April 18, 2024
Slides

Attendees: Sarah Smutz, Val Rector, Elizabeth Murphy, Shannon Brennan, Andrea Tolson (ODE), Amy Hampton, Jim Taylor, Kim Kiser, Faith Gouge, Mairead Beane Kelly, Stephanie Bowen, Dr. Carolyn Bernal, Mauree Donahue Revier, Jessica Catellier, Melissa Reger-Furler, C.J.Toole, Allie Ivey (ODE), Kim Feicke (ODE).

Online: Dr. Karen Perez, Beth Runciman, Karin Allen, Heather Howard, Catherine Powell, Vilay Greene (notetaker)

I. **Welcome (5:00 -5:05)**
   A. Logistics

II. **Grounding in Our Community Agreements (5:05 - 5:25)**
   A. Review and reflect

III. **Data Carousel (5:25-6:35)**
   A. <u>Goal</u>: Engage with a variety of data sources to identify both assets and areas for growth in order to begin considering change ideas.
      1. Data Explored:
         a) Regular Attendance
         b) Third-Grade Reading
         c) Ninth-Grade On-Track
         d) High-School Graduation
         e) Virtual
   B. <u>Relevant Documents</u>:
      1. Data Files (printed for in-person participants)
      2. Notetakers (separated by topic/printed for in-person participants)
   C. <u>Directions</u>:
      1. Circle Discussion (5 minutes): What is it about this topic that brought you to this group?
      2. Review the Data (10 minutes): Spend 10 minutes individually reviewing the data aligned with the topic your group is discussing.
      3. Describe the Data (7 minutes): During this period the group gathers as much information as possible from the data in order to determine what the group sees in the data. It would be helpful here to provide specific examples of what is occurring across the district.
         a) I notice…
         b) I see…
         c) I observe…
      4. Interpret the Data (8 minutes): During this period, the group tries to make sense of what the data says and why. The group should try to find as many different

interpretations as possible and evaluate them against the kind and quality of evidence.

   a) This implies that …
   b) This suggests …
   c) This gives the impression that…

5. Implications for the Intensive Program (15 minutes): Based on the group's observations and interpretations, discuss any implications this work might have for the Intensive Program including: What do we need more information about with regard to this data? What steps could be taken next? What are potential change ideas related to this data?

D. Whole Group Share Out

IV. **Intensive Program Recommendation Implementation Plans (6:35-6:55)**

A. Goal: Review the recommendation process and implementation plans to ensure clarity moving forward.

1. Recommendation Process
2. Approved Recommendations:

   a) Director of Prevention and Intervention
   b) Intensive Program Point Person
   c) Student Success Team Participation
   d) Special Education Review Process
   e) Notetakers (with recommendations and implementation plans)

B. Directions:

1. Step 1: Review **desired outcomes and success metrics** on the implementation plan for the recommendation for assigned recommendation

2. Step 2: Tuning Protocol (In small groups)

   a) What clarifying questions do you have?
      (1) "I'm not quite sure I understand _____...."
      (2) "I don't feel clear about…"
      (3) "When you said .... what did you mean?"

   b) What warm feedback do you have around the implementation plan for the recommendation?
      (1) This feels aligned with…
      (2) I believe this will address…
      (3) I find it helpful that…
      (4) This will support students because...

   c) What cool feedback do you have around the implementation plan for the recommendation?
      (1) You may want to consider…
      (2) It may be more useful to…
      (3) Have you thought about…
      (4) It was unclear to me when you...

V.   Closing

4/18/24 Virtual Parking Lot