with having to discuss their peers' performance. At these times, it is critical for the purpose of the SBLT is to, above all, take actions to help improve student outcomes and to ask questions based around this purpose. Some questions you might ask include:
   - If looking at percentages, how many students are we talking about?
   - How does this data relate to progress on the SIP?
   - What does this data tell us about our SIP focus groups?
   - What does this data tell us about any other student subgroups?
   - What other data might we need to triangulate to help confirm what our current data tells us? How does this data relate to previous data or data from other assessments?

4. Complete the protocol. Use the questions in each box to guide your discussion but do not let "filling in the boxes" stifle quality conversation.

Data Analysis/ Reflect & Adjust Protocol

Date Completed:
Purpose of Data Analysis:
Type of Data Reviewed:

Review the Data:

- What information is contained within the data?
- What does it tell you?

Analyze the Data:

- What gaps between desired and current results?
- What are your strengths and challenges?
- What patterns do you see?
- What inequities do you see for differing student groups?

Discuss Root Causes:

- What factors within your school's sphere of influence may be contributing to your current results (consider curriculum, instruction, environmental, and learner/ student factors)?

Consider Actions:

- What are the implications for your next steps and actions?
- What existing strengths and resources can you leverage?
- What other data will you collect and analyze?
- Will the action steps proposed ignore or worsen existing disparities for the group most affected by the current inequity?

Develop & Implement a Plan…*moving forward as a team, we are going to….*

Stop doing…
Continue doing…
Start doing…

specific action steps	to be done by whom?	by when?	resources needed?	resolution/ follow-up

REVIEW DATE: ______________________

Data Analysis/ Reflect & Adjust Protocol

Date Completed:
Purpose of Data Analysis:
Type of Data Reviewed:

Review the Data:

- What information is contained within the data?
- What does it tell you?

Analyze the Data:

- What gaps between desired and current results?
- What are your strengths and challenges?
- What patterns do you see?
- What inequities do you see for differing student groups?

Discuss Root Causes:

- What factors within your school's sphere of influence may be contributing to your current results (consider curriculum, instruction, environmental, and learner/ student factors)?

Consider Actions:

- What are the implications for your next steps and actions?
- What existing strengths and resources can you leverage?
- What other data will you collect and analyze?
- Will the action steps proposed ignore or worsen existing disparities for the group most affected by the current inequity?

Develop & Implement a Plan...*moving forward as a team, we are going to....*

Stop doing…
Continue doing…
Start doing…

specific action steps	to be done by whom?	by when?	resources needed?	resolution/ follow-up

REVIEW DATE: ______________________

Tool 6b: Root Cause

Purpose

This tool provides a template for teams to use so that they can identify root causes that address strengths and challenges to successful SIP implementation.

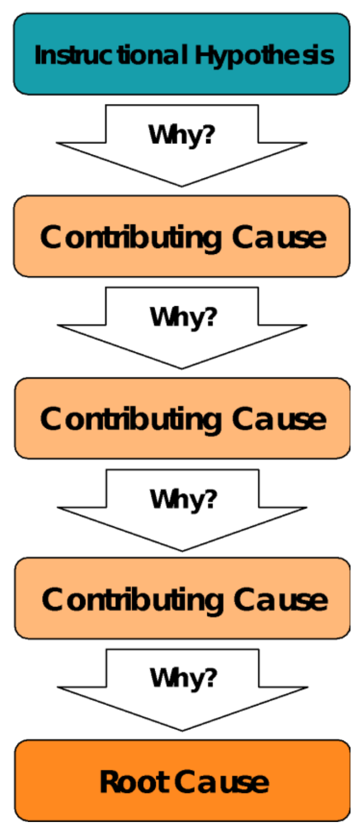
A root cause is the most basic explanation for a problem. A team should start by summarizing key trends in their data and brainstorming hypotheses for why these results may be happening. After identifying key contributors, teams move through a chain of contributing causes to arrive at a root cause. The root cause is a cause that, when removed or addressed, eliminates or substantially reduces the contributing causes all the way up to the first potential cause.

Effective teams remain focused on identifying root causes that are within their control and do not waste time by identifying factors that they cannot control. Examples of variables that may impact results that teams cannot control include ELL or IEP status, class size, mobility, and family circumstances.

Because root causes should focus on adult actions, it may be somewhat uncomfortable for your staff to discuss and embrace the root cause. This discomfort is normal and should not stand in the way of your team identifying high-leverage actions to enhance great teaching and learning.

When to Use

Tool 6B: Root Cause can spark deeper discussion of root causes that emerge as you work through Tool 6A: Data Analysis protocol or in other conversations you have had specific to student or systems-level issues.



How to Use

Download the *Root Cause Worksheet*, available as a Word document online at mmsd.org/sblttoolkit.

Work through the question posed on the worksheet as a way of guiding the conversation. However, do not let the worksheet constrict the conversation. A skilled facilitator will let rich conversations develop and continue while using the written protocol to record conversations "in the right box."

When brainstorming hypotheses, focus on what is within your school's locus of control and connected to the ICEL domains (Instruction, Curriculum, Environment, and Learner). Instruction refers to instructional practices and their impact on student learning. Curriculum refers to the skills students are expected to master. Environment refers to factors in students' surroundings that enable or hinder success. Learner includes students' unique capacities and traits.

After brainstorming a range of factors, narrow down your list to those that have sufficient evidence to suggest they might be a primary contributing cause. For each cause, work through the process of identifying contributing causes by looking at your first potential cause and asking why it is happening; in essence, describe what caused that cause. Then, look at your answer for what caused the first potential cause, and ask what caused *that* cause to happen. Continue this chain of questioning, asking "why" at each level until you reach a root cause.

Your team will know you have identified a root cause when you identify a cause that is centered around adult actions; when you can concretely define, support with evidence, address, and resolve the cause; and when it no longer makes sense to ask what caused the cause you are discussing. If you cannot reach this point yet, keep asking why and digging further. Deciding when to stop digging and identify a cause as the root cause is often a judgment call that teams will become more comfortable with given time and practice.

Once you have completed the "Root Cause Grid," identify action(s) that can be taken based on the root cause analysis. Consider actions that would make instructional practice or student learning different in some way. Also consider how resource allocations (e.g., time, people) could be used to address these needs. The information filled in the "Potential Actions" box should jumpstart the discussion of "Consider Actions" in *Tool 6a: Data Analysis Protocol*.

The following is a list of sample causes that may contribute to the results we see in our data:

Teacher Actions:

Instructional strategies

- Lack of rigor: What students are being asked to do is not aligned with lesson plan expectations
- Classroom management
- Appropriate student work time
- Questioning techniques
- Lack of knowledge of ELL/SPED strategies

Curriculum Materials

- Lack of backward planning
- Lessons that are not aligned to CCSS
- Spending too little or too much time on material

Assessment

- Alignment
- Infrequent administration
- Analysis and grading cycle

Interventions

- Ineffective progress monitoring

- Inconsistent implementation of intervention

School-Wide Actions:

- *Curriculum alignment*
- *Lack of training in curriculum*
- *Professional development alignment*
- *Allocation of resources*
- *Lack of knowledge of high quality strategies to use with specific focus groups*

Root Cause Worksheet

Current Reality: Where are you at now?	
Desired Goal: Where would you like to get?	
Goal Analysis: Brainstorm and then prioritize factors within your sphere of influence (e.g., curriculum, instruction, environment) that may be increasing or decreasing the difference between your current reality and desired goal.	Brainstorm all possible factors/ causes: Identify most likely factor / cause 1: Identify most likely factor / cause 2: Identify most likely factor / cause 3:

Root Cause Grid

Using your most likely factors/ causes, ask why these factors/ causes are occurring. You have reached a root cause when it no longer makes sense to ask why.

