

A Team Meeting Agenda

A-Team Meeting Objectives:

- For assistant principal, instructional coach and principal coaching: To ensure annotated instructional planning calendars with prioritized standards for the year updated with weekly data from bi-weekly quiz/assessment (by teacher) and/or last year's performance.
- For assistant principal, instructional coach, and principal coaching actions: To ensure targeted standard, unpacked for professional learning community - completed by teachers.
- Student achievement standard based data gaps identified, teacher actions to fill gaps identified, and assistant principal, instructional coach and principal coaching actions named to coach and support teachers to fill gap in execution.
- Instructional execution (based on best practices from Teacher Education Institute and Get Better Faster, block implementation, etc.) gaps identified, teacher actions to fill gaps identified. Assistant principal, instructional coach, and principal coaching actions named to coach and support teachers to fill gaps in execution.
- Culture data (school-wide systems) gaps are identified, teacher actions to fill gaps are identified. Assistant principal, instructional coach and principal coaching actions are named to coach and support teachers to fill gap(s) in execution.
- Campus-based priority data gaps identified, teacher actions to fill gaps are identified, assistant principal, instructional coach, and principal coaching actions named to coach and support teachers to fill gap(s) in execution.
- Outlook or other weekly calendar with A-Team and/or instructional priorities scheduled on specific days and at specific times. Action Tracker next steps and coaching items will be captured during leadership team meetings.

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Topic (What)	Time	Notes
Culture/Data Celebrations Name leaders' actions	4 minutes	
Attendance Grade level attendance follow up. What actions are we talking to increase attendance?		
Annotated instructional planning calendar update and targeted standards, unpacked for professional learning community (14 min.) a. Identify highest leverage priority SEs b. Discuss student data to help identify priority SEs c. Analyze focus parts of the SE d. Ensure questions stems from STAAR and CAS are included <ul style="list-style-type: none"> ● Leader refer to personal data binder to communicate this information ● Name coaching actions to support teachers and ensure follow-up. 	By grade level 2 minutes	
Instructional Execution (7 min.) a. Discuss weekly classroom goals b. Identify the gap in teacher performance c. Name teacher actions to fill gap d. Name coaching actions to support teachers fill gap and ensure follow-up <ul style="list-style-type: none"> ● Leader opens/shares observation tracker to communicate last feedback provided to teachers based on campus priorities. 	By grade level 2 minutes	

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<p>Culture (7 min.) a. Discuss weekly culture goals and data b. Identify the gap in teacher or leader performance c. Name teacher or leader actions to fill gap d. Name coaching actions to support teachers or leaders fill gap and ensure follow-up</p>		
<p>Campus based priority (7 min.) a. KWLM data b. Other?</p> <p>Name students who are performing significantly lower than their peers. Action to address it.</p>		
<p>70% Priority Calendar (14 min.) a. Calendar priority action items, ensuring it occupies $\geq 70\%$ of instructional day</p>		

Upcoming Weeks Focus:

K-2

1. Phonics lesson aligned in each grade level
2. Guided Reading implemented at foundational level
 - Student groups created (virtual and f2f)
 - Guided reading lesson planned

3rd-5th

1. Tier 1 and Tier 2 teacher alignment in the following areas
 - Delivery of Instruction is clear and aligned to TEK focus
 - PIEMS Students tracked - attendance & academic progress
 - DOL completed and tracked daily

Culture

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1. Secret Society meeting twice
2. Morning group huddles with scholars (10 min) to prepare them for the day
3. Campus BIP/Behavior trackers for SWLTM - MTSS

How are you utilizing ILCs to help build your content knowledge and coaching capacity?
How are ILCs assisting with coaching tier 3 teachers?