

# East Cleveland City Schools DLT Agenda

**Date:** November 10, 2014 **Time of Meeting:** 12:00 to 3:00 PM **Location:** Board Office

**Facilitator:** Hazelwood and Schraff

**Timekeeper:** C. Bean-Jones

**Process Observer:** Mr. McCants (listening focus)

**Recorder:** Schraff and Hazelwood

**Members Present:** Mrs. Corley, Ms. Fitzgerald, Mr. Harrell, Ms Elder, Mr. Lyons, Ms. Bean-Jones, Ms. Roberts, Mr. McCants, Mr. Bunkley, Ms. LaSure, Ms. Godbold, Ms. Taylor, Mr. Cooper , Ms. Conkey, Ms. Butler

**District Goal:** All students in East Cleveland City Schools will show improved achievement outcomes through the delivery of timely, rigorous, appropriate instruction that utilizes differentiation strategies daily in Reading, Mathematics and Science. The district will provide learning environments that are safe, drug free, inviting and promoting high expectations for all students as evidenced by 5% increase each year relative to attendance, a 25% yearly decrease in discipline occurrences, and a 5% yearly increase in graduation rate.

**District Strategies:** Goal 1 Strategies: 1. Teachers will meet regularly in teacher based teams that use common assessments to analyze student data, collaboratively design and implement instruction and intervention using differentiated strategies. 2. Faculty and staff will implement research based, district designated instructional and intervention strategies. Goal 2 Strategy: Utilize Positive Behavior Intervention and Support model in all buildings to provide and sustain a safe school environment, which will positively impact student achievement

## Agenda Items:

1. Welcome/Introductions (3 minutes)
2. Review meeting norms (2 minutes)
3. Review assigned roles (2 minutes)
4. 5-Step Process addressing data source (60 minutes)
5. Develop a Communication Plan and evaluate meeting (10 minutes)

## Step 1: Collect and Chart Data (5 – 10 minutes)

**Brief description of data: (attach as necessary)**

### 1. Present summary from differentiation small group/sub committee

Committee reported that they reviewed available resources, reviewed and article that will be shared and reviewed PD that has already been provided. Will share components over the next several weeks in a specific process.

Ms. Conkey, Ms Hunsbarger, Ms. Cesar, Ms. Fitzgerald: provided guidance as to the framework that included 5 foundational principals of differentiated instruction; created a data conference protocol used during data conferences that conversations flowed through which focused on the 5 foundational principals of differentiated instruction- Ongoing formative assessment, responding to diverse learners, flex group, problem solving, access to rigor. Created guiding questions that would frame conversation during data conference. Focus- better understand students you are serving so can better understand how to meet their instructional needs. Tied into TBT process. Wanted to show alignment to 5 step process with a clear focus to support step 3 and 4. This will help the BLT see areas of need after the data conferences.

Monitoring: through data conferences

Individual principal sharing of observations during data conferences:

Ms. Corley reflected that she was not hearing real data talk, but appears t be a need to frame conversation around the data. Not the place to talk about factors that they have no control over. The template frames the conversation.

Mr. Harrell noted that the conversations about strategies should occur more deeply in the TBT meeting, not so much during the data conference. Suggestions in data conference, but follow-up and support through the TBT/BLT.

Goals should also be reflected in the Smart Goal of the TBT. If not present, then should receive feedback.

**2. District Plan – sit by strategy groups**

Ms. Corley reviewed that the role of the DLT is to monitor the plan and evidence to support achievement of action steps. Creating a running record of how monitoring the district plan.

- a. Review plan and clarify questions for all Strategies , especially Strategy 2 where multiple items are listed.
  - b. Each group prioritize 2-3 action steps that need to be implemented and monitored
  - c. Review action step and address whether it has been completed based on evidence
  - d. If not completed, revise action step with supporting details on template
  - e. If complete, add next action step and supporting details as necessary
  - f. Report out to DLT
- Each work group shared their work.

**3. Building Summary - did not have time to do this section.**

- a. As a DLT Identify categories that will be shared from W/T data focused on differentiation
- b. Each building report out building W/T data and it will be charted
- c. From the chart determine district level strengths, obstacles and next steps
- d. Report out and determine DLT action

**4. Building Summary**

- a. Small group pair up to give feedback to BLTs about BLT meetings
- b. Determine 2 strengths, obstacles and next steps
- c. Report out and determine DLT action

**5. Other:**

- a. **November 17 – BLTs meet for half day to complete Practice Profile, BLT meeting review and Building Plan**

Meetings will be held at Heritage. Ms. Elder and Mr. Harrell will tell which schools to come when: AM or PM. Teams need to bring copies of BLT minutes. We will review and practice as a BLT as well as complete the Practice Profiles.

- b. **November 18 – 19 Equity and Leadership PD for EC team**

**Step 2: Analyze Data (20 minutes)**

Strengths:	Obstacles:
Small group met and were able to review process for differentiation and align to TBTs Data conferences were held in all buildings with principal CIP was divided into 3 strategy groups Monitoring evidence and action steps reviewed	Varied understanding and implementation of differentiation  Challenges with data conferences – looking at the right data, understanding the data

**Step 3: : Establish Expectations for Improvement/to be Implemented: (20 minutes)**

**What next steps do we have to take as a DLT to implement effective practices in our buildings? What support will be offered to buildings? How will we support buildings to support all TBTs? When will the support happen? How long will the support last? How will we know that the support has been successful?**

Differentiation and Data Conference Review - Ms. Corley stated that they will have their own internal meeting with principals to review data conference. Discussed value of floating sub to allow principals time to have conversations with teachers.

Each strategy group will take up to a week to review what was written, send back any corrections/revisions. Mrs. Corley will determine a small group to review.

Building reports were not shared at this meeting

An EC Team will attend the Leadership and Equity PD on November 18 – 19

Building Leadership Teams will meet on November 17 to review practice profile and practice as a BLT

**Step 4: Implement: Describe how it will be known that implementation has happened. (10 minutes)**

How will we monitor the support to know that it is happening and that it is effective.

Summary of monitoring plan will be reviewed at next DLT

Summary of BLT Practice Profiles will be reviewed to inform the DLT about PD and support needed by BLTs

**Step 5: Analyze Results Data, Make Decisions Based on Results:** Define adult and student data for review at next meeting. (Going to Step one, compare new data each month to the data from the previous month and to projections made for each month.)

**Communication Plan–** What/How will this be Communicated to Staff (Buildings and Teacher Based Teams), Parents, Students?  
What are the main talking points for the DLT to communicate this information to others?

**Preliminary Agenda for Next DLT Meeting:**

Individuals wrote one Plus and one Delta to evaluate the meeting

**Evaluate This DLT Meeting:**

Observed listening and paraphrasing to clarify and acknowledge what was said.