Leadership Team Meeting Framework
Richmond County School System
Department of Accountability

Table of Contents

Page 3, Leadership Team Meeting Framework Agenda
Page 4, Leadership Team APIM Framework
Page 5, Team Member Self-Reflection Skills Rubric
Page 7, Sample Norms
Page 8, Leadership Team Meeting Norms
Page 9, Roles and Responsibilities
Page 10, Leadership Team Meeting Agenda Template
Page 11, Leadership Team Meeting Minutes Template
Page 13, Delegated Roles and Responsibilities
Page 15, Leadership Team Assessment Rubric
Page 16, Leadership Team Reflection
Page 17, HOW. WHEN. HOW
Page 18, APIM
Page 19, Instructional Quick Check
Page 20, Instructional Walkthrough Process
Page 22, Curriculum and Instruction Calendar Example
Page 23, Attendance Report
Page 24, Attendance Template
Page 25, Discipline Report
Page 26, Discipline Template
Page 27, Enrollment and Withdrawal Report
Page 28, Leadership Team APIM Framework
Page 29, Leadership Team APIM Framework Delegation
Page 30, Notes
Page 31, Notes
Agenda

- Building Your Leadership Team and Capacity
- Leadership Team Norms
- Meeting Frequency and Attendance
- Roles Responsibilities
- Collaborative Processes and Protocols
  - Reviewing Attendance, Discipline, Academic Data
  - Continuous Improvement Cycle
- School and Stakeholder Communication
Leadership Team APIM Framework

- SIP Needs Assessment
- SIP Root Cause
- SIP/ 90-Day Action Plan
- School Climate
- Professional Learning (pre-assess)

- SIP/ 90-Day Action Plan
- Teacher and Student Incentives
- School Climate
- Professional Learning (plan)

- SIP/ 90-Day Action Plan
- Data- Benchmark, Attendance, Discipline/ Fights, Enrollment/ Withdrawal, Climate, Children on Grade Level, CCRPI
- School Climate
- Professional Learning (monitor)
- Instructional Quick Check/ Walkthroughs

- Action Steps of the SIP/ 90-Day Action Plan
- School Climate
- Professional Learning (implement)
- RCK12 Instructional Framework
## Team Member Self-Reflection Skills Rubric

**Directions:** In order to reflect upon your service to the Leadership Team, circle a number on a scale of 1-3 (3 being a superior performance) above the statement that best describes the level of participation.

<table>
<thead>
<tr>
<th>Organization and Coordination</th>
<th>1</th>
<th>1.5</th>
<th>2</th>
<th>2.5</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have not contributed to (1) assigning roles or (2) defining goals.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have assisted in (1) assigning roles and (2) defining goals.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have assumed leadership role in (1) assigning roles and (2) defining goals.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Example of my contribution:**

<table>
<thead>
<tr>
<th>Coordination</th>
<th>1</th>
<th>1.5</th>
<th>2</th>
<th>2.5</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have not contributed to either (1) prioritizing and coordinating tasks or (2) integrating individual contributions into the final product.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have assisted in (1) prioritizing and coordinating tasks to meet deadlines and/or (2) integrating individual contributions into the final product.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have assumed a leadership role in (1) prioritizing and coordinating tasks and/or (2) integrating individual contributions into final product.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Example of my contribution:**

<table>
<thead>
<tr>
<th>Participation</th>
<th>1</th>
<th>1.5</th>
<th>2</th>
<th>2.5</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) I frequently miss meetings or I arrive late, (2) I miss deadlines, and (3) I fail to complete my share of responsibilities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1) I seldom miss meetings or arrive late, and (2) I satisfactorily complete assignments in a timely manner.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1) I am punctual, attend meetings, and am well prepared for all meetings; (2) All of my assignments are of high quality and meet deadlines. (3) I assist in motivating team members to accomplish goals.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Example of my contribution:**

<table>
<thead>
<tr>
<th>Problem Solving</th>
<th>1</th>
<th>1.5</th>
<th>2</th>
<th>2.5</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have not (1) contributed information/research, (2) brainstormed solutions, or (3) assisted in evaluating solutions/alternatives.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have contributed information/research, (2) brainstormed solutions, and (3) assisted in evaluating solutions/alternatives.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I contribute information/research, (2) offer insightful or creative solutions, and (3) provide a framework for evaluating solutions/alternatives</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Example of my contribution:**

