MADISON METROPOLITAN SCHOOL DISTRICT

School-Based Leadership Team (SBLT) Toolkit

2013-14

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.

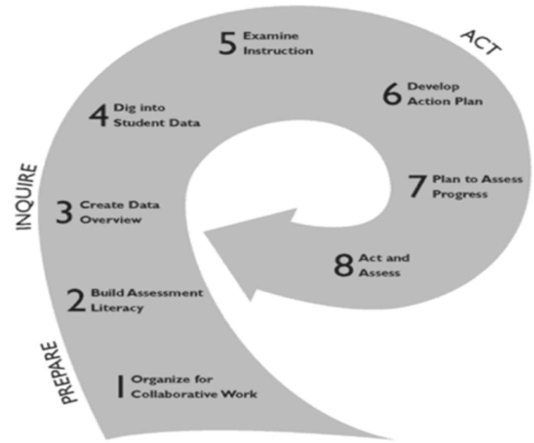
This toolkit is designed to help SBLTs use data to inform teaching and learning. The toolkit focuses on three phases – Prepare, Inquire, and Act – which structure much of the work done throughout the year by the SBLT. This toolkit is the first of three that will be developed for school use. Teacher team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

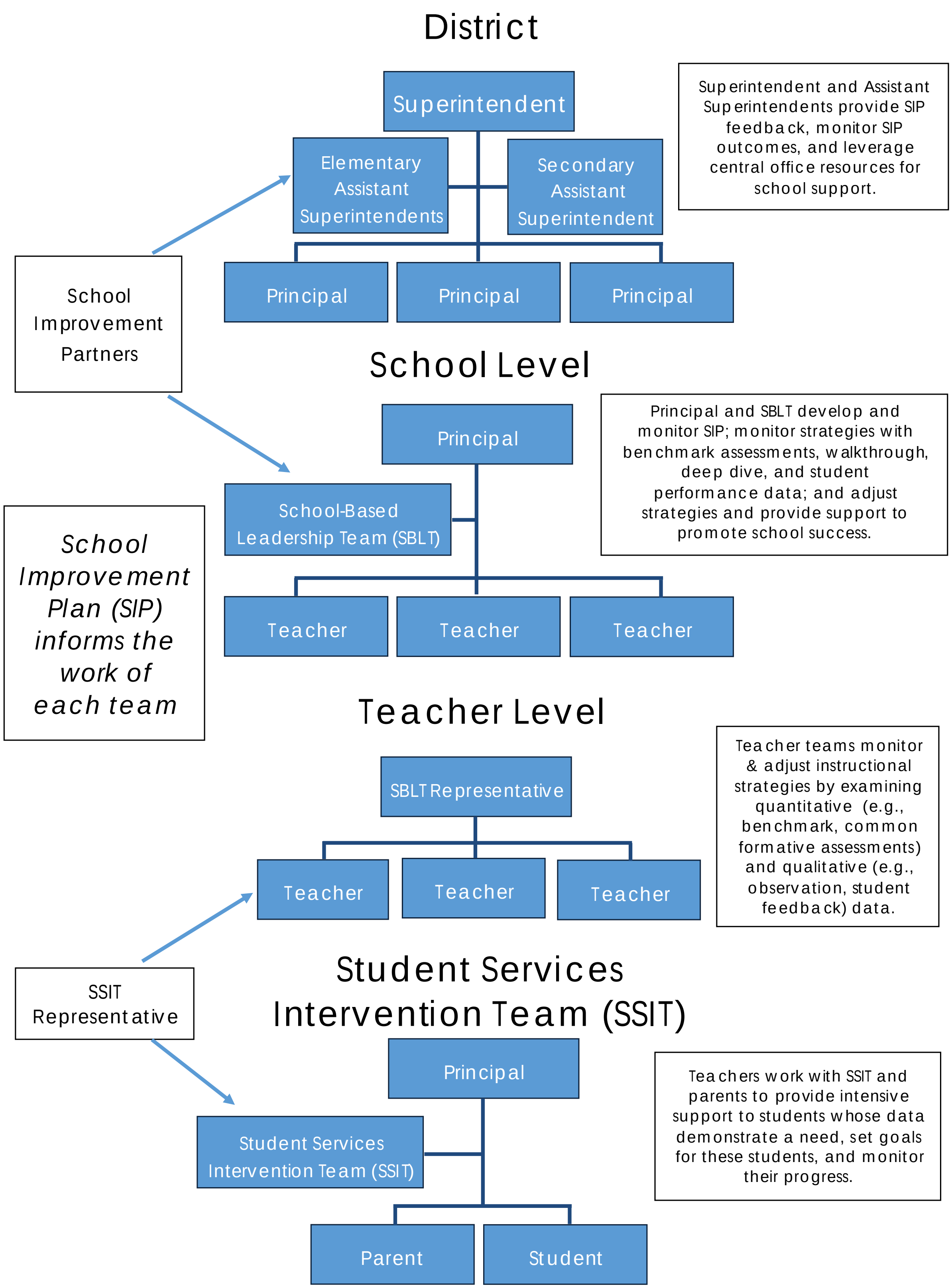
For schools to bring about positive change, staff must understand how to structure their work within a Multi-Tiered System of Support (MTSS). MTSS, formerly referred to as Response to Intervention or RtI^2 in the Madison Metropolitan School District, serves as the foundation of continuous school improvement. 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).

