



Meeting Minutes: Planning Initial Implementation (Pilot)

Date:

District Implementation Team Members (& role) in attendance:

Discussion Item	Notes
1. Identify recommended structural and functional changes needed for pilot classroom(s), (e.g., policies, schedules, space, time, materials, re-allocation of roles and responsibilities, new positions needed) <ul style="list-style-type: none">a. Within the classroom(s)/building level, e.g., space, materials, re-allocation of roles and responsibilities, new positions, staffb. Across the district level (e.g., policies regarding collaborative teams, behavior teams, literacy teams, staff management)c. Informing Partnerships established outside the district level	
2. Timeline to make structural and functional changes needed for pilot classroom(s): what changes, where, timeline, who is responsible, monitoring schedule <ul style="list-style-type: none">a. Within the classroom/building levelb. Across the district level	
3. Development of selection protocols for pilot “first practitioners” (e.g., administrators, teachers or staff): will personnel interview, be selected, etc.? <ul style="list-style-type: none">a. Within the pilot classroom/building levelb. Across the district levelc. Partnerships outside the district level	

Discussion Item	Notes
<p>4. Selection of “first practitioners”</p> <ul style="list-style-type: none"> a. Building administrators b. Teachers/Staff c. Partnerships outside the district level 	
<p>5. Identification of Training Resources, logistics to prepare staff.</p> <ul style="list-style-type: none"> a. Training needs b. Substitutes c. Training topic duration d. Training schedule e. Need for outside expert to provide training and coaching f. Other 	
<p>6. Training of first cohort of implementers: who to include</p> <ul style="list-style-type: none"> a. Teachers b. Building Administrators c. Trainers d. Coaches e. Partnerships outside the district level (when partnering with community PreK community programs to integrate services) f. Other 	
<p>7. Develop coaching and support plans, e.g., who, coaching model, coaching schedule (action planning-observation-reflection & feedback), coaching frequency and duration, use of videotaping to review in coaching session, coaching session format (in person, virtual), coaching evaluation per session</p>	

Discussion Item	Notes
8. Develop ongoing staff supports, e.g., management, self-assessment, mentoring, staff meetings, team collaboration time, ongoing PD on evidence-based practices	
9. Program expectations Staff-Family Partnerships, to include: ongoing family involvement activities, responsive relationships, culturally competent interactions, two-way communication strategies, strategies for shared decision-making on mutually agreed upon goals and supports and services for transitions between programs	
10. Use of data to monitor pilot progress, include: what tool, who will collect data, frequency of collection, data housed where, and if needed, who will take lead on identifying and/or designing new tool(s)	
<ul style="list-style-type: none"> • Child Outcome Data 	
<ul style="list-style-type: none"> • Staff and family satisfaction surveys 	
<ul style="list-style-type: none"> • Staff PD and Coaching evaluations 	
<ul style="list-style-type: none"> • Classroom practices fidelity monitoring 	
<ul style="list-style-type: none"> • Stakeholder feedback from district communication updates 	
11. District Implementation Team Pilot Data Plan: Who will take the lead to pull data, frequency of data pulls, frequency of team data analysis, who is lead on communicating data summaries to stakeholders and in what format	

Action Steps:	Who	By When

Next Meeting Date: