

CLC Agenda

CLC: Leadership

Date: 9/9/2020

Time: 9:15

Blueprint Focus for this meeting: Weekly Leadership

OBJECTIVE for the week: SLOs

Facilitator: Joseph Pillar

District Alignment WAC Problem Solving & Reasoning Independent Reading

Attendance

Joseph Pillar	<i>[Signature]</i>
Bobby Temple	<i>[Signature]</i>
Julia Ramirez	<i>[Signature]</i>
Charles Brooks	<i>[Signature]</i>
Stephanie Mendoza	<i>[Signature]</i>
Sarah Mills	<i>[Signature]</i>
Keelan Muse	<i>[Signature]</i>
Jerald Temple	<i>[Signature]</i>
Heather Chide	<i>[Signature]</i>
Stephanie Wilcox	<i>[Signature]</i>
Eric Paul	<i>[Signature]</i>
Walter Fortune	<i>[Signature]</i>

9/9/20

	AGENDA ITEMS	Notes/Actions to Take
Initiation <input type="checkbox"/> Plan <input type="checkbox"/> Teach <input type="checkbox"/> Assess <input type="checkbox"/> Analyze <input type="checkbox"/> Adjust	1. Welcome 2. CKH a. Good Things	
Collaboration <input type="checkbox"/> Referenced Research? Who? <input type="checkbox"/> Applicable to all participants: <input type="checkbox"/> Assessed Students' Need <input type="checkbox"/> Grounded in Content Specific Pedagogy <input type="checkbox"/> Can be Implemented Immediately	1. Closing out and approving 2018-2019 SLOs 2. Status of 2019-2020 SLOs	
Transformation <input type="checkbox"/> Plan for Implementation: Types of Evidence: <input type="checkbox"/> Stu Work <input type="checkbox"/> Running Records <input type="checkbox"/> Anecdotal Notes <input type="checkbox"/> Video	NOW WHAT?? 1. What supports do we need to provide to teachers to help complete the SLO process?	

Resources:

CLC Agenda

CLC: Leadership

Date: 9/10/2020Time: 8:00

Blueprint Focus for this meeting:

OBJECTIVE: Create blueprint and checklist

Facilitator: Sara Borchardt

District Alignment WAC Problem Solving & Reasoning Independent Reading**Attendance**

Joseph Pillar

Bobby Temple

Julia Ramirez

Heather Chide

Stephanie Wilcox

Sara Borchardt

Natalie Vela

	AGENDA ITEMS	Notes / Actions to Take
Initiation <input type="checkbox"/> Plan <input type="checkbox"/> Teach <input type="checkbox"/> Assess <input type="checkbox"/> Analyze <input type="checkbox"/> Adjust	1. Welcome 2. CKH a. Good Things	
Collaboration <input type="checkbox"/> Referenced Research? Who? <input type="checkbox"/> Applicable to all participants <input type="checkbox"/> Assessed Students' Need	1. Campus Blueprint Brainstorm 2. BOY Checklist - Review, Questions, Feedback	

<input type="checkbox"/> Grounded in Content Specific Pedagogy <input type="checkbox"/> Can be Implemented Immediately		
Transformation <input type="checkbox"/> Plan for Implementation: Types of Evidence: <input type="checkbox"/> Stu Work <input type="checkbox"/> Running Records <input type="checkbox"/> Anecdotal Notes <input type="checkbox"/> Video	NOW WHAT?? 1. Coordinating support 2. Schedule next visit	

Resources: Refer to visits as classroom visits and not walk throughs to be used for formative reasons to guide planning

Talk Read, Talk Write

Active Reading

Read

Define, Example, Draw

Instruction & assessment cycle

Brandon Cole
 Tasha / Performance based
 ANDREW
 JOHN Tanner

9-10-2019

NOTE, Fine Arts CTE - should met during lunch
or ~~during~~ before or after school. They should
be supported to as LLC.

87-weekly.

P.E. -

500 Blast

1-5	Stamora
1-5	Washington
	data
	Only
	Summative

CLC Agenda

CLC: Leadership

Date: 9/16/2020

Time: 9:15


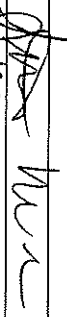




Blueprint Focus for this meeting: Weekly Leadership

OBJECTIVE for the week: SLOs

Facilitator: Joseph Pillar

District Alignment WAC Problem Solving & Reasoning Independent Reading

Attendance

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Transformation <input type="checkbox"/> Plan for Implementation: Types of Evidence: <input type="checkbox"/> Stu Work <input type="checkbox"/> Running Records <input type="checkbox"/> Anecdotal Notes <input type="checkbox"/> Video	NOW WHAT?? <ol style="list-style-type: none"> 1. What supports do we need to provide to teachers to help complete the SLO process? 	

Resources:

CLC Agenda

CLC: Leadership

Date: 9/23/2020

Time: 9:15

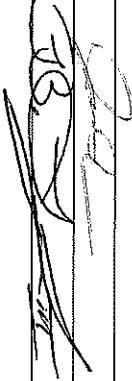
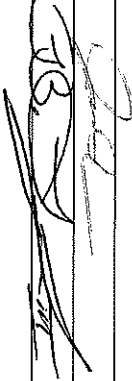
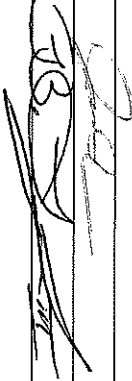





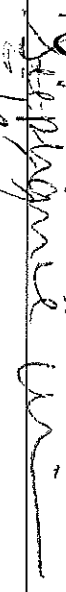
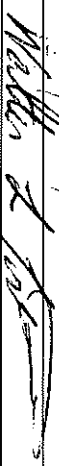
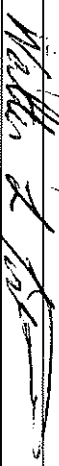
Blueprint Focus for this meeting: Weekly Leadership

OBJECTIVE for the week: SLOs

Facilitator: Joseph Pillar

District Alignment WAC Problem Solving & Reasoning Independent Reading

Attendance

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Charles Brooks	
Stephanie Mendoza	
Sarah Mills	
Keelan Muse	
Jerald Temple	
Heather Chide	
Stephanie Wilcox	
Eric Paul	
Walter Fortune	

	AGENDA ITEMS	Notes/Actions to Take
Initiation <input type="checkbox"/> Plan <input type="checkbox"/> Teach <input type="checkbox"/> Assess <input type="checkbox"/> Analyze <input type="checkbox"/> Adjust	1. Welcome 2. CKH a. Good Things	-cost SLOs?

<p>Collaboration</p> <ul style="list-style-type: none"> <input type="checkbox"/> Referenced Research? Who? <input type="checkbox"/> Applicable to all participants <input type="checkbox"/> Assessed Students' Need <input type="checkbox"/> Grounded in Content Specific Pedagogy <input type="checkbox"/> Can be Implemented Immediately 	<ol style="list-style-type: none"> 1. Closing out and approving 2018-2019 SLOs 2. Status of 2019-2020 SLOs 3. Chide will share Science & Math data <ol style="list-style-type: none"> a. Identify instructional strategies and professional development opportunities to target growth based on data 4. Wilcox will share English & Social Studies data <ol style="list-style-type: none"> a. Identify instructional strategies and professional development opportunities to target growth based on data 	
<p>Transformation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plan for Implementation: <p>Types of Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Stu Work <input type="checkbox"/> Running Records <input type="checkbox"/> Anecdotal Notes <input type="checkbox"/> Video 	<p>NOW WHAT??</p> <ol style="list-style-type: none"> 1. What supports do we need to provide to teachers to help complete the SLO process? 2. Based on all the data you have studied and patterns you have observed what accomplishments/concerns have emerged from the data? 3. What support do teachers need in improving instruction on these particular standards? (materials, pacing, PD) 4. What are some things we have not yet explored? What other data do we want to examine? 5. What similarities and difference exist across various data sources? 6. What patterns or trends appear? 	

Resources:

CLC Agenda

CLC: Leadership

Date: 9/27/2020

Time: 2:30

Blueprint Focus for this meeting: Weekly LeadershipOBJECTIVE for the week: SLOsFacilitator: Joseph PillarDistrict Alignment WAC Problem Solving & Reasoning Independent Reading**Attendance**

Joseph Pillar

Bobby Temple

Julia Ramirez

Heather Chide

Stephanie Wilcox

[Handwritten signatures: Joseph Pillar, Bobby Temple, Heather Chide, Stephanie Wilcox]

	AGENDA ITEMS	Notes/Actions to Take
Initiation <input type="checkbox"/> Plan <input type="checkbox"/> Teach <input type="checkbox"/> Assess <input type="checkbox"/> Analyze <input type="checkbox"/> Adjust	1. Welcome 2. CKH a. Good Things	
Collaboration <input type="checkbox"/> Referenced Research? Who? <input type="checkbox"/> Applicable to all participants <input type="checkbox"/> Assessed Students' Need	1. What went well in the SLO process this year? 2. What did not go as planned and could be improved for next year?	

<input type="checkbox"/> Grounded in Content Specific Pedagogy <input type="checkbox"/> Can be Implemented Immediately		
Transformation <input type="checkbox"/> Plan for Implementation: Types of Evidence: <input type="checkbox"/> Stu Work <input type="checkbox"/> Running Records <input type="checkbox"/> <input type="checkbox"/> Anecdotal Notes <input type="checkbox"/> Video	NOW WHAT?? 1. How to improve the SLO process for next year?	

Resources:

Timeline - more detailed
 SD90 memo pre-test too wish
 - create Google form

- Poster check box

Have to have two separate text

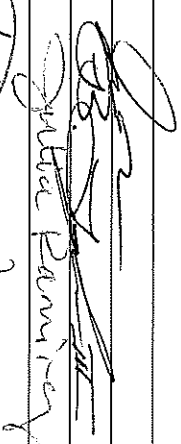
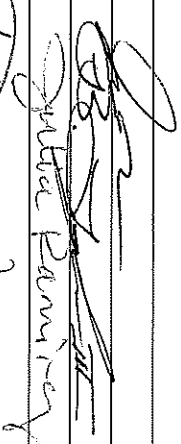
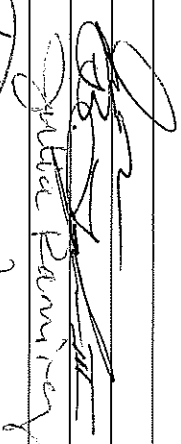
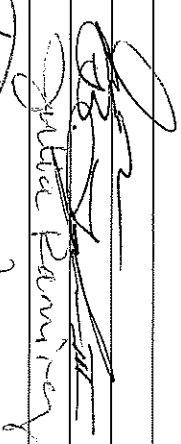
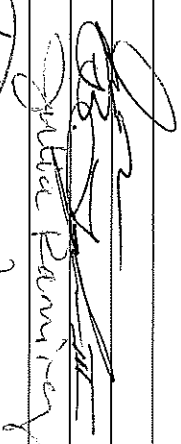
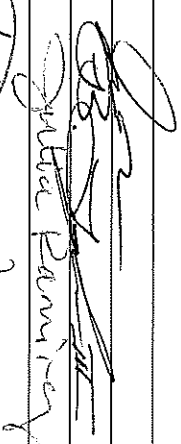
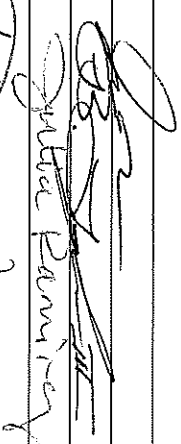
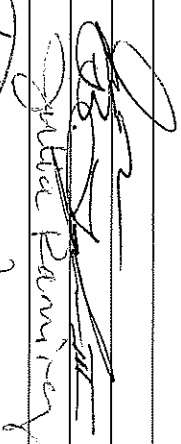
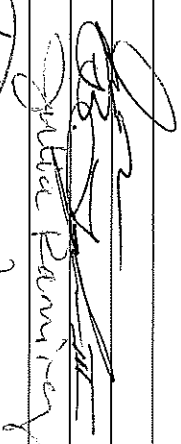
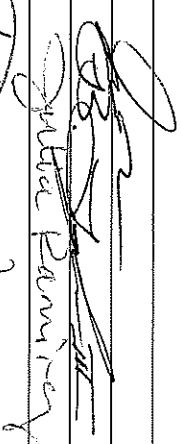
CLC Agenda

CLC: Leadership

Date: 9/30/2020

Time: 9:15

Blueprint Focus for this meeting: Weekly LeadershipOBJECTIVE for the week: SLOsFacilitator: Joseph PillarDistrict Alignment WAC Problem Solving & Reasoning Independent Reading**Attendance**

Joseph Pillar	
Bobby Temple	
Julia Ramirez	
Charles Brooks	
Stephanie Mendoza	
Sarah Mills	
Keelan Muse	
Jerald Temple	
Heather Chide	
Stephanie Wilcox	
Eric Paul	
Walter Fortune	

AGENDA ITEMS**Notes/Actions to Take**

Initiation <input type="checkbox"/> Plan <input type="checkbox"/> Teach <input type="checkbox"/> Assess <input type="checkbox"/> Analyze <input type="checkbox"/> Adjust	1. Welcome 2. CKH a. Good Things	
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<p>Collaboration</p> <ul style="list-style-type: none"> <input type="checkbox"/> Referenced Research? Who? <input type="checkbox"/> Applicable to all participants <input type="checkbox"/> Assessed Students' Need <input type="checkbox"/> Grounded in Content Specific Pedagogy <input type="checkbox"/> Can be Implemented Immediately 	<ol style="list-style-type: none"> 1. Closing out and approving 2018-2019 SLOs 2. Status of 2019-2020 SLOs 3. Chide will share Science & Math data <ol style="list-style-type: none"> a. Identify instructional strategies and professional development opportunities to target growth based on data 4. Wilcox will share English & Social Studies data <ol style="list-style-type: none"> a. Identify instructional strategies and professional development opportunities to target growth based on data 	<p>Please send out reminder about 26W Pacing Calendars due</p> <p>10 minute teacher duty for CLC</p> <p>Date for first Accountability meeting</p> <p>not ok. over 20% in red</p> <p>15% significant</p>
<p>Transformation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plan for Implementation: <p>Types of Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Stu Work <input type="checkbox"/> Running Records <input type="checkbox"/> <input type="checkbox"/> Anecdotal Notes <input type="checkbox"/> Video 	<p>NOW WHAT??</p> <ol style="list-style-type: none"> 1. What supports do we need to provide to teachers to help complete the SLO process? 2. Based on all the data you have studied and patterns you have observed what accomplishments/concerns have emerged from the data? 3. What support do teachers need in improving instruction on these particular standards? (materials, pacing, PD) 4. What are some things we have not yet explored? What other data do we want to examine? 5. What similarities and difference exist across various data sources? 6. What patterns or trends appear? 	<p>fall</p> <p>coming LOTE</p> <p>Remind P.E.</p> <p>Monitor SPED</p> <p><u>no 10 minutes</u></p>

Resources:



all AP ENGLISH & pre-AP ENGLISH

Pre-AP



CLC Agenda

CLC: Leadership

Date: 10/14/2019

Time: 9:15



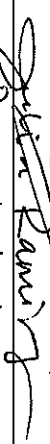








Blueprint Focus for this meeting: Weekly Leadership

OBJECTIVE for the week: Formative Assessments

Facilitator: Joseph Pillar

District Alignment WAC Problem Solving & Reasoning Independent Reading

Attendance

Joseph Pillar	
Bobby Temple	
Julia Ramirez	
Charles Brooks	Present but stepped out
Stephanie Mendoza	
Sarah Mills	
Keelan Muse	
Jerald Temple	
Heather Chide	
Stephanie Wilcox	
Eric Paul	
Walter Fortune	

	AGENDA ITEMS	Notes/Actions to Take
Initiation <input type="checkbox"/> Plan <input type="checkbox"/> Teach <input type="checkbox"/> Assess <input type="checkbox"/> Analyze <input type="checkbox"/> Adjust	1. Welcome 2. CKH a. Good Things	-PBIS Astros pre-game watch.

<p>Collaboration</p> <ul style="list-style-type: none"> <input type="checkbox"/> Referenced Research? Who? <input type="checkbox"/> Applicable to all participants <input type="checkbox"/> Assessed Students' Need <input type="checkbox"/> Grounded in Content Specific Pedagogy <input type="checkbox"/> Can be Implemented Immediately 	<ol style="list-style-type: none"> 1. Closing out and approving 2018-2019 SLOs 2. Status of 2019-2020 SLOs 3. Chide will share Science & Math data <ol style="list-style-type: none"> a. Identify instructional strategies and professional development opportunities to target growth based on data 4. Wilcox will share English & Social Studies data <ol style="list-style-type: none"> a. Identify instructional strategies and professional development opportunities to target growth based on data 	<p>SLO Approvers (CTE) & Update Pacing Calendar</p> <p><i>Discuss w/ teachers what needed additional support.</i></p> <p><i>← PSAT, Military Day, NASSA</i></p>
<p>Transformation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plan for Implementation: <p>Types of Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Stu Work <input type="checkbox"/> Running Records <input type="checkbox"/> Anecdotal Notes <input type="checkbox"/> Video 	<p>NOW WHAT??</p> <ol style="list-style-type: none"> 1. What supports do we need to provide to teachers to help complete the SLO process? 2. Based on all the data you have studied and patterns you have observed what accomplishments/concerns have emerged from the data? 3. What support do teachers need in improving instruction on these particular standards? (materials, pacing, PD) 4. What are some things we have not yet explored? What other data do we want to examine? 5. What similarities and difference exist across various data sources? 6. What patterns or trends appear? 	

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CLC Agenda

CLC: Leadership

Date: 10/21/2019

Time: 9:15






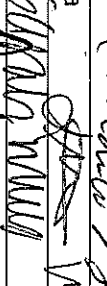

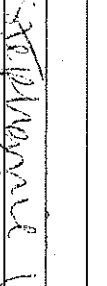
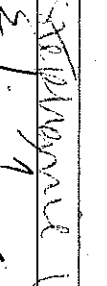
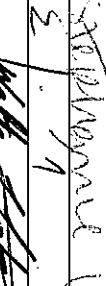
Blueprint Focus for this meeting: Weekly Leadership

OBJECTIVE for the week: Campus Needs

Facilitator: Joseph Pillar

District Alignment WAC Problem Solving & Reasoning Independent Reading

Attendance

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AGENDA ITEMS		Notes/Actions to Take
Initiation <input type="checkbox"/> Plan <input type="checkbox"/> Teach <input type="checkbox"/> Assess <input type="checkbox"/> Analyze <input type="checkbox"/> Adjust	1. Welcome 2. CKH a. Good Things	Sara B with TXCEE will be here today for planning purposes Jeff Paysse will be here to provide support to EL students

<p>Collaboration</p> <ul style="list-style-type: none"> <input type="checkbox"/> Referenced Research? Who? <input type="checkbox"/> Applicable to all participants <input type="checkbox"/> Assessed Students' Need <input type="checkbox"/> Grounded in Content Specific Pedagogy <input type="checkbox"/> Can be Implemented Immediately 	<ol style="list-style-type: none"> 1. Closing out and approving 2018-2019 SLOs 2. Status of 2019-2020 SLOs 3. Chide will share Science & Math data <ol style="list-style-type: none"> a. Identify instructional strategies and professional development opportunities to target growth based on data 4. Wilcox will share English & Social Studies data <ol style="list-style-type: none"> a. Identify instructional strategies and professional development opportunities to target growth based on data 	
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Resources:

CLC Agenda

CLC: Leadership

Date: 10/28/2019

Time: 9:15




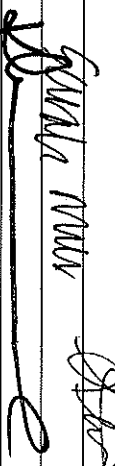


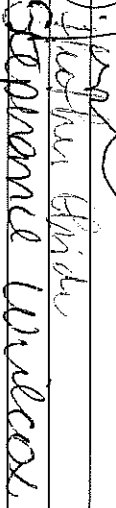
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District Alignment WAC Problem Solving & Reasoning Independent Reading

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	AGENDA ITEMS	Notes/Actions to Take
Initiation <input type="checkbox"/> Plan <input type="checkbox"/> Teach <input type="checkbox"/> Assess <input type="checkbox"/> Analyze <input type="checkbox"/> Adjust	<ol style="list-style-type: none"> 1. Welcome 2. CKH <ol style="list-style-type: none"> a. Good Things 	Mrs. Fortune will be here Wednesday Oct. 30 th to provide ADHD/Dyslexia PD to U.S. History CLL Self evaluations due 10/31 ELIAS due 10/31

<p>Collaboration</p> <ul style="list-style-type: none"> <input type="checkbox"/> Referenced Research? Who? <input type="checkbox"/> Applicable to all participants <input type="checkbox"/> Assessed Students' Need <input type="checkbox"/> Grounded in Content Specific Pedagogy <input type="checkbox"/> Can be Implemented Immediately 		<p>3SW Pacing calendars due 10/31</p>
<p>Transformation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plan for Implementation: <p>Types of Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Stu Work <input type="checkbox"/> Running Records <input type="checkbox"/> Anecdotal Notes <input type="checkbox"/> Video 	<p>NOW WHAT??</p> <ol style="list-style-type: none"> 1. Based on all the data you have studied and patterns you have observed what accomplishments/concerns have emerged from the data? 2. What support do teachers need in improving instruction on these particular standards? (materials, pacing, PD) 3. What are some things we have not yet explored? What other data do we want to examine? 4. What similarities and difference exist across various data sources? 5. What patterns or trends appear? 	<p> - Discussed UTE eligibility - Discussed workload going over to OACP - Need for procedures PIC up + over OAC OACP - Nov. 15th first Basketball game @ Ball </p> <p> Bring Pillar a copy of everything (reports) - Sarah M. Print R+I report </p>

Resources:

<p>Collaboration</p> <ul style="list-style-type: none"> <input type="checkbox"/> Referenced Research? Who? <input type="checkbox"/> Applicable to all participants <input type="checkbox"/> Assessed Students' Need <input type="checkbox"/> Grounded in Content Specific Pedagogy <input type="checkbox"/> Can be Implemented Immediately 	<ol style="list-style-type: none"> 1. Chide will share Science & Math data <ol style="list-style-type: none"> a. Identify instructional strategies and professional development opportunities to target growth based on data 2. Wilcox will share English & Social Studies data <ol style="list-style-type: none"> a. Identify instructional strategies and professional development opportunities to target growth based on data 	<p>10 courses - Police department</p> <p><u>discussed data</u></p> <p>- discussed e-sports</p>
<p>Transformation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plan for Implementation: <p>Types of Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Stu Work <input type="checkbox"/> Running Records <input type="checkbox"/> Anecdotal Notes <input type="checkbox"/> Video <input type="checkbox"/> 	<p>NOW WHAT??</p> <ol style="list-style-type: none"> 1. Based on all the data you have studied and patterns you have observed what accomplishments/concerns have emerged from the data? 2. What support do teachers need in improving instruction on these particular standards? (materials, pacing, PD) 3. What are some things we have not yet explored? What other data do we want to examine? 4. What similarities and difference exist across various data sources? 5. What patterns or trends appear? 	<p>- discussed attendance</p> <p>- OAEP assignments</p> <p>- overcrowding in OCI</p>

Resources:

CLC Agenda

CLC: Leadership

Date: 11/4/2019

Time: 9:15

Blueprint Focus for this meeting: Weekly Leadership

OBJECTIVE for the week: Campus Needs

Facilitator: Joseph Pillar

District Alignment WAC Problem Solving & Reasoning Independent Reading

Attendance

Joseph Pillar		
Bobby Temple		
Julia Ramirez		Leo Ray, Abina Ose
Charles Brooks		LT Julie Freeman
Stephanie Mendoza		
Sarah Mills		
Keelan Muse		
Jerald Temple		
Heather Chide		
Stephanie Wilcox		
Eric Paul		
Walter Fortune		

AGENDA ITEMS		Notes/Actions to Take
Initiation <input type="checkbox"/> Plan <input type="checkbox"/> Teach <input type="checkbox"/> Assess <input type="checkbox"/> Analyze <input type="checkbox"/> Adjust	1. Welcome 2. CKH a. Good Things	End of 6W2 11/8/2019 -Discussed alternative Semaine -Discussed varying

CLC Agenda

CLC: Leadership

Date: 11/11/2019

Time: 9:15

Blueprint Focus for this meeting: Weekly LeadershipOBJECTIVE for the week: Campus NeedsFacilitator: Joseph PillarDistrict Alignment WAC Problem Solving & Reasoning Independent Reading**Attendance**

Joseph Pillar

Bobby Temple

Julia Ramirez

Charles Brooks

Stephanie Mendoza

Sarah Mills

Keelan Muse

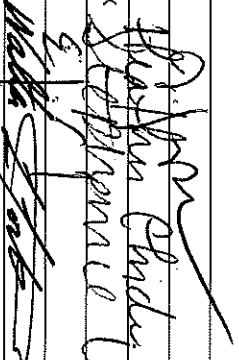
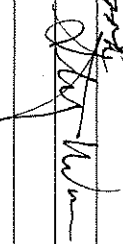
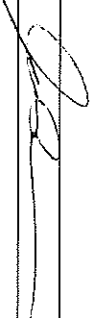
Jerald Temple

Heather Chide

Stephanie Wilcox

Eric Paul

Walter Fortune



	AGENDA ITEMS	Notes / Actions to Take
Initiation <input type="checkbox"/> Plan <input type="checkbox"/> Teach <input type="checkbox"/> Assess <input type="checkbox"/> Analyze <input type="checkbox"/> Adjust	<ol style="list-style-type: none"> 1. Welcome 2. CKH <ol style="list-style-type: none"> a. Good Things 	
Collaboration <input type="checkbox"/> Referenced Research? Who? <input type="checkbox"/> Applicable to all participants <input type="checkbox"/> Assessed Students' Need <input type="checkbox"/> Grounded in Content Specific Pedagogy <input type="checkbox"/> Can be Implemented Immediately	<ol style="list-style-type: none"> 1. Chide will share Science & Math data <ol style="list-style-type: none"> a. Identify instructional strategies and professional development opportunities to target growth based on data 2. Wilcox will share English & Social Studies data <ol style="list-style-type: none"> a. Identify instructional strategies and professional development opportunities to target growth based on data 	TASA Training Wednesday & Thursday <i>Discussed Blended Learning Model that will roll out in multiple schools & High School. with Henry & Hammer</i>
Transformation <input type="checkbox"/> Plan for Implementation: Types of Evidence: <input type="checkbox"/> Stu Work <input type="checkbox"/> Running Records <input type="checkbox"/> <input type="checkbox"/> Anecdotal Notes <input type="checkbox"/> Video	NOW WHAT?? <ol style="list-style-type: none"> 1. Based on all the data you have studied and patterns you have observed what accomplishments/concerns have emerged from the data? 2. What support do teachers need in improving instruction on these particular standards? (materials, pacing, PD) 3. What are some things we have not yet explored? What other data do we want to examine? 4. What similarities and difference exist across various data sources? 5. What patterns or trends appear? 	

CLC Agenda

CLC: Leadership

Date: 11/11/18/2019

Time: 9:15


Blueprint Focus for this meeting: Weekly Leadership

OBJECTIVE for the week: Campus Needs

Facilitator: Joseph Pillar

District Alignment WAC Problem Solving & Reasoning Independent Reading

Attendance

Joseph Pillar	
Bobby Temple	BB Temple
Julia Ramirez	Julia Ramirez
Charles Brooks	
Stephanie Mendoza	Stephanie Mendoza
Sarah Mills	Sarah Mills
Keelan Muse	
Jerald Temple	
Heather Chide	Heather Chide
Stephanie Wilcox	Stephanie Wilcox
Eric Paul	
Walker Fortune	Walker Fortune

	AGENDA ITEMS	Notes/Actions to Take
Initiation <input type="checkbox"/> Plan <input type="checkbox"/> Teach <input type="checkbox"/> Assess <input type="checkbox"/> Analyze <input type="checkbox"/> Adjust	<ol style="list-style-type: none"> 1. Welcome 2. CKH <ol style="list-style-type: none"> a. Good Things 	
Collaboration <input type="checkbox"/> Referenced Research? Who? <input type="checkbox"/> Applicable to all participants <input type="checkbox"/> Assessed Students' Need <input type="checkbox"/> Grounded in Content Specific Pedagogy <input type="checkbox"/> Can be Implemented Immediately	<ol style="list-style-type: none"> 1. Chide will share Science & Math data <ol style="list-style-type: none"> a. Identify instructional strategies and professional development opportunities to target growth based on data 2. Wilcox will share English & Social Studies data <ol style="list-style-type: none"> a. Identify instructional strategies and professional development opportunities to target growth based on data 	
Transformation <input type="checkbox"/> Plan for Implementation: Types of Evidence: <input type="checkbox"/> Stu Work <input type="checkbox"/> Running Records <input type="checkbox"/> Anecdotal Notes <input type="checkbox"/> Video	NOW WHAT?? <ol style="list-style-type: none"> 1. Based on all the data you have studied and patterns you have observed what accomplishments/concerns have emerged from the data? 2. What support do teachers need in improving instruction on these particular standards? (materials, pacing, PD) 3. What are some things we have not yet explored? What other data do we want to examine? 4. What similarities and difference exist across various data sources? 5. What patterns or trends appear? 	

CLC Agenda

CLC: Leadership

Date: 12/2/2019

Time: 9:15


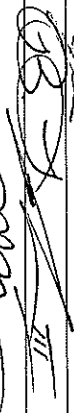
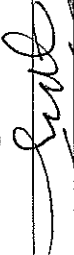

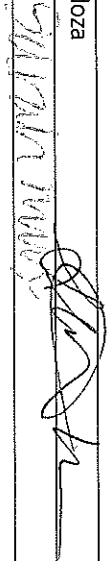







Blueprint Focus for this meeting: Weekly Leadership

OBJECTIVE for the week: Campus Needs

Facilitator: Joseph Pillar

District Alignment WAC Problem Solving & Reasoning Independent Reading

Attendance

Joseph Pillar	
Bobby Temple	
Julia Ramirez	
Charles Brooks	
Stephanie Mendoza	
Sarah Mills	
Keelan Muse	
Jerald Temple	
Heather Chide	
Stephanie Wilcox	
Eric Paul	
Walter Fortune	

	AGENDA ITEMS	Notes/Actions to Take
Initiation <input type="checkbox"/> Plan <input type="checkbox"/> Teach <input type="checkbox"/> Assess <input type="checkbox"/> Analyze <input type="checkbox"/> Adjust	<ol style="list-style-type: none"> 1. Welcome 2. CKH <ol style="list-style-type: none"> a. Good Things 	
Collaboration <input type="checkbox"/> Referenced Research? Who? <input type="checkbox"/> Applicable to all participants <input type="checkbox"/> Assessed Students' Need <input type="checkbox"/> Grounded in Content Specific Pedagogy <input type="checkbox"/> Can be Implemented Immediately	<ol style="list-style-type: none"> 1. "Lock out" drills during lunches in December 2. Chide will share Science & Math data <ol style="list-style-type: none"> a. Identify instructional strategies and professional development opportunities to target growth based on data 3. Wilcox will share English & Social Studies data <ol style="list-style-type: none"> a. Identify instructional strategies and professional development opportunities to target growth based on data 	
Transformation <input type="checkbox"/> Plan for Implementation: Types of Evidence: <input type="checkbox"/> Stu Work <input type="checkbox"/> Running Records <input type="checkbox"/> Anecdotal Notes <input type="checkbox"/> Video	NOW WHAT?? <ol style="list-style-type: none"> 1. Based on all the data you have studied and patterns you have observed what accomplishments/concerns have emerged from the data? 2. What support do teachers need in improving instruction on these particular standards? (materials, pacing, PD) 3. What are some things we have not yet explored? What other data do we want to examine? 4. What similarities and difference exist across various data sources? 5. What patterns or trends appear? 	

	AGENDA ITEMS	Notes/Actions to Take
Initiation <input type="checkbox"/> Plan <input type="checkbox"/> Teach <input type="checkbox"/> Assess <input type="checkbox"/> Analyze <input type="checkbox"/> Adjust	1. Welcome 2. CKH a. Good Things	
Collaboration <input type="checkbox"/> Referenced Research? Who? <input type="checkbox"/> Applicable to all participants <input type="checkbox"/> Assessed Students' Need <input type="checkbox"/> Grounded in Content Specific Pedagogy <input type="checkbox"/> Can be Implemented Immediately	1. Chide will share Science & Math data a. Identify instructional strategies and professional development opportunities to target growth based on data 2. Wilcox will share English & Social Studies data a. Identify instructional strategies and professional development opportunities to target growth based on data	E Lumen lock V - Need help w/ Capetaria this week because of turning. Suinat Bolbol Anglerd Floor
Transformation <input type="checkbox"/> Plan for Implementation: Types of Evidence: <input type="checkbox"/> Stu Work <input type="checkbox"/> Running Records <input type="checkbox"/> Anecdotal Notes <input type="checkbox"/> Video	NOW WHAT?? 1. Based on all the data you have studied and patterns you have observed what accomplishments/concerns have emerged from the data? 2. What support do teachers need in improving instruction on these particular standards? (materials, pacing, PD) 3. What are some things we have not yet explored? What other data do we want to examine? 4. What similarities and difference exist across various data sources? 5. What patterns or trends appear?	- Capetaria - Wade Liv.

CLC Agenda

CLC: Leadership

Date: 1/10/2020



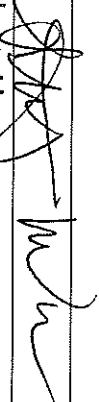
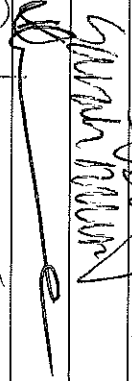
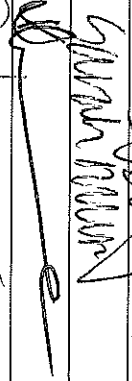

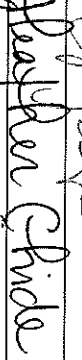
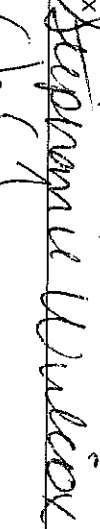

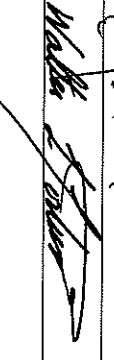
Time: 9:15

Blueprint Focus for this meeting: Weekly Leadership

OBJECTIVE for the week: Campus Needs

Facilitator: Joseph Pillar

District Alignment WAC Problem Solving & Reasoning Independent Reading

	Attendance
Joseph Pillar	
Bobby Temple	
Julia Ramirez	
Charles Brooks	
Stephanie Mendoza	
Sarah Mills	
Keelan Muse	
Jerald Temple	
Heather Chide	
Stephanie Wilcox	
Eric Paul	
Walter Fortune	

	AGENDA ITEMS	Notes/Actions to Take
Initiation <input type="checkbox"/> Plan <input type="checkbox"/> Teach <input type="checkbox"/> Assess <input type="checkbox"/> Analyze <input type="checkbox"/> Adjust	1. Welcome 2. CKH a. Good Things	AIR Feb 4 th 7 A.M. – 11 A.M.
Collaboration <input type="checkbox"/> Referenced Research? Who? <input type="checkbox"/> Applicable to all participants <input type="checkbox"/> Assessed Students' Need <input type="checkbox"/> Grounded in Content Specific Pedagogy <input type="checkbox"/> Can be Implemented Immediately	1. Chide will share Science & Math data a. Identify instructional strategies and professional development opportunities to target growth based on data 2. Wilcox will share English & Social Studies data a. Identify instructional strategies and professional development opportunities to target growth based on data	<i>8M Gvada CTE Night</i>
Transformation <input type="checkbox"/> Plan for Implementation: Types of Evidence: <input type="checkbox"/> Stu Work <input type="checkbox"/> Running Records <input type="checkbox"/> Anecdotal Notes <input type="checkbox"/> Video	NOW WHAT?? 1. Based on all the data you have studied and patterns you have observed what accomplishments/concerns have emerged from the data? 2. What support do teachers need in improving instruction on these particular standards? (materials, pacing, PD) 3. What are some things we have not yet explored? What other data do we want to examine? 4. What similarities and difference exist across various data sources? 5. What patterns or trends appear?	

	AGENDA ITEMS	Notes/Actions to Take
Initiation <input type="checkbox"/> Plan <input type="checkbox"/> Teach <input type="checkbox"/> Assess <input type="checkbox"/> Analyze <input type="checkbox"/> Adjust	<ol style="list-style-type: none"> 1. Welcome 2. CKH <ol style="list-style-type: none"> a. Good Things 	AIR Feb 4 th 7 A.M. – 11 A.M. <i>WISBY CMEELIN</i> Rm 1071
Collaboration <input type="checkbox"/> Referenced Research? Who? <input type="checkbox"/> Applicable to all participants <input type="checkbox"/> Assessed Students' Need <input type="checkbox"/> Grounded in Content Specific Pedagogy <input type="checkbox"/> Can be Implemented Immediately	<ol style="list-style-type: none"> 1. Chide will share Science & Math data <ol style="list-style-type: none"> a. Identify instructional strategies and professional development opportunities to target growth based on data 2. Wilcox will share English & Social Studies data <ol style="list-style-type: none"> a. Identify instructional strategies and professional development opportunities to target growth based on data 	
Transformation <input type="checkbox"/> Plan for Implementation: Types of Evidence: <input type="checkbox"/> Stu Work <input type="checkbox"/> Running Records <input type="checkbox"/> Anecdotal Notes <input type="checkbox"/> Video	NOW WHAT?? <ol style="list-style-type: none"> 1. Based on all the data you have studied and patterns you have observed what accomplishments/concerns have emerged from the data? 2. What support do teachers need in improving instruction on these particular standards? (materials, pacing, PD) 3. What are some things we have not yet explored? What other data do we want to examine? 4. What similarities and difference exist across various data sources? 5. What patterns or trends appear? 	

CLC Agenda

CLC: Leadership

Date: 2/10/2020

Time: 9:15

Blueprint Focus for this meeting: Weekly Leadership

OBJECTIVE for the week: Campus Needs

Facilitator: Joseph Pillar

District Alignment WAC Problem Solving & Reasoning Independent Reading

Attendance

Joseph Pillar

Bobby Temple

Julia Ramirez

Charles Brooks

Stephanie Mendoza

Sarah Mills

Keelan Muse

Jerald Temple

Heather Chide

Stephanie Wilcox

Eric Paul

Walter Fortune

	AGENDA ITEMS	Notes/Actions to Take
Initiation <input type="checkbox"/> Plan <input type="checkbox"/> Teach <input type="checkbox"/> Assess <input type="checkbox"/> Analyze <input type="checkbox"/> Adjust	<ol style="list-style-type: none"> 1. Welcome 2. CKH <ol style="list-style-type: none"> a. Good Things 	
Collaboration <input type="checkbox"/> Referenced Research? Who? <input type="checkbox"/> Applicable to all participants <input type="checkbox"/> Assessed Students' Need <input type="checkbox"/> Grounded in Content Specific Pedagogy <input type="checkbox"/> Can be Implemented Immediately	<ol style="list-style-type: none"> 1. Chide will share Science & Math data <ol style="list-style-type: none"> a. Identify instructional strategies and professional development opportunities to target growth based on data 2. Wilcox will share English & Social Studies data <ol style="list-style-type: none"> a. Identify instructional strategies and professional development opportunities to target growth based on data 	Parent/Teacher Conferences
Transformation <input type="checkbox"/> Plan for Implementation: Types of Evidence: <input type="checkbox"/> Stu Work <input type="checkbox"/> Running Records <input type="checkbox"/> Anecdotal Notes <input type="checkbox"/> Video	NOW WHAT?? <ol style="list-style-type: none"> 1. Based on all the data you have studied and patterns you have observed what accomplishments/concerns have emerged from the data? 2. What support do teachers need in improving instruction on these particular standards? (materials, pacing, PD) 3. What are some things we have not yet explored? What other data do we want to examine? 4. What similarities and difference exist across various data sources? 5. What patterns or trends appear? 	