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 data that is selected for analysis is driven by the goals identified by the school improvement plan (SIP).

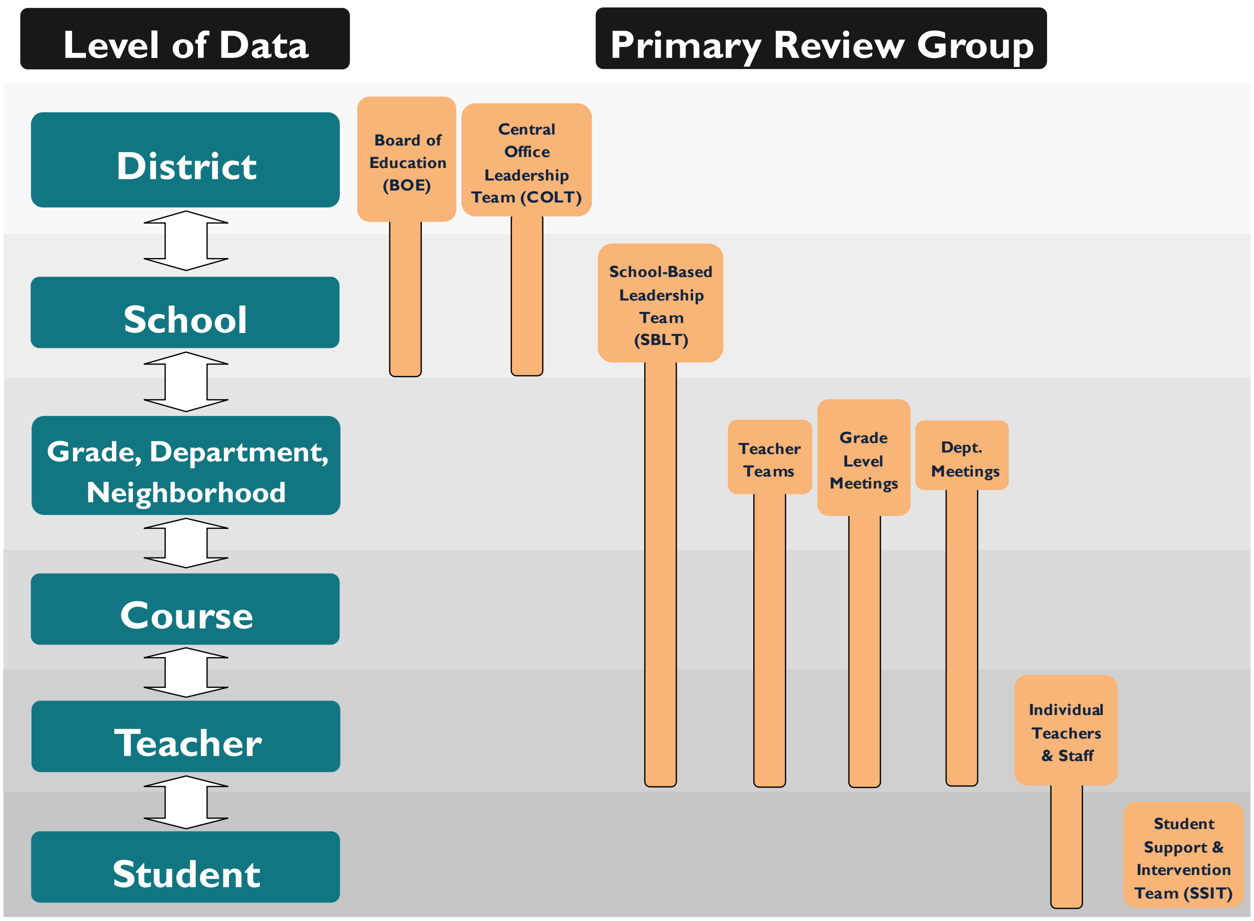
The graphic on page 5 illustrates how teams at various levels fit into the MTSS framework. The blue boxes in the middle define the team composition, and the white boxes on the right describe the work of each team. Staff like School Improvement Partners and SSIT Representatives act as connections between teams, helping communicate issues across levels.

Multi-Tiered Systems of Support (MTSS)



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/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.

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, and, most importantly, leads to action that facilitates improved student outcomes.

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: Relational Trust Assessment*
- *Tool 1c: Developing Working Agreements*
- *Tool 1d: Strategies for Building Relational Trust*
- *Tool 1e: SBLT Self-Assessment Rubric*

Step 2: Build an SBLT Calendar

Step 3: Create School Improvement Plan (SIP)
- *Tool 3a: SIP User's Guide*
- *Tool 3b: Thriving Schools Rubric*
- *Tool 3c: Family Friendly SIP*

Step 4: Prepare Data
- *Tool 4a: Data Inventory*
- *Tool 4b: 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: Relational Trust Assessment
Tool 1c: Developing Working Agreements
Tool 1d: Strategies for Building Relational Trust
Tool 1e: 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 TAG knowledge and can fulfill that role on your SBLT, as opposed to a staff member from the TAG department. 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: Relational Trust Assessment, Tool 1c: Developing Working Agreements,* and *Tool 1d: Strategies for Building Relational Trust* can help your SBLT develop trust and ways of working to ensure effective work.

4. ***Conduct a self-assessment.*** Finally, use *Tool 1e: 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

The driving force behind the theory of change for MMSD is the 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. These expectations will include:

- Expectations for student achievement
- Expectations for high quality instructional practice
- Expectations for effective school infrastructure
- Expectations for high quality professional learning
- Expectations for family and community engagement

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, school leadership teams and central office departments will be held equally accountable for performance and results.

The three phases of Data Wise – Prepare, Inquire, Act –serve as the backbone for the SIP process.

Tools

Tool 3a: SIP User's Guide
Tool 3b: Thriving Schools Rubric
Tool 3c: Family-Friendly SIP

Actions

1. ***Develop your SIP.*** Work through *Tool 3a: SIP User's Guide* to develop your school's SIP. The three phases of Data Wise – Prepare, Inquire, Act –serve as the backbone for the SIP process and the SIP User's Guide is constructed around these phases.

2. ***Reflect on your school.*** Use *Tool 3b: Thriving Schools Rubric* after working through your SIP to take stock of the current state of your school.

3. ***Communicate about the SIP.*** Use *Tool 3c: Family-Friendly SIP* to communicate about your SIP and collect parent feedback.

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 difficultly 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.

   - *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 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: What information is contained in the data? What does it tell you?	**Analyze the Data:** What gaps exist between desired and current results? Where are your strengths and challenges? What patterns do you see?	**Discuss Root Causes:** 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?	**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?

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 beginning 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 2013-14 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 2013-14 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 underdevelopment, 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 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.

Madison Metropolitan School District

School-Based Leadership Team (SBLT) Toolkit

Tools 2013-14

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.

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. These roles are assigned for the 2013-14 school year, but can be adjusted in coming years. 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 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
- Providing clarity about the decision making process, the level of authority of the team, and the communication to all staff
- Developing group-member leadership, seeing that meeting work follow-through occurs, and working with the facilitator to employ good group processes
- Asserting key ideas, challenging potential "group think" 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. 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	Works with the principal to implement systems for two-way communication between parents/community members and the SBLT.

Tool 1b: Relational Trust Assessment

Purpose

Relational trust is the essential component of successful collaboration and is vital for SBLTs to function at their highest level. Trust develops over time and with intentional efforts to nurture it.

When to Use

SBLTs should use this tool early in the year to assess the status of relational trust in your SBLT. SBLTs can use it as needed at other points during the year to track progress.

How to Use

Relational trust includes four elements: respect, competence, personal regard, and integrity. Each element is defined below. To complete the assessment, SBLT members can individually rate the SBLT, share their ratings, and then discuss the results.

Respect: Our SBLT has basic civility and willingness to listen deeply to what each person has to say.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Competence: Our SBLT has the sense that each person has the ability to carry out their appropriate roles and produce desired outcomes.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Personal Regard: There is mutual support and mutual caring among SBLT members.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Integrity: Our SBLT has congruence between saying and doing and a sense of morality and ethics in the way we are relating.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Tool 1c: Developing Working Agreements

Purpose
Working agreements help SBLT members agree on norms and meeting protocols designed to build trust, encourage team members to make the most of meeting time, and facilitate a safe environment in which honest dialogue can occur.

When to Use
SBLTs can develop working agreements at the start of each school year. These agreements should then be revisited periodically to ensure that members are adhering to them throughout the year.

How to Use
Each SBLT member individually compiles his or her list of norms. Then, the team dialogues about the norms and decides upon working agreements. Working agreements are posted and referenced each meeting. An example is included below.

EXAMPLE: YWCA Working Agreements

1. What you share within the context of the conversation is confidential, honored, and respected.

2. Use "I" statements. No one speaks for another or for an entire group of people.

3. Avoid critiquing other's experiences; focus on your own experiences.

4. Be honest and willing to share. Be brief.

5. Listen with curiosity and the willingness to learn and change. Resist the desire to interrupt.

6. Try not to take comments personally. Ask for clarification. Assume positive intent.

7. Suspend judgment. Be open to the kernel of wisdom in each person's story.

Tool 1d: Strategies for Building Relational Trust

Purpose

Relational trust is developed over time and through strategies that nurture it.

