

AASD
Leadership Team Meeting
October 22, 2009
9:00 – 2:30 p.m.

Minutes

Discussion Items

- Interpreting Protocols Kenney
Leadership Team Members informed the interpreters about their interpreting preference.

- % on Key Math Mary Carol
Information was provided on students that have made one year's progress or greater on Key Math. The data is being tracked.

- Correlation of BRI, CRCT Reading/ELA Scores Shelley/Sandy
Information was shared with the group regarding scores for students from grades 1-8 on the following assessments: CRCT ELA/CRCT Reading/2007-2008 Ind or Inst Reading/CRCT Reading Re-test/2009-2010 Ind or Inst Reading. A review of the data led to a discussion about testing accommodations on the CRCT Reading test. The consensus of the group is that reading the passage on the CRCT Reading test would only be appropriate for "non-readers" with a much higher "listening level" as measured by the BRI. More information will be provided about what listening level would be considered as being much higher.

- Review School Improvement Plan with Revisions Kenney
GaDOE made recommendations regarding changes to the School Improvement Plan. More specificity was added focusing on strategy processes and the impact on student learning. The changes in the plan were reviewed by the Leadership Team. The revised School Improvement Plan has been submitted to GaDOE for review.

- GaDOE Approval of School Improvement Plan Kenney
AASD is awaiting approval of the School Improvement Plan. All recommendations made by GaDOE have been incorporated into the plan. Once AASD receives notice that the plan is approved or that no more changes are needed, the plan will be shared with stakeholders.

- Quarterly Action Plan Meeting with Bill Matthews Vanessa
The meeting with Bill Matthews, GaDOE Lead Director, went very well. Kenney developed a notebook with all of the information we have been gathering. It looks as if we are on target with what we need to be doing. Mr. Matthews also commended our School Improvement Plan and said it was so well written that he was going to share it with other schools as a model. This is the first 45-60 day short term action plan AASD is required to implement. A final review of AASD's progress on the short term action plan will be held on November 19, 2009.

- Data Teams Update Vanessa
The Data Teams are going well so far. Helen and Marrie have been presenting on HOTS. The teachers have asked to extend the training one week so they could bring their lesson plans and work with their data team to incorporate Higher Order Thinking Skills into the lesson plans. Sandy will next present on P-Levels and then we will go into regular Data Teams work.

- Bubble Student Criteria Kenney/Amanda
The Leadership Team came to consensus that the following colors and points spreads will be used to identify how students performed on state assessments. This information will inform the Leadership Team as to which students have a higher probability of passing the state assessments.
Green = 11 points or more above passing
Blue = 0-10 points above or below passing
Yellow = 11-15 points below passing
Orange = 16-20 points below passing
Red = 21 points below passing

- Students Pulled out from Classes Vanessa
Some teachers have concerns about making AYP when their students are constantly pulled out for speech especially during language arts and math. Several solutions were presented including Push-In services, researching the Oracy approach they are using at the Indiana and Maryland Schools for the Deaf. Vanessa will meet with the communication specialists to get their input into the situation.

Action Items

- 1st Quarterly Action Plan Progress Review Kenney
- Instructional Framework – PowerPoint Vanessa
The concept of an Instructional Framework was introduced and all the suggestions were reviewed. Vanessa will send out the Power Point for everyone to review in more detail and highlight the really important concepts that need to be left in. Vanessa will then incorporate these suggestions and present them at the next meeting for Final Review before it is presented to the teachers.
- Assign Book Study Sections to Subgroups for Presentation Don
Classroom Instruction that Works
The Leadership Team divided the chapters of the book. Each Leadership Team member will present their chapter at future meetings. The purpose of the book study is to provide the Leadership Team members with a shared understanding of current instructional concepts based upon Marzano's work.

Items for Next Meeting: Wednesday, November 4, 2009, 2009/2:00-3:30

- Instructional Framework
- Book Study Presentations (Chapters 1-6)

- 1st Quarterly Action Plan Progress Update
- High Impact Rubric

Items for Next Meeting: Wednesday, November 18, 2009, 2009/9:00-2:30

- Book Study Presentations (Chapters 7-12)
- Final 1st Quarterly Action Plan Progress Review
- Student Attendance Data Review for October
- Teacher Attendance Data Review for October
- Student Discipline Data Review for October
- Behavior Committee Update
- SES/Parent Involvement Update
- School Improvement Plan Progress Tracking
- Year-long Leadership Team Activities

AASD Leadership Team Book Study

Classroom Instruction that Works by Marzano, Pikerling, & Pollock (2001)

Presentation Sign-up Sheet

Format:

- Chapters 1-6 11/4/09
- Chapters 7-13 11/18/09
- No more than 10 minutes each (PowerPoint/Round Table Discussion)

Chapter 1 Applying the Research

1. Sandy Huston

Chapter 2 Identifying Similarities and Differences

1. Amy Cohen Efron

Chapter 3 Summarizing and Note Taking

1. Marrie Tronolone

Chapter 4 Reinforcing Effort and Providing Recognition

1. Tina Caloud

Chapter 5 Homework and Practice

1. Gail Allen

Chapter 6 Nonlinguistic Representations

1. Don Galloway

Chapter 7 Cooperative Learning

1. Mary Carol Cowart

Chapter 8 Setting Objectives and Providing Feedback

1. Jamia Green

Chapter 9 Generating and Testing Hypothesis

1. Amanda Chilvers

Chapter 10 Cues, Questions, and Advance Organizers

1. Brenda Flanagan

Chapter 11 Teaching Specific Types of Knowledge

1. Helen Malone

Chapter 12 Using the Nine Categories in Instructional Planning

1. Vanessa Robisch

Chapter 13 Afterword

1. Kenney Moore