	Factor/Cause 1	Factor/Cause 2	Factor/Cause 3
Why?			
Why?			
Why?			
Why?			
Why?			

Potential Actions

School adult actions that move you closer to your desired outcome.

specific action steps	to be done by whom?	by when?	resources needed?	review date?

Root Cause Worksheet

Current Reality: Where are you at now?	

Desired Goal: Where would you like to be?	

Goal Analysis: Brainstorm and then prioritize factors within your sphere of influence (e.g., curriculum, instruction, environment) that may be increasing or decreasing the difference between your current reality and desired goal.	Brainstorm all possible factors/ causes: Identify most likely factor / cause 1: Identify most likely factor / cause 2: Identify most likely factor / cause 3:

Root Cause Grid

Using your most likely factors/ causes, ask why these factors/ causes are occurring. You have reached a root cause when it no longer makes sense to ask why.

	Factor/Cause 1	Factor/Cause 2	Factor/Cause 3
Why?			
Why?			
Why?			
Why?			
Why?			

Potential Actions

School adult actions that move you closer to your desired outcome.

specific action steps	to be done by whom?	by when?	resources needed?	review date?

Tool 7a: From Piles of Data to Action

Purpose

This tool, excerpted from *Data Wise*, provides guidelines for how a school action plan might look.

When to Use

SBLTs can use this tool to provide additional context for action items and see how action items could fit into a larger action plan focused on equity. SBLTs who feel they have the capacity to move beyond identifying action items and feel their examination of instruction is at an advanced level can use this tool as a guideline for developing an action plan.

How to Use

Use the guidelines and examples below to reflect on how your action items would fit into an action plan around a specific focus area. If you feel comfortable drafting a full action plan, you can use the "Team Work Space and Summary" column to do so.

Adapted from Data Wise, (Boudettt, City & Murnane, 2013), p. 210

	What	Guideline	Team Work Space and Summary
Inquire	**Focus Area**	Defined school-wide	
Inquire	**Priority Question**	After reviewing data, determine priority question for this cycle of inquiry	
Inquire	**Learner-Centered Problem or Challenge**	Define a high-leverage student learning challenge or inequity based upon quantitative and qualitative data	
Inquire	**Instructional Problem of Practice or Challenge**	Define a relevant high-leverage instructional challenge, ideally based upon observation data. If improved, this instructional challenge would greatly impact student learning and improve equity	

Act	**Action Plan**	Considering what you know about great teaching and equity, develop an action plan that addresses the instructional challenge and/or inequity and has a timeline that includes an assessment of student progress	

Data Wise: From Piles of Data to Action Plan

Adapted from Data Wise (Boudettt, City & Murnane, 2013), p. 210

	What	Guideline	Team Work Space and Summary
Inquire	**Focus Area**	Defined school-wide	
	Priority Question	After reviewing data, determine priority question for this cycle of inquiry	
	Learner-Centered Problem or Challenge	Define a high-leverage student learning challenge or inequity based upon quantitative and qualitative data	
	Instructional Problem of Practice or Challenge	Define a relevant high-leverage instructional challenge, ideally based upon observation data. If improved, this instructional challenge would greatly impact student learning and improve equity	
Act	**Action Plan**	Considering what you know about great teaching and equity, develop an action plan that addresses the instructional challenge and/or inequity and has a timeline that includes an assessment of student progress	

Tool 9a: Next Steps

Purpose
Reflecting on the past helps SBLTs move forward in a well-informed manner. In moving ahead, the team needs to stop and reflect on what it is doing well and what it may want to reconsider.

When to Use
On a quarterly basis, the SBLT should stop, reflect on progress (progress on equity related to student issues, as well as equity within the SBLT), and decide how to move forward.

How to Use
Consider the processes, norms, activities and actions that your SBLT should stop doing, continue doing, and start doing.

You may have team members complete this worksheet independently and submit results electronically so that the data point person can gather the data and present the results in a format that will promote shared learning.

Moving forward as an SBLT, we are going to….
Stop doing…
Continue doing…
Start doing…