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

Inclusion activities: These activities open a meeting in a way that sets a norm for participation, focuses energy in the room, allows team members to understand who they are in relationship to the group, and strengthens group identity.

Spirit of Inquiry (Open Ended and Invitational Questions): Group members need to be open to and invest in the ideas of others. One way to learn from others is a questioning process. When asking a question, group members are encouraged to ask open-ended and invitational questions.

Reflection: Adults learn from reflecting on their experiences. Allow time for group members to process through reflection.

Tool 1e: SBLT Self-Assessment Rubric

Purpose

The *SBLT Self-Assessment Rubric* is designed to help teams assess their practices and the impact on student outcomes.

When to Use

The SBLT Self-Assessment should be used at the beginning of each year so members can reflect on the prior state of the SBLT. SBLTs should plan to fill out the self-assessment rubric on a quarterly basis to inform regular district reviews of SBLT progress.

How to Use

1. The SBLT can download the self-assessment rubric, available as an Excel document online at mmsd.org/sblt-rubric. Or, you can use a printed copy of this tool.
2. SBLT members should review and fill the rubric, spending no more than a few minutes on each section. Each subsection can be scored on a scale from 1 (Unsatisfactory) to 4 (Distinguished). For each section, list evidence for your ratings as appropriate. 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.

SBLT Self-Assessment Rubric

	Rating (1-4)	Component	Evidence for Ratings
PREPARE	**Preparing for Meeting**		
		Team meets regularly and the time is protected for team to meet	
		Roles and responsibilities are assigned to team members	
		Agreed-upon norms and protocols are implemented	
		Team uses a goal-oriented agenda so the focus of meeting is clear and the team remains on target	
		Team has developed calendar of meeting times, data review, assessment administration timeframes, and professional development opportunities	
	Communication		
		All adults in building, as well as parents, are regularly informed of key school data and the work of the SBLT	
	Collaborative Culture		
		Team addresses low student performance with a professional tone that is focused on student learning	
		Team celebrates small wins and improvements in student achievement	
		All team members are engaged in asking questions and actively participating	
		Every adult “owns” their data and openly accepts insights from others	
		SBLT supports individual teachers and teacher teams through professional development, facilitation of teacher team meetings, and coaching	

SBLT Self-Assessment Rubric (continued)

	Rating (1-4)	Component	Evidence for Ratings
INQUIRE	**Problem Identification**		
		Team uses quantitative and qualitative data sets to identify areas of student and teaching need	
		Team identifies SIP goals that target improving student outcomes and teaching practices	
		Team identifies timely, relevant and valid data to measure progress towards goals in SIP	
	Problem Analysis		
		Data is used appropriately given the purpose of the assessment/metric	
		Team identifies root causes of problems for the purpose of understanding why results are occurring, using a Multi-tiered System of Support lens to help with this root cause analysis	
		Questions discussed at meetings focus on factors that are within school's locus of control	
ACT	**Action Plan**		
		Action items clearly address specific root causes of problems	
		Action items clearly identify timeline, person(s) responsible, resources needed, and plan for assessing progress	
	Act and Assess		
		Team uses a process and set of protocols to implement and monitor action items	
		Team uses a tool for tracking progress on action items	

Tool 3b: Thriving Schools Rubric

Purpose

The *Thriving Schools Rubric* is 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 strengths and challenges, as well as identifying goals for the coming year.

When to Use

SBLTs completed the Thriving Schools Rubric as part of the SIP development process during 2013-14. The Thriving Schools Rubric can be used as needed during the year to track progress.

How to Use

1. The SBLT should download the *Thriving Schools Rubric*, available in Excel at mmsd.org/thriving-rubric. Or, you can use a printed copy of this tool. If you are using the Excel version, the Rubric is broken into 7 sections, each with 3-4 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 blue.
2. The SBLT should begin with the tab titled "Worksheet." Then, 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.

		Score (1-4 points)	Evidence for Rating	Basic (2 points)	Distinguished (4 points)
Instructional Leadership	High-quality SIP			Some elements of SIP are present, but goals, focus areas, and action steps are not always aligned. Monitoring plan is vague. If asked, some stakeholders could articulate what the school is working on and why.	SIP has well-articulated goals and focus areas with clear and relevant action steps and a comprehensive, data-driven monitoring plan. If asked, any stakeholder could easily articulate what the school is working on and why.
	High-functioning SBLT			SBLT develops SIP, but may not use it throughout the year to monitor progress towards goals. SBLT represents most grade levels and departments but may not include critical areas of expertise.	SBLT develops, implements, and regularly monitors the SIP. SBLT includes key leaders within school with varying perspectives and expertise. SBLT leads work of improving teaching and learning school-wide by implementing data-driven decision-making at all levels (teacher teams, SSIT, etc.).
	Effective and regular data use			SBLT looks at major standardized data sets only to assess progress on the SIP. SBLT leads staff in analyzing standardized data sets, but they aren't yet using formative data to drive critical conversations and decisions about student learning.	SBLT regularly uses quantitative and qualitative data on implementation and outcomes to assess progress on the SIP. SBLT successfully builds capacity of teacher leaders to use various forms of data to drive critical conversations and decisions about student learning.