<table>
<thead>
<tr>
<th>Group Dynamics</th>
<th>1</th>
<th>1.5</th>
<th>2</th>
<th>2.5</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) I monopolize team’s discussion time, (2) I do not listen to others, (3) I do not encourage participation of others, OR (4) I do not contribute to discussion.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1) I participate without monopolizing discussion, and (2) I listen to others.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1) I participate without monopolizing discussion, (2) I build upon ideas of others, and (3) I actively encourage the participation of others.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Example of my contribution:**
### Conflict Resolution

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>1.5</th>
<th>2</th>
<th>2.5</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(1) I have offered no constructive solutions to resolve conflict, or (2) I have undermined conflict resolution by emphasizing personalities rather than issues.</td>
<td>(1) I have offered solutions to resolve conflict, and (2) emphasized issues rather than personalities.</td>
<td></td>
<td></td>
<td>(1) I have resolved conflict based upon objective criteria, (2) I have encouraged win-win solutions, and (3) I have addressed free-rider problem constructively without creating hostilities.</td>
</tr>
</tbody>
</table>

**Example of my contribution:**


---

**Tool 3:** This document can be used to inform current or future team members of the expectations and responsibilities of serving on the leadership team.
If the team scored 1 or 2 on the Leadership Team Assessment Rubric in the area of “Norms”, the following are a few suggestions to assist in obtaining a level 3 or 4.

Team norms are a set of rules developed by group consensus designed to establish a safe, orderly, and productive context for the work. Team norms should be developed during the initial team meeting. Norms can be adapted, if the team sees a need.

Sample 1: While developing Leadership Team norms, this document can assist with focusing on the important norms of the team.

The Building Leadership Team Group Norms

Are about...

<table>
<thead>
<tr>
<th>Habits and behaviors all members of the Building Leadership Team will commit to practicing so that our collaborative time is focused, purposeful, respectful, and productive.</th>
</tr>
</thead>
</table>

1. Expectations of Self and Others

To respect other’s ideas and contributions

2. Participation

To focus on and stay on our task

3. Attitude

To remain positive

So what? (What’s important to understand about this?)

Working together collaboratively can be accomplished most effectively when there are agreed upon behaviors all members of the team will commit to practicing and to which all members will hold themselves and each other accountable.

Resource: Adapted from A Toolkit for High School Leadership Teams by Wisconsin Department of Public Instruction
Leadership Team Meeting Norms

1. ____________________________________________________________________________
______________________________________________________________________________

2. ____________________________________________________________________________
______________________________________________________________________________

3. ____________________________________________________________________________
______________________________________________________________________________

4. ____________________________________________________________________________
______________________________________________________________________________

5. ____________________________________________________________________________
______________________________________________________________________________
If the team scored a 1 or 2 on the Leadership Team Assessment Rubric in the area of “Roles/Responsibilities”, the following are a few suggestions to assist in obtaining a level 3 or 4.

**Tool 1:** This document will help the leader/team establish roles and responsibilities based on the team members’ strengths.

**SAMPLE GUIDELINE FOR ROLES AND RESPONSIBILITIES**  
(Aligned with members strengths)

**Facilitator**  
- Ensures other roles are assigned  
- Establishes norms and protocols  
- Creates agenda  
- Distributes the agenda  
- Moves the team through each agenda item  
- Ensures that the team remains task-oriented  
- Keeps team members focused on the team goals  
- Promotes open discussion in order to resolve conflicts and develop consensus  
- Responsible for resources and materials needed for meeting  
- Shares outcome with administration and appropriate leaders

**Recorder**  
- Documents minutes for agenda items and all agreed-upon outcomes of the meeting  
- Completes the action plan  
- Asks for clarification to ensure accurate records  
- Summarizes the group discussion at the end of each agenda item to ensure accuracy  
- Shares minutes with team (at the end of the meeting, the beginning of the next meeting, or via email)

