



11/3/22 Executive Directors Meeting Agenda

Review: Norms/Time/Parking Lot/Topics for next meeting

- Recognize when we are getting in the weeds- stay on Agenda topics
- Safe environment to challenge each other's thinking, speak freely, and ask questions
- Listen to understand
- Discuss challenges with a solution in mind
- Keep each other updated on required trainings
- Have agenda in Google Drive
- Add in additional time collaboration and discussion
- Take care of emergencies, make sure on Friday mornings limit phone calls

By the end of this meeting, EDSS will develop a plan to support principals in responding to daily student data in order to ensure that their actions as the school leader change the trajectory for student learning. (Actions for high quality progress monitoring)

OVERARCHING GUIDING QUESTION: HOW DO WE KNOW IF STUDENTS ARE MAKING PROGRESS AT EACH SCHOOL ON A DAILY BASIS AND HOW ARE WE RESPONDING TO THAT DATA? *The key to intervention is knowing when we need to intervene.*

1. What does our data tell us about our progress?
 - Review Principal Tracking Data Sheets
 - What did the data reveal about student progress for that class?
 - How did the principal connect the daily student work to the school goals?
 - What was the principal's comfort or proficiency with analyzing the student work during the walk-through?
 - Overall, what did your principal learn about that class? What were their takeaways from the tracking of the student work over time?
2. What's the academic emergency? Moving towards progress monitoring rather than progress tracking?
 - Reflect and jot down.
 - What are all the things a principal might do on their campus to **respond immediately** to daily student progress?
 - How might they use their resources, structures, and processes to put a plan into action that ensures that students' needs are being met?
 - The difference between Proactive Planning and Reactive Planning.
 - How is the principal using their structures on their campus to ensure that both are happening?



3. Use the questions as a guide to plan next steps.
 - What are some actions that your principal is taking as they engage in these walk-throughs and analyze the student progress?
 - Are they engaging in both proactive and reactive planning?
 - What does your support look like to have the principal take action for both the long term and short-term plan that will ensure that students are making progress?
 - What do your visits look like?
 - What questions do you want to ask?
 - How will you **ensure there is ownership** and not just a “tell”?

4. Based on your planning, what are your next steps? What implications does this have for your next steps with all principals, in your visits and in your upcoming principal clusters?