School-Based Leadership Team (SBLT) Toolkit

2014-15

mmsd.org/sblt-toolkit

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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.

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. Teacher team (instructional/grade-level/department) and Student Services Intervention Team toolkits are currently in development.

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 Systems of Support (MTSS)

For schools to bring about positive change, staff must understand how to structure their work within a Multi-Tiered System of Support (MTSS). MTSS, formerly referred to as Response to Intervention or RtI² in the Madison Metropolitan School District, 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.
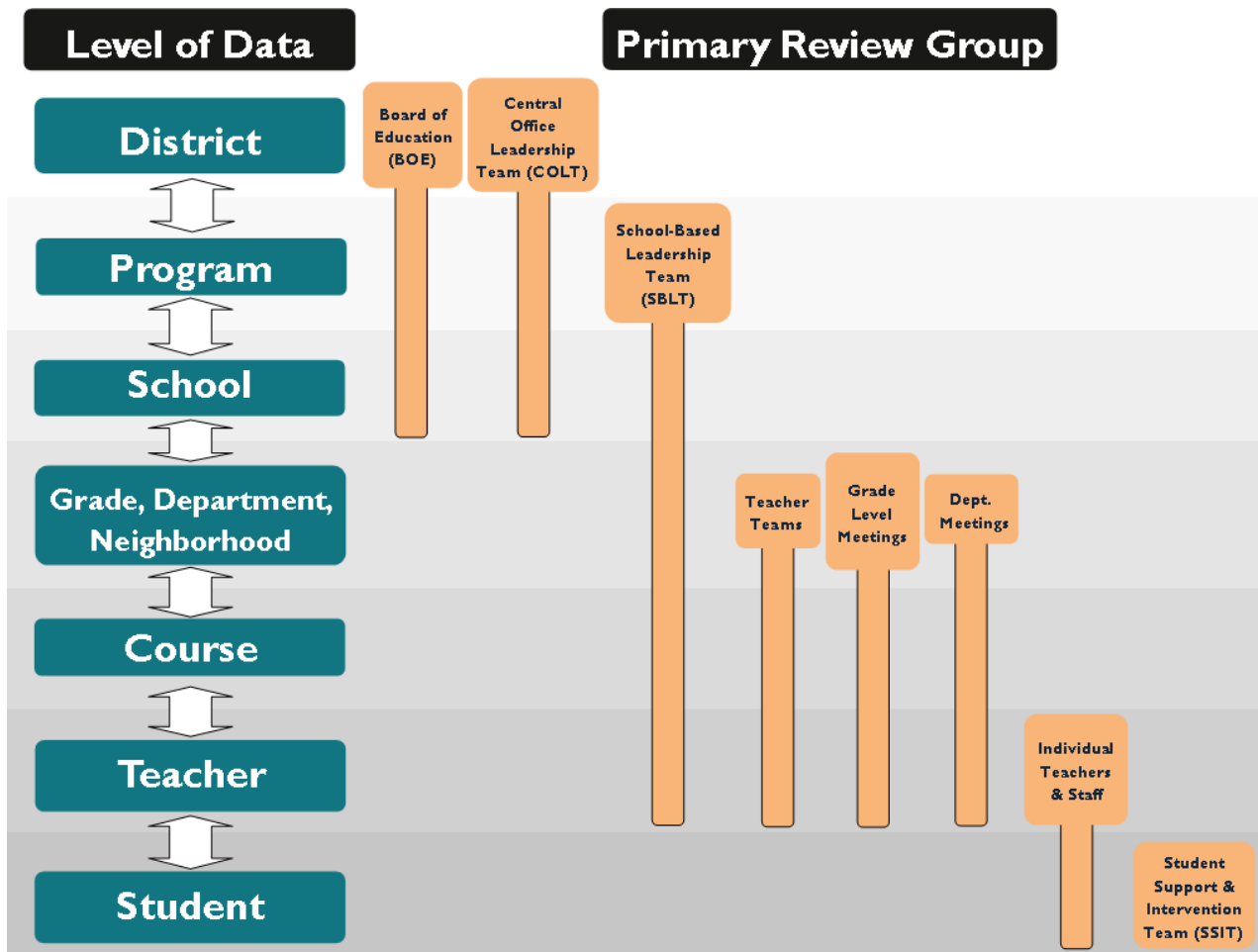
The graphic below illustrates how teams at various levels fit into the MTSS framework. The blue boxes in the middle define the team composition, and the white boxes below describe the work of each team. Staff like School Improvement Partners and SSIT Representatives act as connections between teams, helping communicate issues across levels.
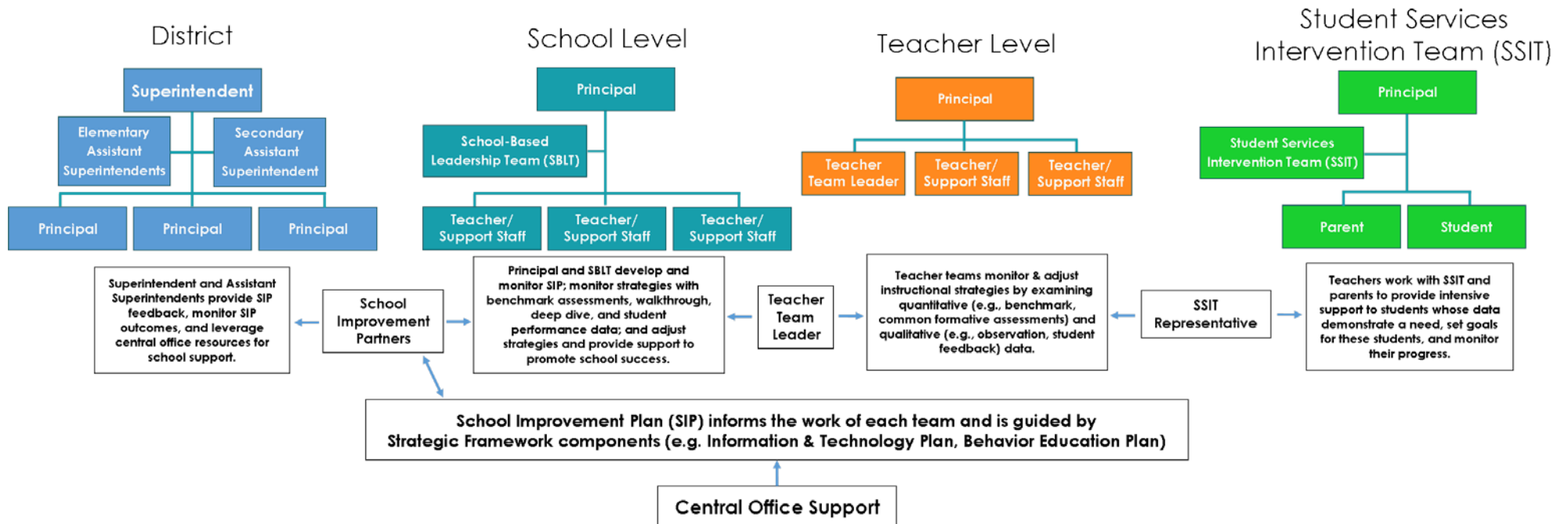
Levels of Data Review