**Timekeeper**  
- Makes sure the meeting starts and ends on time  
- Monitors time spent on each item according to the allocated time on the agenda  
- Signals the group shortly before the time is up to allow the group to wrap up the discussion

**Taskmaster**  
- Keeps everyone focused on the purpose and goal of meeting  
- Keeps members attention and discussion on the agenda items  
- Reminds members of the norms and protocols  
- Calls everyone back from breaks  
- Facilitates celebrations of the accomplishments and outcomes at the end of the meeting

**Other possible roles:**  
- Materials and resource procurer Parking lot valet  
- Celebration planner Room set up facilitator  
- Action plan scribe Data dog (leads data analysis)  
- Protocol developer and leader Energizer bunny  
- Chart scribe

*Reference: Adapted from http://quality.wisc.edu/effective-meetings-best-practices-assign-key-roles.htm*
Leadership Team Meeting Agenda

School Name:

Meeting Date and Time:

Location:

I. Attendance: (list all that are in attendance/ First and Last Name)

II. Celebrate Recent Successes (At least one thing)

III. Review Next Steps/ Action Steps from Previous Meeting (This would be the next steps from the last meeting)

IV. Major Topics of Discussion for School Improvement, Data, PL....etc (Meeting Minutes)

V. External Needs (Etc. PL, Technical Assistance, Other Support)

VI. Next Steps/ Action Steps

VII. Next Meeting (Date and Time)

VIII. Adjourn (time)
Leadership Team Meeting Minutes

School Name:

Meeting Date and Time:

Location:

I. Attendance
   Team Members Names:
   Guests Names:

II. Celebrate Recent Successes

III. Review Next Steps/ Action Steps from Previous Meeting

IV. Meeting Minutes

V. External Needs (Etc. PL, Technical Assistance, Other Support)
VI. Next Steps/ Action Steps

VII. Next Meeting

VIII. Adjourn
Time:
<table>
<thead>
<tr>
<th>Team Member Name</th>
<th>Role and Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# LEADERSHIP TEAM ASSESSMENT RUBRIC

<table>
<thead>
<tr>
<th></th>
<th>FULL IMPLEMENTATION (4)</th>
<th>PROGRESSING IMPLEMENTATION (3)</th>
<th>BASIC IMPLEMENTATION (2)</th>
<th>LIMITED IMPLEMENTATION (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MEETING</strong></td>
<td>Meets at minimum of bi-weekly. Schedule is created at beginning of school year and shared with all building staff and DLT. Agendas and minutes procedures are established for sharing with staff.</td>
<td>Meet bi-monthly with dates set at each meeting</td>
<td>Meet monthly</td>
<td>No set meeting times.</td>
</tr>
<tr>
<td><strong>ATTENDANCE</strong></td>
<td>Principal attends every meeting (100%) and expects BLT members to be prepared.</td>
<td>Principal attends all meetings but does not ensure BLT members come prepared</td>
<td>Principal attends some meetings</td>
<td>Principal does not attend meetings</td>
</tr>
<tr>
<td><strong>TEAM</strong></td>
<td>Membership on team includes a representative from administration, curriculum, each grade level/department (including ELL, GT, special education, and fine arts), and student input.</td>
<td>Membership on team includes a representative from each grade level/department and special education</td>
<td>Limited team membership</td>
<td>Limited team membership and/or membership is not stable/reliable</td>
</tr>
<tr>
<td><strong>ROLES/RESPONSIBILITIES</strong></td>
<td>Principal is the facilitator who assigns defined roles/responsibilities that rotate among all team members. Distributive decision making is a common practice.</td>
<td>Principal facilitates the meeting. Roles/responsibilities are static at each meeting. Distributive decision making is used at times.</td>
<td>Principal may facilitate the meeting. Roles/responsibilities are loosely used/defined. Meeting is used as a reporting or updating session. Distributive decision making is rarely used.</td>
<td>Roles/responsibilities are not defined or used during meetings. No distributive decision making is used.</td>
</tr>
<tr>
<td><strong>NORMS</strong></td>
<td>Group norms are established, followed, and monitored for meeting effectiveness at the end of each meeting.</td>
<td>Group norms are established and followed and are randomly checked for effectiveness.</td>
<td>Group norms are not consistently established or followed.</td>
<td>Group norms have not been established.</td>
</tr>
<tr>
<td><strong>INFORMATION DELIVERY</strong></td>
<td>The Leadership Team delivers information to the teams and keeps their teams (content, grade level, PLC) up-to-date on all information distributed in leadership meetings.</td>
<td>The Leadership Team delivers information to some of their team members (content, grade level, PLC) but clarification is needed.</td>
<td>The Leadership Team delivers partial information to their teams (content, grade level, PLC) and there is no clear understanding.</td>
<td>The Leadership Team does not deliver information to their teams (content, grade level, PLC) and there is no understanding regarding information.</td>
</tr>
<tr>
<td><strong>DATA</strong></td>
<td>School performance data and aggregated classroom observation data is used at each meeting to guide decisions about school improvement and professional development needs.</td>
<td>School performance data and aggregated classroom observation data and uses that data is used occasionally to guide decisions about school improvement and professional development needs.</td>
<td>School performance data is examined.</td>
<td>No data is examined when making decisions regarding school improvement.</td>
</tr>
</tbody>
</table>
# LEADERSHIP TEAM REFLECTION

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Where we are now</th>
<th>Where we will be by the school year’s end</th>
<th>How we will achieve (next steps)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meeting:</strong> Team meets a minimum of bi-weekly. Schedule is created at beginning of school year and shared with all building staff and DLT. Agendas, minutes and procedures are established for sharing with staff.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Attendance:</strong> Principal attends every meeting (100%) and expects BLT members to be prepared.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Team:</strong> Membership on team includes a representative from administration, curriculum, each grade level/department (including ELL, GT, special education, and fine arts), and student input.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Roles/Responsibilities:</strong> Principal is the facilitator who assigns defined roles/responsibilities that rotate among all team members. Distributive decision making is a common practice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Norms:</strong> Group norms are established, followed, and monitored for meeting effectiveness.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Information Delivery:</strong> The Leadership Team delivers concise information to other building teams (content, grade level, PLC) and provides complete updates on all information disseminated in leadership meetings.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Data:</strong> School performance data and aggregated classroom observation data is used at each meeting to guide decisions about school improvement and professional development needs.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
HOW. WHEN. HOW

How often does your leadership team meet?

When do you meet?

How long do you meet?
- Find the best data sources
- Analyze data
- Determine root causes
- Prioritize needs

**Assess**

- Establish goals and performance objectives
- Identify actions and artifacts
- Establish a system for plan implementation

**Plan**

- Determine what is working
- Identify needed adjustments
- Revise action steps as needed

**Monitor**

- Communicate expectations
- Follow the steps of the plan
- Provide needed supports

**Implement**
1. Are the standards posted? They may be written on the board, on a poster, on chart paper, etc.
   ○ Yes
   ○ No
   ○ Other

2. Are the students using technology?
   ○ Yes
   ○ No
   ○ Other

3. What is the teacher doing?
   Enter your answer

4. What are the students doing? Are they engaged in learning?
   Enter your answer

5. What is the DOK (Depth of Knowledge) level?
   ○ Level 1: Recall and Reproduction - Tasks at this level require recall of facts, copying notes, defining and recognizing.
   ○ Level 2: Skills and Concepts - Tasks at this level have more than one mental step such as comparing, organizing, predicting, or summarizing.
   ○ Level 3: Strategic Thinking - Tasks at this level use planning and evidence such as solving non-routine problems, designing an experiment, or analyzing characteristics.
   ○ Level 4: Extended Thinking - Tasks require students to synthesize information from multiple sources or to transfer knowledge from one domain to solve problems in another.
Instructional Walkthrough Process
## Curriculum and Instruction Calendar

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
</tr>
<tr>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Attendance

**SCHOOL NAME:**

<table>
<thead>
<tr>
<th>Student Population (no of students enrolled)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th></th>
<th>AUG</th>
<th>SEPT</th>
<th>OCT</th>
<th>NOV</th>
<th>DEC</th>
<th>JAN</th>
<th>FEB</th>
<th>MAR</th>
<th>APR</th>
<th>MAY</th>
<th>YEAR TO DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Absences (per month)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>**Students Missing 6 or More Days ***</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td><strong>Teacher Absences (per month)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td><strong>Classified Absences (per Month)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td><strong>Administrator Absences (per Month)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