		Score (1-4 points)	Evidence for Rating	Basic (2 points)	Distinguished (4 points)
Core Instructional Program	Common Core State Standards (CCSS)			Staff are aware of the CCSS but may not fully understand them and do not consistently use them to plan instruction. As a result, students' use of critical thinking and problem solving is inconsistent.	Instruction across all subject areas is aligned to CCSS. Teachers use deep knowledge of the standards to create challenging and engaging lessons that encourage authentic learning.
	Essential instructional practices			The school has identified some teaching practices that are expected across classrooms, but not a comprehensive picture of good teaching. Some of these practices align to the Danielson Framework. They are beginning to address essential practices such as the gradual release of responsibility.	The school has developed a common understanding of good teaching that aligns with the Danielson Framework. These essential strategies include a focus on teaching that is culturally and linguistically relevant, a deep understanding of the gradual release of responsibility, and an emphasis on academic language use.
	Assessments			Standardized assessments are used but provide a limited picture of student learning. Staff members are unclear on what assessments should be used for what purpose.	Multiple assessments, in combination, offer a clear picture of student progress towards mastery of grade-level standards. It is clear to all staff members what assessments are used for what purpose.
	Intervention			The school has begun to implement some intervention programs for students that are struggling. Processes for identifying students for intervention and for monitoring progress are in place, but are at the beginning stages.	The school has identified a systematic approach to providing tiered and timely interventions for students that are struggling academically. These interventions are closely monitored to ensure that students are making progress.

		Score (1-4 points)	Evidence for Rating	Basic (2 points)	Distinguished (4 points)
Professional Learning System	School-wide professional learning			Professional learning plans are not tightly aligned to the SIP. Professional learning outcomes are vague. Professional learning is loosely connected month to month and from whole school to teams to individuals. Professional learning designs and practices are sometimes engaging and effectiveness is rarely monitored.	The school has a year-long, focused and coherent plan that is aligned to the school's SIP. School-wide structures ensure that professional learning is ongoing, job-embedded, differentiated, and relevant. High quality learning designs, norms, practices, and tools engage staff. The school continuously uses data to monitor professional learning needs and effectiveness.
	Teaming			Teachers meet regularly but topics of discussion vary and there is no consistent protocol. Team conversations sometimes focus on analyzing data, planning instruction and intervention. Planning typically takes place with general education teachers only and specialists typically plan and meet separately. Teaching practices are sometimes shared.	Teachers collaborate in regular cycles to analyze data, plan instruction and intervention, with consistent protocols guiding each meeting. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists to help coordinate instruction and discuss student needs. Teams are supported by a building coach or District coach as appropriate.
	Coaching			Coaches engage in some coaching, but non-coaching duties detract from coaching time. Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	School implements a coaching plan with clear expectations and processes. Coaches spend 80-90% of their time coaching and facilitating professional learning. Coaches meet with the principal regularly to review and adjust a coaching calendar/log. New teachers are provided with effective induction support. Teachers engaged in a coaching cycle consistently receive quality feedback. Teachers engage in peer coaching and cross-classroom visitation.

		Score (1-4 points)	Evidence for Rating	Basic (2 points)	Distinguished (4 points)
Climate & Culture	High expectations			Staff expect students to complete assigned work and behave appropriately in class. Staff expect themselves and their peers to perform well enough to maintain the status quo.	Staff expect that all students, with good teaching, will graduate college, career, and community ready. Staff have a shared vision of excellence, precision, and integrity for themselves and each other.
	Relationships			Some students bond with adult advocates. Staff feel responsibility to and advocate for "their students." Student home language and culture are often overlooked. Staff to staff relationships may be collegial but staff are not committed to ongoing, meaningful collaboration about student achievement. Staff collaboration tends to be around topics such as field trips, special events, etc. Adults sometimes frame conflict and different perspectives positively.	All students have adult advocates who care about and support them. Staff feel a responsibility to and advocate for all students. All school experiences demonstrate to students that staff value their home language and culture. Staff to staff relationships are positive and respectful. Staff are committed to ongoing, meaningful collaboration about student achievement. Adults frame and engage in conflict and different perspectives skillfully and as an opportunity to learn.
	Behavior and safety			Discipline and positive behavior supports are handled inconsistently throughout the school. The school has not yet developed tiered supports for students who are struggling with behavior. Staff view the issue of student discipline as the responsibility of the principal. They believe that students know what is expected from them with respect to behavior, so there is little explicit communication about school-wide expectations.	School has consistent school-wide approach to discipline with clear expectations. Staff establish and maintain a safe and welcoming school environment, with tiered supports for students who are struggling with behavior. Staff demonstrate a sense of collective responsibility for student behavior. They are committed to teaching students what they need to know and do with respect to behavior and social emotional learning.