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.

Level of Data	Primary Review Group
District	Board of Education (BOE) — Central Office Leadership Team (COLT)
Program	School-Based Leadership Team (SBLT)
School	
Grade, Department, Neighborhood	Teacher Teams — Grade Level Meetings — Dept. Meetings
Course	
Teacher	Individual Teachers & Staff
Student	Student Support & Intervention Team (SSIT)

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/sblttoolkit. A blank version of each tool is available for SBLTs to use. An example completed version of each tool also will be available.

This toolkit is designed to be used both comprehensively and in sections, meaning SBLTs can either work through the entire guide, 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 SIP Guide, for example, may be a tool used heavily during development, but not revisited throughout the year, whereas the SBLT Self-Assessment Rubric might be completed multiple times per year.

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, 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), and
- *group or team development* (e.g. grow in trust, engage in cognitive conflict)

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 Theory of Action
      Tool 3b: SIP Template
      Tool 3c: Thriving Schools Rubric
      Tool 3d: Question Checklist to Finalize SIP
      Tool 3e: Family-Friendly SIP
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. 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. The SBLT should include members with expertise in critical content areas, including:

   • English Language Learners
   • Special Education
   • Data use and problem solving
   • Response to Intervention
   • Positive Behavior Support
   • Talented and Gifted

   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 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, so you may need to revisit your SBLT Calendar to add additional detail once your SIP is complete (Step 3). Use the Assessment Reporting and Results Calendar (available at mmsd.org/assessment) to inform your schedule.

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:

When You See This	Do This
Your calendar	Click on the gear icon in the upper right
Calendar settings dropdown list	Click "Settings"
Calendar Settings page, general tab	Click the "Calendars" tab
Calendar Settings page, Calendars tab	Click "Browse interesting calendars>>" on the top right on the Other Calendars section at the bottom of the page
Interesting Calendars page, Holiday tab	Click the "more" tab
Interesting Calendars page, more tab	Click "resources for Madison.k12.wi.us"
Interesting Calendars>More>Resources for Madison.k12.wi.us	Find your school's SBLT calendar in the list
School_Name School-Based Leadership Team	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 for all while accelerating the achievement of underperforming groups.

