**Cleveland Heights-University Heights BLT to DLT Protocol**

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| --- | --- | --- | --- |
| **Date** |  | **Building:** |  |

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| **Facilitator:** |  | **Time Keeper:** |  | **Recorder:** |  |

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| **Other Participants:** |  |

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| **STEP 1: Collect Data*** Complete BLT to TBT Feedback Protocol
* Collect and chart monthly data from data calendar (some data from your TBTs & Building Level Action Plan)
 |

* **Utilize monthly DLT data calendar**
* **Data is ready and discussed by all departments liaisons and team leaders.**
* **Include the # of students tested advanced, proficient and not proficient**
* **Subgroup data is reported**
* **Share benchmark score established for group criteria**
* **Change content area department depending on information shared with BLT**

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| **Department****(place by content area the results)** | **Student Groups** | **# of students who took the assessment** | **# of students who are advanced** | **% of students who are advanced** | **# of students who are proficient** | **% of students who are proficient** | **# of students who are below proficient** | **% of students who are below proficient** |
|  | **Students with Disabilities** |  |  |  |  |  |  |  |
|  | **African AMerican** |  |  |  |  |  |  |  |
|  | **Caucasian** |  |  |  |  |  |  |  |
|  | **Economically Disadvantaged** |  |  |  |  |  |  |  |
|  | **EL** |  |  |  |  |  |  |  |

**GRADE Report *(Collected each 9 weeks, trimester and semester depending on grade level)-change content titles to match school course description.***

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| --- | --- | --- | --- | --- |
| Course | 2015-2016% of Students Passing Course | 2016-2017% of Students Passing Course | 2016-2017% of Students Failing Course | 2016-2017 % Proficient on Common Assessment |
| ELA |  |  |  |  |
| Math |  |  |  |  |
| Science |  |  |  |  |
| Social Studies |  |  |  |  |
| Art |  |  |  |  |
| AVID |  |  |  |  |
| CTE Courses |  |  |  |  |
| Music |  |  |  |  |
| PE/Health |  |  |  |  |
| World Languages |  |  |  |  |

*Alignment to Strategic Plan Goal 1*

**KRA/DIBELS (ELEMENTARY)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **GRADE** | **SUBJECT** | **READING** | **READING** | **READING** | **READING** | **MATH** | **MATH** | **MATH** | **MATH** |  |  |  |  |
| **DATA POINT** | **Previous Score (Spring 2016** | **Baseline Score (Fall 2016)** | **Mid-Year Score (Winter 2017)** | **Year End Goal (Spring 2017)** | **Previous Score (Spring 2016)** | **Baseline Score (Fall 2016)** | **Mid-Year Score (Winter 2017))** | **Year End Goal (Spring 2017)** | **Previous Score (Spring 2015)** | **Baseline Score (Fall 2015)** | **Mid-Year Score (Winter 2015)** | **Year End Goal (Spring 2016)** |
| **ELEMENTARY** |  |  |
| **Kindergarten** | **DIBELS composite % off track (far below benchmark= red)** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Kindergarten** | **KRA composite % off track (far below benchmark = red))** |  |  |  |  |  |  |  |  |  |  |  |  |
| **First** | **DIBELS composite % off track (far below benchmark= red)** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Second** | **DIBELS composite % off track (far below benchmark= red)** |  |  |  |  |  |  |  |  |  |  |  |  |

