

East Cleveland City Schools DLT Agenda and Minutes

Date: May 12, 2014 **Time of Meeting:** 12:00 – 3:00 **Location:** EC Board

Facilitator: Hazelwood and LaForme **Timekeeper:** McCants

Process Observer: Matthews **Recorder:** LaForme

Members Present: Corley, Cash, CooperHunsbarger, Conkley, MacLearie, Matthews, Trammel, Rollins, McCants, Powell, Prince, Bean-Jones, LaForme, Hazelwood, Curtain, Pinney, Lyons, Bunkley

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.

District 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.

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 (10 minutes)
6. Develop a Preliminary Agenda for the next meeting (10 minutes)
7. Evaluate the meeting (5 minutes)

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

Brief description of data: (attach as necessary)

The reporting of the summary of your BLT meetings will be similar to last month.

1. BLT Summary:

a. Share a summary of your BLT Meeting that explains the following:

- What building strategy (Step 3) was implemented over the last month and why was the strategy selected?
 - Caledonia: Feedback, Stars and Stairs Strategy,
 - Superior: Answering short answer and extended response questions
 - Chambers: Small group implementation of OAA practice for short answer and extended response. Modeled for all students and gave tips.
 - Mayfair: feedback and clear learning targets, reading citing evidence , feedback tally sheet
 - Heritage: OAA blitz, thematic approach,
 - Prospect: extended and short answer response (RIDE), inserviced parents on RIDE, note taking, monitoring TBT process overall
 - Shaw: (all) Cornell and Column note taking. Used TBT time for embedded PD. Looking at writing across all instruction. Unpacked writing prompts
- How/when was it implemented (what PD was provided, what expectations were there) and what evidence do you have to know that it happened (Step 4)?
 - Caledonia: Walk through, all grade levels but one have evidence of implementation.
 - Superior: Walk throughs indicated better implementation at upper grades than lower grades.
 - Chambers: Leadership modeled to teachers, gave materials, set expectations, would look for. Evidence students and teachers wrote reflections on the process. Exit slips analyzed across the Idg...Some teachers needed assistance for implementation.

- Mayfair: teachers turn in tally sheets
- Heritage: all teachers implemented, pa announcements, packets for teachers as support, observations and conversations with teachers.
- Prospect: Inserviced teachers about TBT, TBT minutes 4 of 7 were updated. Walkthrough, most using notetaking. Principal observation of student work, and observation in the classrooms.
- Shaw: Most content areas teachers are using some form of note taking. Notes samples are posted. S and SS using Cornell note form but is more Column. Teachers are not using uniform strategies and not all teachers have same understanding.
- What data did you look at to know if it worked? What was learned? (Step 5)
 - Caledonia: Student work was posted.
 - Superior: looked at Terra Nova scores which looked good.
 - Chambers: Pretest and posttest to show differences. Exit slips.
 - Mayfair: Pretest and post test for citing evidence. All grade levels showed an increase.
 - Heritage: mock OAA, teacher data
 - Prospect: student work, but only 30%, used the strategy during the OAA testing.
 - Shaw: highest 9-10, lowest 11-12. Monitoring in 9-10, but teachers not consistent in delivery of the instruction. Staff movement and attendance issue. STARS data, brought samples for review
- What will your building do as a result?
 - Caledonia: More conferences with the teachers to discuss implementation, continue to focus on the establishment of clear learning targets for students created during standards deconstruction.
 - Superior: prepare for technology, deconstruct standards, motivate staff, students and others to set high expectations for students. Use staff meetings to reflect on what worked and reflect on the process for team. Talked about technology and student use of computer related to PARRC assessment
 - Chambers: every teacher will have copy of OTES rubric for summer review. Improvement plan for some teachers, parents copy of standards.
 - Mayfair: discussions of students coming to the next grade level. Pre and post test of last month. Increase rigor, although scores went up, no group hit 80%.
 - Heritage: Plan earlier, embed into year, feedback from the TBTs and other stakeholders to improve the process. Data conferences with students, add the social piece. Get parents involved in STARS. Get students committed to education with higher expectations. Social groups to strengthen social piece. Early: expectations, culture of reading and writing across the curriculum. AR would be a good program for inclusion next year.
 - Prospect: Start RIDE strategy earlier in the year. K-1 TBT will reinforce the TBT minutes experience and share with others, monitor note taking strategy, will see evidence in the May stars data.
 - Shaw: More PD for staff for more consistent implementation. Make sure all departments are on board. TBT groups shared and reviewed the implementation of note taking to help groups to know where to go and who is implementing.

- b. Please embed conversations that you have had in your building, BLT, and/or TBTs about higher expectations for all students and feedback to and/or from teams, teachers, etc.