For the 2014-15 SIP, schools will set strategies and year-end targets within six focus areas:
- Content
- Instructional Practice
- School Structure
- School Climate
- Well-Rounded Access & Participation
- Family & Community Engagement

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

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.

SIP materials are available at mmsd.org/staffonly-sip (as of early April 2014) and as part of the 2014-15 SBLT Toolkit at mmsd.org/sblt-toolkit (as of late May 2014).

Tools

Tool 3a: SIP Theory of Action
Tool 3b: SIP Template
Tool 3c: Thriving Schools Rubric
Tool 3d: Question Checklist to Finalize SIP
Tool 3e: Family-Friendly SIP

Actions

1. ***Draft your Theory of Action.*** Use *Tool 3a: SIP Theory of Action* to draft the theory of action for your 2014-15 SIP. The *Theory of Action* will help kickstart the SIP creation process.

2. ***Develop your SIP.*** Work through *Tool 3b: 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 3a: 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 Assistant Superintendent and School Improvement Partner by June 30, 2014. You can do so by saving your draft SIP to the appropriate U: drive folder. SBLTs will then work with their Assistant Superintendents and Partners to finalize their SIP by September 30, 2014. Final 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.

3. ***Reflect on your school.*** Use *Tool 3c: Thriving Schools Rubric* after working through your SIP 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. ***Finalize your SIP.*** Use *Tool 3d: Question Checklist to Finalize SIP* 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.

5. ***Communicate about your SIP.*** Use *Tool 3e: Family-Friendly SIP* to communicate about the key features of your SIP in a format that is accessible and easy to understand for families and community members. This tool should be completed after the final SIP has been approved.

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 "Calendar for Data Analysis" 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)
May	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.

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

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, which will help facilitate the best possible work.

   Consider the role your SBLT can plan in building data literacy schoolwide. 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 and Sample*
> *Tool 5b: SBLT Note Taking Template*
> *Tool 5c: 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 and Sample
Tool 5b: SBLT Note Taking Template
Tool 5c: 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 Sample can help assess the quality of your completed agenda.

2. ***Maximize your time together.*** Because SBLT meeting time is limited, its 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 5b: SBLT Note Taking Template* for a template)
   * Using meeting protocols to effectively executive discussion and dialogue (see *Tool 5c: 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 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* (also included on the next page) 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.

Data Analysis Protocol

Use the protocol below to analyze your data. When you start, choose the level(s) of data that you will be analyzing at this meeting and record the type of data you are reviewing. Then, record the group that is analyzing the data (e.g. 3rd grade team, SBLT) and your purpose for analyzing the data.

Level of Data Analysis: District · School · Team · Course · Classroom · Student	**Purpose of Data Analysis:**
Type of Data Reviewed:	
Group Meeting:	

Review the Data:	Analyze the Data:	Discuss Root Causes:	Consider Actions:
What information is contained in the data? What does it tell you?	What gaps exist between desired and current results? Where are your strengths and challenges? What patterns do you see?	Using an MTSS lens, why are you getting the results you are getting? What important school factors are contributing to instructional quality and student learning results?	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?

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: Action Plan Template
   Tool 7b: From Piles of Data to Action
Step 8: Monitor Progress
   Tool 8a: Monitoring Action Tracker
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.

Developing an Action Plan that follows the Data Wise framework cannot happen without explicit attention to instructional practices. Data Wise features an "Examining Instruction" step which is a critical part of the Data Wise process, but tools to support SBLTs in this work are still under development and are not included in the 2014-15 SBLT Toolkit.

Therefore, this section focuses not on developing a full Action Plan, but on identifying some action items that follow logically from the discussion at your SBLT meeting. Future versions of the SBLT Toolkit will include tools for examining instruction and more complete guidelines for developing action plans.

Tools

Tool 7a: Action Item Tracker
Tool 7b: 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. Because tools for examining instruction are still under development, the 2014-15 SBLT Toolkit does not include a specific tool for the development of an Action Plan. Instead, *Tool 7a: Action Item Tracker* focuses on developing action items to follow SBLT meetings.

   Although tools around examining instruction are still under development, the SBLT can still develop action items that 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 be different in some way?

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. More support around developing action plans will be available in future
   versions of the SBLT Toolkit.

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 the SIP.*** At each meeting, your SBLT should review the major projects 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.

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 *Tool 3c: Family-Friendly SIP* 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 3b: 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.

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.