		Score (1-4 points)	Evidence for Rating	Basic (2 points)	Distinguished (4 points)
Family & Community Engagement	Expectations			Families can learn about school processes and performance if they reach out to the school. Teachers provide information on grading but parents often do not understand.	Schools proactively provide information on school and student performance, communicate expectations of students at each grade level, and support parental non-cognitive skills. Teachers provide grading information with clear examples and proactively bring parents into the learning environment.
	Involvement			Schools provide opportunities for the community and parents to be involved in the school when requested.	Processes are in place for proactive family and community engagement with the school. School actively recruits parental involvement through committees, volunteering, and other modes of activity in the school. Community partnerships are built and used to support the school.
	Ongoing communication			Communication with families happens via grading and in cases of behavioral/academic concerns.	School has a system in place for teachers and families to engage in ongoing, two-way communications about students' strengths and needs. Schools communicate ways families can support learning at home and ways families can support improvement of the school.
	Specialized support			School provides required services within the building during typical school hours.	Staff conducts outreach in the community to families in need of support through home visits and collaborations with other agencies. Services are provided for all students when they struggle as well as when they need acceleration/enrichment.

		Score (1-4 points)	Evidence for Rating	Basic (2 points)	Distinguished (4 points)
College & Career Supports	Personalized pathways			Some students and families receive information about college and career choices. High-performing students are encouraged to take advanced courses. Information and opportunities to explore pathways are available but limited.	School has a system in place to ensure that all students and their families receive early and ongoing exposure to experiences and information to help them transition to the next grade level and tailor their education to prepare for college and career. All students have an Individualized Learning Plan that is used cyclically to monitor, track, and support student progress.
	Enrichment and extracurricular engagement			Extracurricular activities are limited in scope. Students may not be involved purposefully in activities aligned with their strengths and needs.	School has a system in place to ensure equitable exposure and participation for all students to a wide range of extracurricular and enrichment opportunities to build leadership, increase engagement in school, and nurture all students' talents and interests.
	Transitions at key milestones			Families receive required paperwork and information when students transition between key grades.	School clearly articulates the steps necessary for successful transitions between key grades and systematically supports students and families through those transitions. School has a system in place that prepares all students to move on to the next stage in their education and/or career.

		Score (1-4 points)	Evidence for Rating	Basic (2 points)	Distinguished (4 points)
Resource Alignment	Use of discretionary resources			School determines discretionary fund needs with some analysis of Tier I, II, and III areas of improvement. Discretionary funding is sometimes used for identified needs and priorities.	Discretionary resource needs are thoroughly analyzed through a Multi-Tiered System of Support lens (Tier I, II, and III) and aligned with needs and priorities outlined in SIP. Resources are allocated with a focus on helping every student graduate college, career, and community ready.
	Staff recruitment, hiring, & placement			Some job searches result in a low-quantity, minimally qualified pool of candidates. Composition of staff and instructional teams are not intentionally designed to meet student needs.	Recruitment processes consistently yield high-quantity and high-quality candidates. Staff are hired to reflect the learning needs and characteristics of students. Placement and teams are intentionally designed to promote student learning.
	Scheduling			Schedule is designed based on the number of minutes per subject or course. Teacher collaboration time is limited.	School designs schedule based on student needs and school goals. Schedule optimizes regular, meaningful teacher collaboration time.
	Technology			Technology is available for staff and students to use to meet their minimal needs. Technology is only available during the school day on a one-to-many basis. Not all subject-related tools are available for teachers to use. Students choose appropriate technology to use with teacher assistance.	Technology is available for staff and students to use to produce products, communicate, problem solve, collaborate, access information, and increase engagement. Technology is available to students and staff on a one-to-one basis. Subject-related teaching tools are available throughout the school. Students choose appropriate technology to use without assistance.

Tool 3c: Family-Friendly SIP

Purpose

This tool provides a way for the SBLT to communicate about the SIP and collect parent feedback in a format that is simple and easy to understand.

When to Use

After the SBLT has developed the School Improvement Plan, use this tool to develop a family-friendly version of the SIP. This version of the plan should be used when meeting with key stakeholder groups (e.g., parent-teacher organizations, community partners, neighborhood associations, etc.).

How to Use

1. Download the family-friendly SIP template (available at www.mmsd.org/staffonly-sip).
2. Using your completed SIP, complete the family-friendly SIP. An example appears below.

If we focus on . . .