2. Review and Planning:

a. Practice Profile Review – review summary from December

i. Establishing Commitment

1. Check now: differentiated PD and support are provided
2. Check now: DLT members have been coming to the meeting more prepared than before.
3. Check now: Membership included individuals

ii. Learning Organization

1. Question on Assessment Literacy. Do we know more now, so we would rate ourselves lower than in Nov/Dec?
2. Check now: Research/evidence based instruction
3. Check now: DLT plans for district-wide pd to build knowledge and skills
4. Check now: Utilizing the 5-step process, DLT determines needs for PD for buildings

iii. Structures and processes for Communication

1. Unchecked boxes are showing progress
2. Check now: BLT representatives share challenges of the implementation
3. Progress: all BLT questions are reviewed and addressed by the DLT.
4. Progress: Barrier: No consistent or regular communication is provided regarding DLT meetings to BLTs, administrative staff and all staff.

iv. Data and the Decision-making Process

1. Collect relevant student performance data better
2. Progress: Collect relevant adult implementation data
3. Progress: Determine adult implementation strengths and areas of need
4. Progress: Prioritize adult implementation needs
5. Progress: Identify strategies used previously and their outcomes
6. Progress: Identify research based instructional strategies to be used district wide to determine if practices...(discuss the differentiation strategy as used by the district and the definition of that strategy that was previously described for all staff)
7. Progress: Use data to identify changes in adult practices
8. Progress: Identify successful instructional practices that can be replicated or identify areas of need for pd within team,....

v. Instruction and the learning process: we have a more informed understanding of this item now.

1. Progress: The DLT develops an instructional framework
2. Progress; the DLT sets the standard for instructional planning based on data from preassessment of ONLS
3. Uncheck: research/evidence based instruction that defines the instructional framework
4. Progress: Data analysis
5. Uncheck Learning standards
6. Uncheck: differentiation
7. Progress: The DLT ensures that all student have access to high quality core instruction in integrated settings through formal, systematic...

Step 2: Analyze Data (20 minutes)

Strengths:	Obstacles:
<p>Building Leadership Teams</p> <ul style="list-style-type: none"> • becoming more comfortable with the flow of the work of the BLT • not just looking at completing the form anymore rather invested in the process for many schools • more conversation on the part of teachers who are collaborating and we can see it in the TBT meetings 	<p>Building Leadership Teams</p> <ul style="list-style-type: none"> • Not always as strong as they should be, don't always have every grade level involved. • We don't have really strong data yet about the level of implementation of our strategies and the impact on student learning. • Coordinating BLT discussion and reporting requirements with DLT reporting requirements.

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| <ul style="list-style-type: none"> • less isolation of teachers as they meet and discuss • More obvious that we could develop strategies after reports from the BLTs that we could develop district wide to support students. • District leadership team does not feel so isolated and we can probably extend that to BLTs. • Buildings are all identifying strategies for building wide implementation | <ul style="list-style-type: none"> • Coming up with right configuration of specials involvement on the TBT..and the use of the BLT to address these issues. • Having the BLT at the schedule that was established is still a challenge in some schools. • End of a school year will bring leadership and membership changes that may require some ongoing support for effective operation next year. |
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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?

BLT Process and Practice Profiles

1. Review BLT Process:
 - a. Review team structure – try to have all content/grade levels represented (sometimes 1 person represents more than one area)
 - b. Make sure calendar is firm
 - c. Improve the collection of impact data of adults (how do we know that the strategy was implemented) and analysis of impact (did it make a difference.
 - d. Establish BLT training and differentiated support where appropriate
 - e. At the next BLT and Staff meeting reflect on TBTs and BLTs – what worked, what were the challenges, what do we need to do next year
2. Summarize this information in the Practice Profile and create a finalized plan.
3. Share our practice profile information with others
4. Looking at a district-wide instructional strategy:
 - a. We need to look at what did and what did not happen with our district selected strategy of differentiation (level of implementation)
 - b. We need to look at the understanding and implementation of the district wide instructional framework.
 - c. Review the previously developed materials and processes for this strategy
 - d. We need to define who will have responsibility for this work regarding the district-wide instructional strategy

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.

DLT minutes and the agenda and minutes from subsequent meetings will describe the DLT implementation of these activities

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.)

To be completed by an analysis at the next DLT meeting.

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?

Reflect with BLT and teachers on the information from this meeting. Minutes from this meeting will be sent to the superintendent and all of the principals.

Preliminary Agenda for Next DLT Meeting:

Set priorities for the DLT for next year.

Evaluate This DLT Meeting:

Building reports were informational and involved many people in discussion. Principals were prepared for the discussion because of the outline that they were given.

Feedback from ODE consultant, Margaret MacLearie: The DLT should be prepared next year to consistently monitor progress across the district and to report this progress on a monthly basis. The DLT should also be prepared to consistently monitor the level of adult implementation of selected strategies and actions and to report this level of implementation of a monthly basis.