**NWEA (MAP Data)-ALL SCHOOLS**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **GRADE** | **SUBJECT** | **MATH** | **MATH** | **MATH** | **MATH** | **READING** | **READING** | **READING** | **READING** | **SCIENCE** | **SCIENCE** | **SCIENCE** | **SCIENCE** |
| **DATA POINT** | **Previous Score (Spring 2015)** | **Baseline Score (Fall 2015)** | **Mid-Year Score (Winter 2015)** | **Year End Goal (Spring 2016)** | **Previous Score (Spring 2015)** | **Baseline Score (Fall 2015)** | **Mid-Year Score (Winter 2015)** | **Year End Goal (Spring 2016)** | **Previous Score (Spring 2015)** | **Baseline Score (Fall 2015)** | **Mid-Year Score (Winter 2015)** | **Year End Goal (Spring 2016)** |
|  |  | **ELEMENTARY SCHOOL** |
| **3rd** | **MAP mean RIT score** |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Typical Grade Level Performance** |  |  |  |  |  |  |  |  |  |  |  |  |
| **4th** | **MAP mean RIT score** |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Typical Grade Level Performance** |  |  |  |  |  |  |  |  |  |  |  |  |
| **5th** | **MAP mean RIT score** |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Typical Grade Level Performance** |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | **MIDDLE SCHOOL** |
| **6th** | **MAP mean RIT score** |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Typical Grade Level Performance** |  |  |  |  |  |  |  |  |  |  |  |  |
| **7th** | **MAP mean RIT score** |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Typical Grade Level Performance** |  |  |  |  |  |  |  |  |  |  |  |  |
| **8th** | **MAP mean RIT score** |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Typical Grade Level Performance** |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | **HIGH SCHOOL** |
| **9th** | **MAP mean RIT score** |  |  |  |  |  |  |  |  |  |  |  |  |
| **9th** | **Typical Grade Level Performance** |  |  |  |  |  |  |  |  |  |  |  |  |
| **10th** | **MAP mean RIT score** |  |  |  |  |  |  |  |  |  |  |  |  |
| **10th** | **Typical Grade Level Performance** |  |  |  |  |  |  |  |  |  |  |  |  |

*Alignment to Strategic Goal 1*

**SCHOOL CLIMATE DATA (ALL SCHOOLS)**

|  |  |  |
| --- | --- | --- |
| **Month** | **Student Attendance %** | **Staff Attendance %** |
| **September** |  |  |
| **October** |  |  |
| **November** |  |  |
| **December** |  |  |
| **January** |  |  |
| **February** |  |  |
| **March** |  |  |
| **April** |  |  |
| **May** |  |  |
| **June** |  |  |

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| --- | --- | --- | --- |
| **Number of Office Referrals** | **Number of Student Suspensions** | **Add data points needed for your school** | **Add data points needed for your school** |
| **Sept** |  |  |  |
| **Oct** |  |  |  |
| **Nov** |  |  |  |
| **Dec** |  |  |  |
| **Jan** |  |  |  |
| **Feb** |  |  |  |
| **Mar** |  |  |  |
| **Apr** |  |  |  |
| **May** |  |  |  |

*Alignment to Strategic Plan Goal 2 & 3*

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| **STEP 2 SCHOOL PERFORMANCE CHALLENGES** Describe the critical challenges your school faces with regard to student achievement and academic growth (What are you trying to solve?). What worked well and why?What did students not do well on why?Were there common errors, misconceptions or urgent needs?Are there pattern or trends?What resources were used to address challenges and how were they evaluatedWhat are the areas for reinforcement and refinement? |

**Step 2A: Summarize and find commonalities from BLT to TBT Feedback**

**(restate from BLT Feedback Protocol Form)**

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| **Reinforcement:** | **Refinement:** | **Resources** |
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**Step 2B: Analyze Data from Data Calendar (may be data from your TBTs or Building Level Action Plan)**

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| **Reinforcement:** | **Refinement:** |
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| **STEP 3: Actions*** Prioritize your next steps based on the data
* Support TBT needs/provide professional development
 | **STEP 4: Implementation*** Consider answering what, to whom, how, by when, and who will do it when addressing the implementation and communication sections of this step.
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| Priority | Actions | Who is Responsible? | Implementation (Adult & Student) | Monitoring (how will you know that it’s working?) | Communication (How will you communicate with stakeholders) |
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| **Communication to DLT****Supports related to the needs of your building action plan and the work above in this form** |
| How will you measure the effectiveness of the request? |
| How does this align to your building level action plan? |
| What are the resources needed? |
| What are the benefits & costs? |