Content	Teaching Common Core close reading skills and math skills
Instructional Practice	Teaching students to take more responsibility for their own learning Teaching students to learn through talking and working with others
School Structure	Leading teacher learning through school-based leadership teams Supporting teacher learning through teaming and coaching
School Environment	Improving how we teach, model, and practice C.A.R.E.S Improving how we respond to student needs for behavior support

And support teachers by . . .

- Reviewing the performance of all of our students
- Providing focus, structure, and time to learn and plan together
- Creating opportunities to learn from each other and get on-the-job coaching

While monitoring . . .

- Student growth and achievement
- Consistent use of teaching strategies that engage and support all learners
- Effectiveness of leadership teams, instructional teams, and coaching
- Student attendance and behavior referrals

And engage families and communities by . . .

- Explaining the MMSD Strategic Framework, School Improvement Plan, and Common Core
- Meeting with families in the community, and sharing information via email, phone, and website

We will achieve these goals:

Number of Students Meeting Reading Expectations will Increase from 21% to 26%
In addition to **all students** meeting the above goal: African American–from 8% to 13% Special Education–from 2% to 7%

Number of Students Meeting Math Expectations will Increase from 23% to 28%
In addition to **all students** meeting the above goal: African American–from 10% to 15% Special Education–from 2% to 7%

Number of Students Meeting Growth Targets in Reading will Increase from 54% to 59%
In addition to **all students** meeting the above goal: African American–from 55% to 60% Special Education–from 53% to 58%

Number of Students Meeting Growth Targets in Math will Increase from 64% to 69%
In addition to **all students** meeting the above goal: African American–from 54% to 64% Special Education–from 58% to 63%

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 MMSD assessment calendar (www.mmsd.org/assessment-calendar) and discuss other assessments that may not be listed there but are used at your school. Think about other types of data available to you that are not part of the assessment calendar but are highly relevant to your SIP and add them to your inventory. This may include behavior data, attendance data, or demographic information, among other things. 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

Your principal and other staff members can 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. It also serves 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 Assistant Superintendent 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. Then, as a SBLT, define the focus area of the Deep Dive visit, considering the emphasis of the professional development around specific SIP strategies. 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 Assistant Superintendent 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 Assistant Superintendent 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.

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?
The SBLT will receive feedback following the visit from the School Improvement Partner. 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

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?** ***How do central office actions relate to the questions above? If there were specific central office action items, were they completed?***	*Since 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? 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 schools work around the strategy?**	*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**	*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.*

	based on what was seen during the classroom visits? Where did the strategy appear to be strong or weak during the visits?	
15 min	Create Action Plan **Based on recent data analysis and classroom visits what key actions are needed? 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.

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 will be available at mmsd.org/datause in August 2014.

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 will reviewing this data help our SBLT accomplish?
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. 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 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 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.
	Includes check-in on group functioning and inclusion of appropriate SBLT participants (e.g., revisit working agreements as needed, etc.)
	Includes time to reflect on action taken since last meeting.
	Focuses on analyzing relevant data and generating action steps that impact focus areas within the SIP (Instructional, Content, Infrastructure, and Climate).
	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.

Tool 5b: SBLT Note-Taking Template

Purpose

An important role identified in the formulation guide 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.).

When to Use

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

How to Use

First, have your SBLT decide the following questions:

- How are we going to record our notes? Will we use this template on paper? Electronically?
- Where will notes 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 plan to the school?
- How will notes be amended or changed when necessary?

Once these questions have been answered, download and use the note taking template from mmsd.org/sblt-toolkit and share your notes as you decided above.

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

Note that you may not need to record every detail and comment from the meeting. Rather, you can think of each section of the template as a place to provide a basic summary of what happened.

SBLT Note-Taking Template

School:

Date:

Note-Taker Name:

Meeting Purpose:

Summary of Check-In/Inclusion:

Updates from Previous Action Items:

Notes from Meeting:

Tool 5c: 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.

An important distinction for SBLTs when meeting is the intended outcome 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

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 on chart paper ideas. 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.”

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. Fill out the protocol, working through the boxes from left to right. Use the questions in each shaded gray box to guide your discussion. As you work through the "Discuss Root Causes" box, use *Tool 6b: Root Cause* as needed.

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: What information is contained in the data? What does it tell you?	**Analyze the Data:** What gaps exist between desired and current results? Where are your strengths and challenges? What patterns do you see?	**Discuss Root Causes:** 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?	**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?

Tool 6b: Root Cause

Purpose

This tool provides a template for teams to use to identify root causes to address challenges and barriers to successful SIP implementation.

A root cause is the most basic explanation for a problem. Your SBLT will start by summarizing the key trends in the data analysis and identifying an instructional hypothesis for why these results may be happening. Then, they will identify a potential cause for the results you see based on your data analysis, then move through a chain of contributing causes, before arriving 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 SBLTs 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 SBLTs cannot control include ELL/SPED status, class size, mobility, and family circumstances.

