



Creating Postsecondary Leadership Teams (PLTs)

Sample PLT Agendas

Three examples of PLT agendas from Kenwood Academy, Tilden High School, and Washington High School that incorporate learning, collaboration, and looking at student data.

Sample PLT Agendas

Example 1: Kenwood Academy High School

Postsecondary Goals:

- Four-Year Graduation Rate: 90%
- College Enrollment Rate: 90%
- Early College Credentials: 75%
- College Persistence Rate: 85%

Meeting Objectives:

- Examine Selectivity of Senior Class College Applications
- Analyze Senior On-Track Performance
- FAFSA Updates
- Parent Night Planning
- Formulate Two-Week Action Plan

Meeting Guiding Questions:

- How do we continue to monitor and support the performance of the senior class?
- How are we differentiating the postsecondary supports for the senior class?
- How do we continue to target students with regard to college selectivity and GPA?

Agenda

Session: Postsecondary Leadership Team Meeting

Date: December 12, 2016

Time: 9:10 am - 10:10 am

Site: Media Center Teacher Conference Room

9:10 a.m. - 9:15 a.m.

Distribution of Materials and Actionable Agenda Overview

Creating Postsecondary Leadership Teams (PLTs)

9:15 a.m. – 9:30 a.m.

Analysis of Senior Class Application Selectivity

- Percentage of students applying to highly selective colleges
- Deadlines and plans to increase applications to highly selective colleges
- Percentage of students applying to six or more colleges
- Plans to ensure 100% of seniors apply to six or more colleges

9:30 a.m. – 9:40 a.m.

Senior On-Track Performance

- Students with two or more F's
- Students with three or less college applications
- Students with ≤ 2.4 GPA, no college applications, and no Free Application for Federal Student Aid (FAFSA)

9:40 a.m. – 9:50 a.m.

FAFSA Updates

9:50 a.m. – 10:00 a.m.

Parent Night Planning

10:00 a.m. - 10:10 a.m.

Formulate Two-Week Action Plan

Sample PLT Agendas

Example 2: Tilden High School

Team Agreements

- Be fully present and engaged
- Speak your truth as you know it now
- Lean into discomfort
- Expect and accept non-closure
- Confidentiality

Attendance

- Abesamis Butler Catellier Chung Davis Jenkins Kennedy
 Marasas McCain Parker Pedraza Saucedo Totzke Wilson

Agenda

Wednesday, November 2, 2016

2:00-3:30 p.m.

I. Opening Moves (10 min)

Welcome, Agenda, and Community Builder

II. Semester I Roadmap (20 min)

Continuing our journey in learning about the developmental approach to college access and success

III. Review College Enrollment (2015) & College Persistence (2014) (5 min)

IV. Debrief College Fair (15 min)

V. Breakout Groups (30 min)

VI. Closing Moves (5 min)

Breakout Working Sessions

Use the Google Doc to capture notes

Class of 2017	Grade-Level Pods (Teams) 9, 10, 11
Abesamis, Butler, Chung, Davis, Parker, Pedraza, Totzke	Jenkins, Kennedy, Marasas, Saucedo, Wilson
<p>Items</p> <ul style="list-style-type: none"> • Looking at Data: college applications • Free Application for Federal Student Aid (FAFSA) • Field trips • Identifying and prepping students for dual credit • Other items 	<p>Items</p> <ul style="list-style-type: none"> • School Year 2017 grade-level goals • Debrief last mentor/mentee check-in and grade-level team meeting • Plan for upcoming postsecondary/grade-level team meetings

Sample PLT Agendas

Example 3: Washington High School

Community Agreements

- Engage in the Moment
- Share Your Wisdom/Speak Your Truth
- Pay Attention to Patterns of Participation
- Suspend Judgment
- Move toward Solutions of Equity
- Remain Student Centered