* Note: This number will continue into the next month. Example: If August had 14 students, those 14 students would roll into September. Once a child is absent 6 days, they are counted every month.
**DISCIPLINE**

RATIONALE: The U.S. Department of Education states, "Teachers and students deserve school environments that are safe, supportive, and conducive to teaching and learning. Creating a supportive school climate—and decreasing suspensions and expulsions—requires close attention to the social, emotional, and behavioral needs of all students."

<table>
<thead>
<tr>
<th></th>
<th>AUG</th>
<th>SEPT</th>
<th>OCT</th>
<th>NOV</th>
<th>DEC</th>
<th>JAN</th>
<th>FEB</th>
<th>MAR</th>
<th>APR</th>
<th>MAY</th>
<th>YEAR TO DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referrals to office</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bullying (5B; State Code 29)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom disruptions/ rude/disrespectful (1H, 1I, 1K, 9, 17; State Code 06)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fighting (5A; State Code 8)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skipping/cutting class (10; State Code 30)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-School Suspensions:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number days</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Out of School Suspensions:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of days</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students Expelled:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Population (no of students)
Enrollment and Withdrawal Report

Behavior Event Report

This report will list the number of events per type. The report can be grouped by staff member, staff member with student, event type and student.

Which students would you like to include in the report?
- Grade
  - All Students
  - D5
  - D6

- Ad Hoc Filter

Which calendar(s) would you like to include in the report?
- active year
- list by school
- list by year

Data Range: From 09/06/2018 to 10/11/2018

CTRL-click or SHIFT-click to select multiple

Submitted By:
- All
  - Alexander, Priscilla
  - Alexander, Tammy
  - Allen, Haniff
  - Allen, Ilia

Involvement Roles:
- Offender
- Participant
- Victim
- Witness

Event Types:
- All
  - Student Discipline Referral (101)
  - Rule 1-Disruption and Interfering School (101)
  - Rule 10-Absences (210)
  - Rule 11B-Unexcused Absence From Detention (211)
  - Rule 12-Indiscipline (212)

How would you like the records to be grouped by?
- Submitted By
- Submitted By w/ Student
- Event Type
- Student

Generate Report
Leadership Team APIM Framework

- SIP Needs Assessment
- SIP Root Cause
- SIP/ 90-Day Action Plan
- School Climate
- Professional Learning (pre-assess)

Assess

- Data-Driven Inquiry and Decision Making

Plan

- SIP/ 90-Day Action Plan
- Teacher and Student Incentives
- School Climate
- Professional Learning (plan)

Monitor

- Action Steps of the SIP/ 90-Day Action Plan
- School Climate
- Professional Learning (implement)
- RCK12 Instructional Framework

Implement

- SIP/ 90-Day Action Plan
- Data- Benchmark, Attendance, Discipline/ Fights, Enrollment/ Withdrawal, Climate, Children on Grade Level, CCRPI
- School Climate
- Professional Learning (monitor)
- Instructional Quick Check/ Walkthroughs
**Leadership Team Meeting Framework**
**Richmond County School System**
**Department of Accountability**

**Assess**
- SIP Needs Assessment
- SIP Root Cause
- SIP/90-Day Action Plan
- School Climate
- Professional Learning (pre-assess)

**Plan**
- SIP/90-Day Action Plan
- Teacher and Student Incentives
- School Climate
- Professional Learning (plan)

**Implement**
- Action Steps of the SIP/90-Day Action Plan
- School Climate
- Professional Learning (implement)
- RCK12 Instructional Framework

**Monitor**
- SIP/90-Day Action Plan
- Data: Benchmark, Attendance, Discipline/Fights,
- Enrollment/Withdrawal, Climate, Children on Grade Level, CCRPI
- School Climate
- Professional Learning (monitor)
- Instructional Quick Check/Walkthroughs

**Team Member Assigned**