






## GEO ACADEMIES - LOUISIANA REGIONAL LEADERSHIP TEAM MEETING AGENDA

DATE	January 20, 2023	MAJOR TOPIC		
<b>Facilitator:</b>	Sandra Douglas, CAO			
	<b>Data</b>	<b>IGPs</b>	<b>Clusters</b>	<b>Evaluation</b>
<b>ATTENDEES SIGN-IN</b>				
	Sandra Douglas, CAO	Clarissa Thierry, SPED Director		
	Shirlon Norman, DCAO	Trayvonnia Duhe, EMT/Math Director		
	India Tate, ELA Director	Thelemese Porter, Compliance Facilitator		
	Michele Whitehouse, Soc/Sci Director			
<p><b>District Goal:</b> To achieve exemplary district status, in the spring of 2023, 80% of GEO Prep’s scholars will: Score benchmark or better on DIBELS (K-3) all remaining students will move at least one level, below level scholars will make 1.5 years growth on NWEA (K-10) all remaining students will grow at least a year; Score basic or above on LEAP (3-11) in ELA, math, science and social studies all remaining students will make their growth target in ELA and math. In addition, at least 40 percent of the proficient scholars at Mid-City &amp; NGHS and 45 percent of the proficient scholars at Academy will score mastery or above in all tested areas</p>				
<b>NEED</b> ▲	There is a need to build the capacity of GEO’s Regional Team members to support administrators, coaches, and teachers by utilizing mid-year literacy screener data (DIBELS 8th) to ensure students are demonstrating reading proficiency by the end of the year.			
<b>DATA SOURCE</b> (circle one)				
Statewide Assessment	Benchmark Assessments	Teacher Evaluations (EEPass)	Principal Evaluations (Compass)	Other (Please Specify)
<b>OUTCOME</b>	By the end of the Leadership Team meeting, leadership team members will use a Literacy Action Plan (LAP) Rubric to provide feedback to each school’s action plan developed based upon mid-year DIBELS data.			
<b>MEETING ACTIVITIES:</b> Learn ● Develop ◆			<b>MATERIALS NEEDED</b>	
<p>◆ <b>Bring Backs:</b> LTM will share analysis of mid-year screening data pertaining to students’ progression to reading proficiency for their assigned school.</p> <p><b>Guided Questions: Looking at trends schoolwide and within grade levels. How does my assigned school/grade level compare to district average?</b></p> <ul style="list-style-type: none"> <li>• How is the school progressing towards initial literacy goals? What changes are observed from BOY to MOY for each grade level?</li> <li>• Are there any school-wide areas of need? Grade-specific areas of need?</li> </ul>			System-level Leader Universal Screener Analysis Document	

 <p><b>Learn (20 minutes)</b> The Team will examine and discuss the components of the Literacy Action Plan (LAP) Rubric.</p> <p>Leadership Team members will analyze School A's action plan using the district-created <b>Literacy Action Plan (LAP) Rubric</b>.</p>	<p>Action Plan Rubric DIBELS data School Action Plans</p>
 <p><b>Develop (30 minutes)</b> Leadership Team members will utilize the rubric to analyze action plans for their assigned schools. Team members will identify strengths of the plan and opportunities for growth.</p>	<p>Action Plan Feedback Report</p>
<p>FOLLOW-UP ACTIVITIES: Apply  Evaluate </p>	<p><b>PERSON(S) RESPONSIBLE</b></p>
<p><b>Next Steps:</b> LTM will identify next steps for each school and support school leaders with making modifications to their Literacy Action plans. The Chief Academic Officer will develop next steps for monitoring the action plans.</p>	<p>Leadership Team Members</p>
 <p><b>Evaluate</b> Schools will make adjustments and begin implementation of the Literacy Action plan; Persons responsible will collect and monitor data that provides evidence of success for each action step in the plan.</p>	<p>Leadership Team members</p>