

East Cleveland City Schools DLT Agenda and Minutes

Date: April 14, 2014 **Time of Meeting:** 12:00 – 3:00 **Location:** Board Office

Facilitator: Hazelwood and LaForme

Timekeeper: Conkley

Process Observer: Hunsbarger

Recorder: LaForme

Members Present: Bunkley, Case, Conkley, Cooper, Corley, Curtain, Elder, Fitzgerald, Hunsbarger, Lyons, MacLearie, Matthews, McCants, Powell, Roberts, Trammel, Hazelwood, LaForme

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)

1. BLT Summary: (See attached spreadsheet for individual data and discussions from each building.)
 - 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?
 - What evidence do you have that the strategy was implemented (Step 4)?
 - What data do you or did you look at to know if it worked? What did you learn? (Step 5)
 - 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. TBT Process – Step by Step review; East Cleveland example. Share pre-assessment, readings, and video
 - a. See Protocol from Heritage TBT January 8, 2013, team looked at Reading standard, Informational Text,
 - b. Teacher-made assessment is used in Step 1. (STAR data was reviewed to determine areas of strength and areas where more support was needed.) Preassessment was included with this example. (see attached)
 - c. Step 2 is related to the assessment, and should be directed to components of the students' responses to the assessment.
 - d. Step 3 contains team's plan for developing instruction.
 - e. SMART goal, this is not guessing about how many kids should be in each category. It is determined by preassessment and teachers' knowledge of the students.
 - f. Step 4 keep this section simple
 - g. Step 5

3. Coaching update activity

Step 2: Analyze Data (20 minutes)

Strengths:	Obstacles:
<p>BLT Summary</p> <ol style="list-style-type: none"> 1. We transitioned from last year from student behaviors to TBT support and how we can work together. 2. Every building had a strategy identified. 3. Most buildings did a nice job of describing the adult implementation of the strategy 4. Everyone came with the correct information for the day's activity 5. Students were more focused on their own learning across all of our buildings. 6. We are all focused on student learning and adult learning. 7. Team activities are happening, shared learning at team meetings, different level of conversation 8. It is ok for us to indicate what is not working in our buildings. We are able to discover this and report it as our next actions. 9. Process coaching: strategies today allowed everyone to feel comfortable going deeper. 10. Everyone focused on data for student and adult actions. <p>TBT Process</p> <ol style="list-style-type: none"> 1. Meeting regularly, using protocol and data 2. Teams like collaborative time to work on strategies 3. Focusing on data not on outside factors, Focusing on instruction 4. Not hearing complaints about forms. See more collaboration. Seems to be a strategic approach. 5. Teacher are implementing research-based instructional strategies. 	<p>BLT Summary</p> <ol style="list-style-type: none"> 1. Connection strategy and student outcomes. Step 4 and 5 2. Fidelity of the implementation of the strategies. Assessments given differently, adult implementation components are different. Step 3 is probably point of clarity for our teams. 3. We did not hear a great deal today about frequency of implementation. 4. Connect from TBT to BLT to DLT. Clear connections so that administrators are not the implementers of so many components. 5. Issues related to curriculum and instruction especially clear learning targets and deconstruction. 6. Other things other than walkthroughs that can be method of measuring implementation. <p>TBT Process</p> <ol style="list-style-type: none"> 1. Don't have good understanding about when to turn in sheet. Complete sheet. Agenda possible?? 2.

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?

Will define this list to set expectations for next year for BLTs.

Discussion of additional strategies for building implementation. Many have chosen similar.

Can be used in multiple disciplines.

Strategies related to curriculum...teachers deconstructing standards seems to be a big issue for teachers. Clear

learning targets and understanding the purpose of deconstructing. Aligning assessment to PARRC assessments. Writing seems to be a critical element for all.

Special education: have we looked at models for improving expectations and strategies for implementation. Description of middle school model is the inclusion model that we are hoping for. Building administrators need to be aware of supports that teachers need including teachers

TBT: consider deeper understanding of rigor relevance.

District needs to decide on processes, timelines for TBTs, turning in protocols.

Relook at form and get teacher feedback on what we will do next year.

Schedule for training BLTs to support TBTs.

Develop plan for Principals, teams to understand TBT process,

Look at cheat sheet for timeline for implementation, revisit for disciplines that do not use star data.

What other steps do we as a DLT need to take to implement this process better?

Attending TBTs and be part of the process (principals and curriculum specialist)

Other buildings? Principal group will split so we differentiated support based on the issues.

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

BLT summaries – include how to monitor to know that strategy is being implemented and what impact it has had; focus on what data is being reviewed for step 5; and what additional strategies/PD/support can be used in buildings

Planning time at DLT May 12, 2014: **Group 1 - PD Needs** – TBTs - deeper understanding of rigor relevance; TBTs – making sure all have understanding of deconstructing standards; writing as a needed skill; training of BLTs and TBTs; supporting principals in TBT – BLT process; **Group 2 – Process specifics** – revise form, calendars, TBT implementation timelines; **Group 3** – Improving expectations starting with SWD – building on what middle school has started with inclusion.

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:

BLT Review of strategies that were implemented and impact

Review of progress for year and planning for next year.

Evaluate This DLT Meeting:

We covered our agenda almost today.

What worked, summarizing what happened, not filling out a form about BIT

Completed agenda and summarize and had chance for questions.

Shared use of strategies was good.

More clear realization of looking at challenges and addressing them for the good of the students in the district.