Because root causes should be about adult action, 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 SBLT identifying high-leverage actions to enhance great teaching and learning.

When to Use

As you work through *Tool 6a: Data Analysis Protocol*, this tool can support your work on the "Discuss Root Causes" section. It also can help spark deeper discussion of root causes after you have worked through the Data Analysis Protocol.

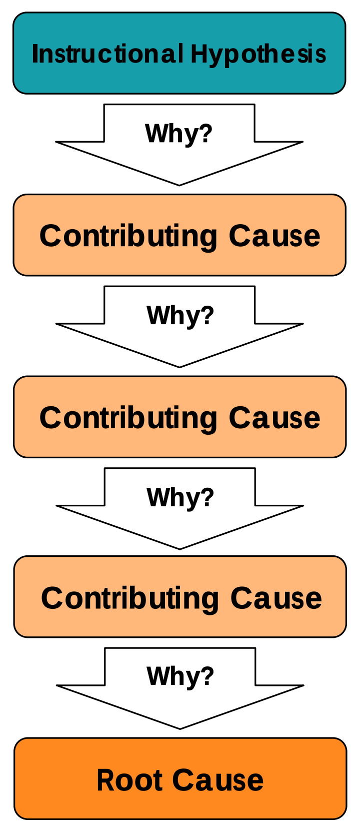
How to Use

1. Download the *Root Cause Worksheet*, available as a Word document online at mmsd.org/sblt-toolkit. Or, you can use a printed copy of this tool.

2. At the top of the worksheet, enter a brief summary of your data findings from the "Analyze the Data" step of the *Data Analysis Protocol* in the "Data Analysis" row.

3. In the "Instructional Hypothesis" row, identify a problem of practice that is your team's best guess at why you are seeing this pattern in the data. The instructional hypothesis should be based on your school's data collection, including implementation and walkthrough data. Your hypothesis should also be 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.

4. In the "Root Cause Grid," enter a potential cause for this finding in the first row. SBLTs may consult contributing factors listed below. Causes should be based on evidence, so if you cannot provide evidence for a potential cause, move on and choose another. Causes also should fit into one of the ICEL domains to help ensure the causes your SBLT discusses are within your locus of control.



5. For each cause, work through the process of identifying contributing causes by entering the contributing cause in the column below. Start 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 action; 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 SBLTs will become more comfortable with given time and practice. The root cause should be the last box completed in the column.

6. Once you have completed the "Root Cause Grid," identify action(s) that can be taken based on the instructional hypothesis and root cause. 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:

<u>Teacher Actions:</u>

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

<u>School-Wide Actions:</u>

- Curriculum alignment
- Lack of training in curriculum
- Professional development alignment
- Allocation of resources
- Lack of knowledge of ELL/SPED strategies

Root Cause Worksheet

Data Analysis Brief summary of the key data trends from the Data Analysis Protocol	
Instructional Hypothesis Best guess based on implementation data and within school's locus of control. Consider ICEL domains: Instruction, Curriculum, Environment, and Learner.	

Root Cause Grid

Connected to the instructional core and centered around adult action
Reached a root cause when it no longer makes sense to ask why

	Cause 1	Cause 2	Cause 3
Why?			
Why?			
Why?			
Why?			

Potential Actions

School actions (such as resource allocations) that would change instructional practice or student learning

Action			

Tool 7a: Action Item Tracker

Purpose

This tool provides a way for the SBLT to keep track of progress identified on action items at each meeting. This tool also is designed to help SBLTs move from possible actions to specific action items.

When to Use

SBLTs can use this tool at the conclusion of each meeting to identify actions that should happen once the meeting is complete. SBLTs also can use this tool to reflect on action items from the previous meeting and ongoing action items from earlier meetings.

How to Use

1. At the end of your SBLT meeting, reflect on actions that should be taken based on your discussion. You can download an Excel version of the Action Item Tracker at mmsd.org/sblt-toolkit.
2. Discuss how to translate the possible actions into specific action items your SBLT members can undertake after leaving the meeting.
3. For each possible action item, identify an Action Item Lead who is the SBLT member primarily responsible for moving that action item forward. You should also identify when you are starting that action and when that action item should be complete.
4. Make a list of outstanding action items from previous SBLT meetings and enter them in the "Action Item" column. Add the action item lead and completion data, revising them if necessary.
5. Record progress on each action item. For items that are still ongoing, record next steps.

Action Item	Action Item Lead	Start Date	Completion Date	Progress	Next Steps

Tool 7b: From Piles of Data to Action

Purpose

This tool, drawn 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. 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.

Data Wise: From Piles of Data to Action Plan

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

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

Tool 9a: Next Steps

Purpose
Reflecting on the past helps SBLT's 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, 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 work sheet 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 a team, we are going to…

…stop doing:

…continue doing:

… and start doing: