

Date and Time

# Success Gaps Meeting

# **Process Agenda 2–4**

Meeting Objectives:

* Team members will have an understanding of the identified success gap [name of school or district] is addressing.
* Team members will identify root causes for the success gap by discussing and completing the rubric.

| Time | Activity | Process and Materials |
| --- | --- | --- |
| 0 – :10 minutes | Welcome and Introductions* All team members introduce themselves
* Meeting norms
* Agenda for the day
 | 1. Introduce yourself and welcome everyone to the success gaps meeting.
2. Have each team member introduce him-/herself and his/her role.
3. Conduct a quick review of the meeting norms and the agenda for the day.

Materials: Name tents, room set up in a U or circular shape so everyone can see each other, meeting norms posted in the room, copy of agenda for all, Presentation 2. |
| :10 – :20 minutes | Quick Review of Last Meeting* Review last meeting activities and ask for team feedback or comment
* Data that show the success gap
 | 1. Review the activities of the last meeting and solicit any further comment or feedback from team members.
2. Show a few data slides that remind team members why there is a success gap and what population is experiencing the success gap.

Materials: Presentation 2, screen, projector. All team members should bring their materials from last meeting. |
| :20 – 1:05 | Rubric Work: Data-based Decision Making* Small group consensus building for this section of the rubric
* Large group consensus building
* Further information to gather prior to next meeting
 | 1. Break the team into smaller groups of up to five people each and have them begin working on the rubric, Section 1-Data-based Decision Making. Each team member should have the section he/she reviewed prior to this meeting for discussion purposes. Remind the group that EVERYONE has a voice. Give approximately 30 minutes.
	* Have team identify a recorder and a reporter.
	* Recorders may use a blank rubric or they may record electronically if available.
2. Convene the small groups back to a larger group and go through rubric again, reaching consensus. Pull the rubric up on the screen and complete the electronic version as the consensus version.
	* Have one small group report an indicator and ask other groups to comment and share their rating.
	* Repeat for each indicator in this section.
	* Identify where more information and/or data are needed.
	* If more information and data are needed, ask someone to list it on the chart paper.

Materials: A few blank copies of rubric (for those who do not bring one), projector and screen, digital version of the rubric, chart paper and markers.Note: If this first section takes too much time, you may have to delay the next section until the next meeting. If so, skip the next section and go to Next Steps and Assignments. |
| 1:05 – 1:50 | Rubric Work: Cultural Responsiveness* Small group consensus building for this section of the rubric
* Large group consensus building
* Further information to gather prior to next meeting
 | 1. Break the team into smaller groups of up to five people each and have them begin working on the rubric, Section 2-Cultural Responsiveness. Each team member should have the section he/she reviewed prior to this meeting for discussion purposes. Remind the group that EVERYONE has a voice. Give approximately 30 minutes.
	* Have team identify a recorder and a reporter.
	* Recorders may use a blank rubric or they may record electronically if available.
2. Convene the small groups back to a larger group and go through rubric again, reaching consensus.
	* Pull the rubric up on the screen and complete the electronic version as the consensus version.
	* Have one small group report an indicator and ask other groups to comment and share their rating.
	* Repeat for each indicator in this section.
	* Identify where more information and/or data are needed.
	* If more information and data are needed, ask someone to list it on the chart paper.

Materials: A few blank copies of rubric (for those who do not bring one), projector and screen, digital version of the rubric, chart paper, markers. |
| 1:50 – 2:00 | Next Steps and Assignments* Next meetings (identify time, day, etc. for scheduled meetings)
* Assignment:
	+ Select sections of the rubric: [1-Data-based Decision Making, 2- Cultural Responsiveness, 3-Core Instructional Program, 4-Assessment-Universal Screening and Progress Monitoring, 5- Interventions and Supports]
* Meeting summary
 | 1. Remind the team that over the next several meetings, they will continue to go through the rubric and complete the sections. There may be information they have to gather and bring back to the next meeting before a section can be completed.
2. Assign the sections to complete before next meeting. Reinforce to the group that not everyone will know all the information in any one section; each person is a part of this team because of his/her own personal perspective and that is the information that is critical. It is OK if they do not know everything. They will have differences of opinion, and that is part of the process.
3. Review the further information needed on the chart paper. Ask for volunteers to gather that information or data and assign tasks.
4. Conduct a quick +/Δ (plus/delta) [plus/delta is usually conducted with chart paper divided into two parts (+/Δ ) to give participants the opportunity to talk about the process, what they liked (plus) and what they would change before the next meeting (delta)to determine what worked well and what could be improved prior to the next meeting.
5. Close with reminder of date of next meeting and sections to review.
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Note to meeting planner: Agenda 2–4 is repeated until all sections of the rubric have been reviewed and completed. The underlined sections should be customized for the meeting. Sections should be changed and assigned for each meeting. The sections should also be customized on the corresponding Team Member Agenda.

<https://ideadata.org/successgapstoolkit>