School-Based Leadership Team (SBLT) Toolkit

2017-2018

mmsd.org/sblttoolkit
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Role of SBLT

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

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

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

SBLTs set the tone for use of data and problem solving at the school site. The team uses data to inform the development of the SIP and to monitor implementation and outcomes throughout the year. They should also serve as a model for effective data use, analysis, and action planning for other school teams.

In MMSD, a new model for SBLTs was introduced at the August 2013 Leadership Institute, including a guide to help schools formulate their SBLTs. In Fall 2013, schools developed SBLTs based on this new model. In August 2013, SBLT members received several resources at the Leadership Institute designed to help them begin their work for the 2013-14 school year, including an SBLT Formulation Guide, SIP Template and User’s Guide, and Thriving Schools Rubric. These resources have been incorporated into this toolkit. Future versions of the Toolkit will include these resources, rather than treating them as stand-alone documents.

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

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

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

The advantages of using Data Wise include:
• Steps span full spectrum of data use, from building capacity to reflecting on results, with explicit and early attention to building capacity and literacy before identifying areas to examine.

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

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

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

The three phases of Data Wise – Prepare, Inquire, Act – will serve as the backbone for the SIP process and other key activities of SBLTs.
Multi-Tiered System of Supports (MTSS)

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

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

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

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

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

![Diagram showing levels of data review]

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

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

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

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

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

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

This toolkit is designed to be used both comprehensively and in sections, meaning SBLTs can either work through the entire guide in order, or can pick and choose sections as needed throughout the year. By design, SBLTs will work through the three phases (Prepare-Inquire-Act) throughout the year, but may not need every step and tool along the way. The materials supporting SIP drafting, for example, may be a tool used heavily during SIP development, but not revisited throughout the year, whereas the SBLT Self-Assessment Rubric will be completed multiple times per year.
PHASE 1: PREPARE

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

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

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

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

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

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

Step 2: Build an SBLT Calendar

Step 3: Create School Improvement Plan (SIP)
   Tool 3a: SIP Process Flowchart
   Tool 3b: SIP End of Year Reflection
   Tool 3c: Thriving Schools Rubric
   Tool 3d: SIP Theory of Action
   Tool 3e: SIP Template
   Tool 3f: Questions to Guide SIP Creation
Tool 3g: SIP Approval meeting

Step 4: Prepare Data
   Tool 4a: Data Inventory
   Tool 4b: Walkthrough Data
   Tool 4c: Deep Dive Visit Data
   Tool 4d: Essential Questions for a High-Quality Data Overview
Step 1: Determine Membership

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

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

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

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

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

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

4. **Conduct a self-assessment.** Finally, use Tool 1d: SBLT Self-Assessment Rubric to reflect on the prior state of your school’s SBLT, identify areas of strength and areas for improvement, and consider how your SBLT’s actions impact student learning.
Step 2: Build an SBLT Calendar

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

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

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

<table>
<thead>
<tr>
<th>1. When You See This</th>
<th>2. Do This</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your calendar</td>
<td>Click on the gear icon in the upper right</td>
</tr>
<tr>
<td>3. Calendar settings dropdown list</td>
<td>Click “Settings”</td>
</tr>
<tr>
<td>5. Calendar Settings page, general tab</td>
<td>Click the “Calendars” tab</td>
</tr>
<tr>
<td>6. Calendar Settings page, Calendars tab</td>
<td>Click “Browse interesting calendars&gt;&gt;” on the top right on the Other Calendars section at the bottom of the page</td>
</tr>
<tr>
<td>8. Interesting Calendars page, Holiday tab</td>
<td>Click the “more” tab</td>
</tr>
<tr>
<td>10. Interesting Calendars page, more tab</td>
<td>1. Click “resources for Madison.k12.wi.us”</td>
</tr>
<tr>
<td>12. Interesting Calendars&gt;More&gt;Resources for Madison.k12.wi.us</td>
<td>5. Click “Subscribe” for that Calendar</td>
</tr>
<tr>
<td>14. School_Name School-Based Leadership Team</td>
<td></td>
</tr>
</tbody>
</table>

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

3. **Adjust calendar as needed throughout the year.** You may need to adjust your SBLT calendar during the year. Consider revisiting your calendar at a mid-year meeting and revising as needed.
Step 3: Create School Improvement Plan (SIP)

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

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

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

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

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

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

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

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

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

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


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

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

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

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

7. Obtain SIP Approval. Use Tool 3g: SIP Approval Meeting learn how to obtain SIP approval through an approval meeting and presentation.
Step 4: Prepare Data

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

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

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

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

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

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

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

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

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

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

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

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

Consider the role your SBLT can plan in building data literacy school-wide. Some schools commit time at each staff meeting to building data literacy. Although data can often seem overwhelming, as little as five minutes can provide great benefits for teams in building their capacity to work with data effectively. For example, consider...
presenting the results of data analysis at prior SBLT meetings, showing your staff what data your SBLT worked with and what conclusions you reached as a result.
PHASE 2: INQUIRE

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

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

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

Step 6: Analyze Data
  Tool 6a: Data Analysis Protocol
  Tool 6b: Root Cause
Step 5: Conduct Meetings

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

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

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

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

2. **Maximize your time together.** Because SBLT meeting time is limited, it is important for the team to use strategies designed to help keep meetings on task and efficient. These strategies include, but are not limited to:
   - Having the facilitator state and post the focus and expected outcomes at the beginning of the meeting and/or an explanation of the data to be discussed
   - Modifying the meeting times and lengths as necessary to ensure that data are reviewed thoroughly
   - Taking notes throughout the meeting (see Tool 5c: SBLT Note-Taking Template and Agenda Item Tracker for templates)
   - Using meeting protocols to effectively execute discussion and dialogue (see Tool 5d: Meeting Process Strategies for ideas).
Step 6: Analyze Data

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

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

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

2. **Pay special attention to root cause.** Root cause helps SBLTs understand why certain things are occurring in their schools. It can be a particularly difficult step in data analysis; as such, Tool 6b: Root Cause is designed to help supplement your discussion at this step in the protocol.
PHASE 3: ACT

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

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

**Steps**
Step 7: Take Action
   - Tool 7a: From Piles of Data to Action

Step 8: Monitor Progress

Step 9: Reflect
   - Tool 9a: Next Steps
Step 7: Take Action

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

Tools

Tool 7a: From Piles of Data to Action

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

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

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

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

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

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

3. **Consider how action items would fit into a larger action plan.** Look at Tool 7b: From Piles of Data to Action and reflect on how your action items would fit into a
larger action plan. If you feel your SBLT has the capacity to move beyond identifying action items and feel your examination of instruction is at an advanced level, you can use this tool as a guideline for developing an action plan.
Step 8: Monitor Progress

Purpose

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

Actions

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

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

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

4. **Communicate progress with families.** On a quarterly basis, your team can revisit its School Profile and consider developing family-friendly communication on SIP progress using a similar structure.
Step 9: Reflect

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

Tools
Tool 9a: Next Steps

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

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

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

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