

District-Wide School-Based Planning Team Annual Training / Best Practice Sharing Session

East High School

January 14, 2016

6:00 – 8:00pm

Agenda

**Welcome & Intro of ESBPT
Services & Supports**

Jerome Underwood

6:00 – 6:10pm

Purpose

Ericka Simmons

6:10 – 6:20pm

What is a SBPT

Group Exercise

6:20 – 6:30pm

Year at a Glance

Michele Alberti & Kirstin Pryor

6:30 – 7:00pm

Terms Defined

Group Exercise

7:00 – 7:40pm

Best Practice Sharing

Who Am I Poster

Gallery Walk/ Observations

All

7:40 – 7:50pm

Closing Comments

Adele Bovard /Dr. Christiana Otuwa

7:50 – 8:00pm

Complete Survey

District Executive SBPT Members

Dan Lowengard, Chair

Ericka Simmons, Parent Advisory Council

Makita Saloane, Parent Advisory Council

Candice Lucas, Parent Advisory Council

Angie Rivera, RAP

Daniel DiClemente, BENTE

Timothy Cliby, ASAR

Adam Urbanski, RTA

Adele Bovard

Dr. Christina Otuwa

Jerome Underwood

Willie J. Robinson, Jr.

Purpose

- Provide Teams with an opportunity to get to meet the Executive SBPT Members & understand their roles.
- Better understand the purpose & functionality of SBPT'S.
- Share Best Practices
- Gain tips on how they can better work with one another in supporting their respective schools.

Executive SBPT Steering Committee

Services & Supports

- Provide & Update SBPT Manual
(See pg. 2 SBPT Manual)
- Monitor and Evaluate Team Compliance to SBPT Policy 2265 & DCIP
(See pg. 8,16 & 25 SBPT Manual)
- Provide Training and Support for School Level SBPT's as requested
(See pg. 28 SBPT Manual)
- Assist with Team Impasse as required
(See pg. 17-19 SBPT Manual)

Group Exercise

As a Team, identify a scribe and a presenter and answer the following questions: (15 mins)

- Define the purpose of a SBPT
- List 5 keys that help facilitate the proper functionality of a SBPT.
- List 5 items that hinder a Team from functioning properly

Make team posters to be viewed during the Gallery Walk.

- 1 Teams will be identified to take 5 mins to share with the entire Group.

A group of sailors in dark uniforms and white caps standing in formation. The text "HONOR COURAGE COMMITMENT" is overlaid in white, bold, sans-serif font on the lower left of the image.

**HONOR
COURAGE
COMMITMENT**

Keys for Effective Functionality of a SBPT

- Proper Team Composition
- Welcoming Environment
- Team Friendly Meeting Times
- Clearly defined Goals & Objectives for the Team
- Cooperative & Supportive Attitudes

School Based Planning Team (SBPT)

School Based Planning is:

- Focusing on student achievement
- Creating a team that assist in writing and implementing each Schools Comprehensive Educational Plan (SCEP)
- Teamwork and communication, in action in the school community
- Decision-making body in the school

School Based Planning is not:

- Focusing on the management of the school
- A place for venting individual concerns



Team Composition

Administrators

Teachers

Parents

BENTE Representative

RAP Representative

Operations of a SBPT

Its Work

- Holds monthly meetings with published agenda
- Meeting minutes posted on District Website
- Define roles on the team (facilitator, timekeeper, note taker, and observer)
- Assist in writing & Implementing the SCEP

Setting Agendas

- Agendas must be set jointly by the team.
- Agenda items should have direct instructional alignment. (Teaching & learning, curriculum, assessments, books and supplemental materials)

Set Ground Rules

- Establish important operational procedures
- Define a quorum
- Understand procedures for reaching consensus
- Understand impasse procedures
- Refer to District SBPT Manual

Making Decisions

- The Principal is the facilitator for the SBPT
- Decisions are made by constituency consensus (All groups)
- Each constituent group has 1 vote. All constituents must agree to pass a proposal.
- A quorum must be present to make a decision

SBPT RESOURCE MANUAL & BEST PRACTICE VIDEO

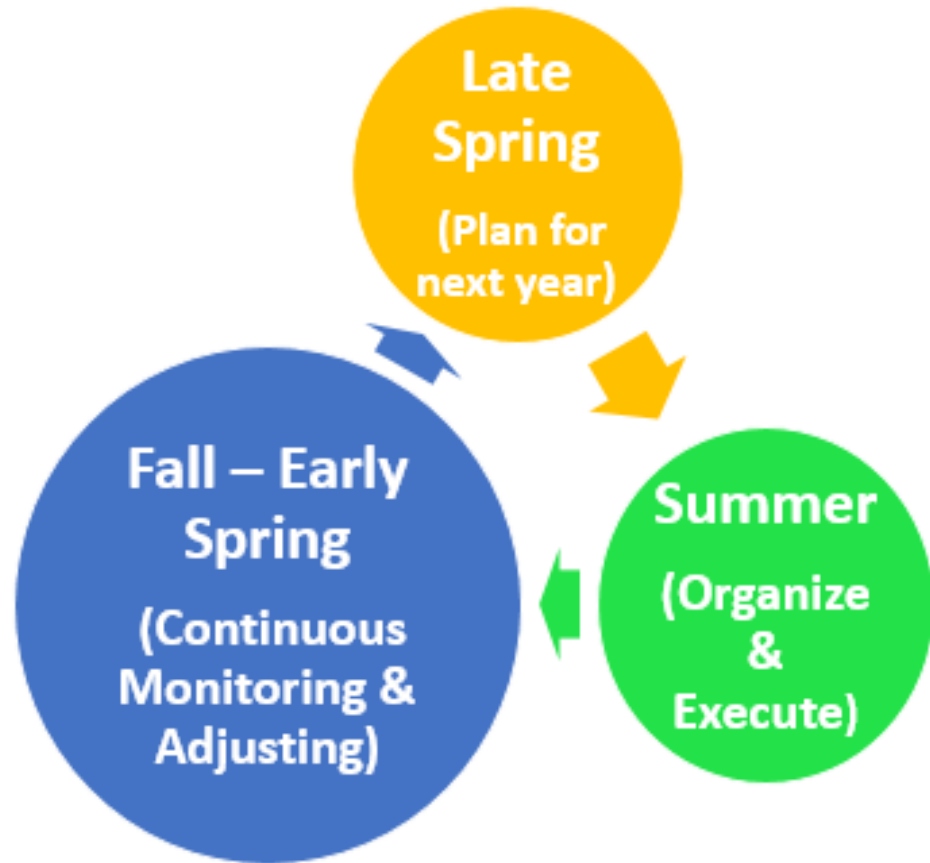
[http://www.rcsdk12.org/cms/lib04/NY01001156/Centricity/
Domain/4/SBPT%20Manual
%202015-2016%20_Final_Aproved_10_8_15.pdf](http://www.rcsdk12.org/cms/lib04/NY01001156/Centricity/Domain/4/SBPT%20Manual%202015-2016%20_Final_Aproved_10_8_15.pdf)