Location

Room 117

Team Members

Sepulveda, Fuentes, Bond, Charsha, Del Real, Perez, Quezada, Walton, Alvarez, Taylor, Jourdan, Castaneda, Monge-Pacheco, Gallick, Burnett, Malcolm

Meeting Objectives

1. Continue to build relationships, leadership capacity, and group accountability for school improvement
2. Review postsecondary and National Clearinghouse data to assess and modify our current practices
3. Review postsecondary supports

Professional Reading and Discussion**7:15-7:40 (25 minutes)**

Facilitator leads group through a text-discussion protocol on Ch. 5: Evidence on Academic Mindsets from the UChicago Consortium *Teaching Adolescents to Become Learners* literature review.

PROTOCOL: Final Word

Phase 1	<ul style="list-style-type: none"> • Facilitator introduces the protocol <ul style="list-style-type: none"> ◦ Modified from SRI's Final Word protocol • Silent review of the text noting the following: <ul style="list-style-type: none"> ◦ What do you <u>agree</u> with in the text? ◦ What do you want to <u>argue</u> with in the text? ◦ What parts of the text do you <u>aspire</u> to (or <u>act</u> upon)? 	5 minutes
Phase 2	In small groups, spend time talking about each of the 3 A's you identified	12 minutes
Phase 3	Whole group share out	8 minutes

Data Brief**7:40-8:30 (50 minutes)**

Liz Monge-Pacheco, Network for College Success Postsecondary Coach, will lead us through a protocol reviewing our current postsecondary supports and looking into future supports.

PROTOCOL: What? So What? Now What?

Phase 1	<ul style="list-style-type: none"> • Liz introduces the protocol (see below Page 8 of 8) <ul style="list-style-type: none"> ◦ Modified from SRI's What? So What? Now What? protocol 	2 minutes
Phase 2	Assigned team members present a challenge based on National Clearinghouse Data	5 minutes
Phase 3	Each team member reviews the data individually	5 minutes
Phase 4	<p>In groups of two to three, discuss the following questions:</p> <ul style="list-style-type: none"> • What did you hear that was important? Why is it important to us? • Now what? What can we do? 	10 minutes

Phase 5	Whole group share out	15 minutes
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Presenter reflection

No.	Action Item	Deadline	Owner
1			
2			
3			
4			

Postsecondary Supports Review

8:30-8:40 (10 minutes)

1. Focus on grades
 - Freshman/ Sophomore Cafés
 - SAT Boot camp
 - Senior Counselor meetings
2. Application Process
 - PLT support list for students
 - Passport check (for more information on school passports, see the [Engaging Students & Families Component](#) of this Toolkit)
 - One Million Degrees (in connection to Senior Seminar teachers)
3. College Exposure
 - National Hispanic College Fair
 - University of Illinois
 - Chicago Engineering Day
 - Northwestern University
4. Parents
 - Upcoming college parent night

Closing

8:40-8:45 (5 minutes)

- Identify team members to facilitate conversation on Chapters 6 & 7 of the UChicago Consortium *Teaching Adolescents to Become Learners* literature review
- Next meeting will be on February 22nd
- Items to be discussed: College Parent Night, Junior supports

Modified What? So What? Now What? Protocol		
<p>Focus Question:</p> <p>We are in this work together as a Postsecondary Leadership Team. As a team, what can we do to rethink our supports to improve college enrollment and persistence (this includes thinking about our juniors)?</p>		
<p>Your Charge:</p> <ul style="list-style-type: none"> • Take notes on what you hear described as the “What...So What?” • The team owns this work collectively. As you break into small groups, is there anything missing from the “What...So What?” described? Add it to your notes. • Spend time discussing the “Now What?” • Someone should take notes and prepare for the group discussion. 		
What?	So What?	Now What?
What did we do? What are we working on?	Why is this important to us?	What can we do?

“Preparing all youth for meaningful, productive futures requires coordinated efforts and intentional practices by adults across all the settings youth inhabit on a daily basis.”

—Foundations for Young Adolescent Success