<https://www.youtube.com/watch?v=XbojtSJ9PfM>



SBPT & YEAR AT A GLANCE

Cycle of School Improvement – all schools



Late Spring: SBPT (w/Community Engagement Team) works to review available data (including school review recommendations and other sources), reflect on progress and needs, and create plan for next year. Typically, District support sessions offered. Plans reviewed by Supt, Board, submitted to SED. Note: plan is SCEP, or Receivership/SIG Plan.

Summer: Schools work to finalize staffing, enrollment, programming. Often provide professional learning for staff. Small groups may work to accomplish tasks in the SCEP.

Fall –Early Spring: SBPT continuously reviews progress toward the goals and actions laid out the SCEP/Receivership/SIG Plan. Assess leading indicators, conduct quarterly progress monitoring, problem-solve, make adjustments to plan as needed. During the year, incorporate DTSDE recommendations and the DTSDE survey results.

Focusing in on SBPT Role in Planning & Monitoring

We've made progress in having fewer, more-focused goals that will move our schools. Now, strong SBPTs are getting more sophisticated at:

- **PLANNING:** After the SCEP is done, turn attention to the corresponding Professional Development Plan (because this is a big part of HOW the work gets accomplished)
 - Questions to ask: What trainings / opportunities do teachers, staff, or families need to get to our goals this year? When will it happen? Who will lead it? When will they have time to collaborate and use what they learn? How will we know if it was worth the time?
- **MONITORING:** Identify "leading indicators"—things you check-on as the year progresses, so that you know how things are going before the end of the year.
 - Example: the number of staff trained in certain topic; the # of students hitting grade level on the winter NWEA assessment; the number of disciplinary referrals each month
 - Assign responsibility for who will bring this information to the table and which months you can look at them.

Getting More Savvy at Monitoring Progress | Self-assess with these “sample” SBPT Conversations



Starting Point Convo:

- So we said we'd do all these parent events, have we done them? Yup, they were great, parents enjoyed, still need to get more parents.
- Ok, so here are some PD requests, should we approve them? Yup, great.
- Here are the most recent test scores. Our students aren't doing as well as they should. Hmm...we're still doing lots of work on that.
- We're still having some behavior concerns. We did get a new partner that may help, and we still need to work on getting kids more supports. There are lots of mental health needs.



More Savvy, More Effective Convo:

- ✓ Aug/Sept: Let's map out what we can realistically look at in Oct/November to check-in on how we're moving toward our goals.
- ✓ Oct/Nov: Ok, so our kids took a writing assessment. How did each grade level do? Were there any consistent areas we need to focus on? What are we doing as a result?
- ✓ Oct/Nov: We set a goal of having 75% of staff trained in restorative practices. How many have been so far? What is scheduled next? What do we need to do over the next few months to stay on track? What are we expecting them to do with the new knowledge?
- ✓ Our goal of reducing referrals/suspensions is really important...how many have we had this year? How does that compare to last year at this time? Are there certain classrooms or grades or places where we really need to look more carefully?
- ✓ Hmm, these PD requests fit with the PD plan and SCEP goals, but I don't see how this one really fits. I'm sure it's interesting, but I'd rather have us really focus on the work we all agreed to. What do you think?

Group Exercise

As a Team, identify a scribe and a presenter and answer the following questions. (15 mins.)

- Define the Parent Engagement vs Parent Involvement as it relates to SBPT's
- Draft a Who Am I Poster, describing who you are as a Team, showcasing Past & Present Project Activities (Be Creative)

Make team posters to be viewed during the Gallery Walk.

- 1 – 2 Teams will be identified to take 5 mins to share with the entire Group

Terms Defined

➤ Parent Engagement (PE):

➤ To interlock with or to mesh

➤ **Educators Leading with Ears**

➤ This is listening to what parents think, want, dream, and worry about.

➤ Parents are at the decision making table

➤ **Implies doing with...**

➤ Parent Involvement (PI):

➤ To envelope, to embrace or box in

➤ **Educators Leading with their mouths**

➤ This is identifying projects, needs, and goals and then telling parents how they can contribute

➤ **Implies doing to...**

➤ Both are important, but there is more Commitment with (PE)!

Gallery Walk & Observations

- All Teams view posters and make observations (10 mins)
- Share observations at Table... Take-a-ways to improve



**Closing Comments
&
Complete Survey!!!**



Thank-you

for

Attending!!!