



**District Leadership Team (DLT) Agenda / Minutes
Ohio Improvement Process
Ohio's 5-Step Process**



DLT Meeting Dates:

September 11, 2017; **October 30, 2017**; November 27, 2017; December 18, 2017;
January 8, 2018; February 12, 2018; March 12, 2018; April 23, 2018; May 21, 2018

Team Members Present:

DLT Membership							
x	Rob Kearns -Harding	x	Deborah Difrancesco - REC	Jennifer Walker - Wilson	Krish Mohip		
x	Ashley Caranoa (Buckner) - Harding Teacher	x	Stacey Snyder - REC Teacher	x	Diane Herdman - Wilson Teacher	x	Joe Meranto
	Artemus Scissum - MLK		Tod Morris - REC		Mike Saville - Choffin		Ty Olverson
x	MLK Teacher: Ashlee Cain	x	Michelle Payich - Williamson		Anina Karlovic - Choffin	x	Lori Kopp
x	Cathy Dorbish - McGuffey	x	Williamson Teacher		Maurice Taylor - Choffin	x	Linda Yosay
	David Berman - McGuffey	x	Kelly Weeks - Volney		Stephane Rider		Linda Hoey
	Katherine Buonovolanta - McGuffey Teacher	x	Allison English - Volney Teacher	x	Connie Coburn		Cheryl McArthur
x	Juanita Rogers - Kirkmere		Monica Jones - YEC	x	Melissa Puhalla	x	John LaPlante
x	Cindy Johnson - Kirkmere Teacher	x	Zelda Hughes Howard - YEC Teacher	x	Kenya Sadler	x	Tim Filipovich
	Bill Baun - Bunn		Mike Sernulka - Kirkmere	x	Jeanne Constantino - East Teacher	x	Tim Freeman
	Patty Lyden - Bunn		Bob Klinar - Chaney	x	Christine Sawicki	x	Amanda McGinnis
x	Kayla Klacik - Bunn	x	Eboni Williams - Chaney 9th	x	Michele McCaughtry	x	Greg Kibler
	Christopher Haynes - Taft	x	Sonya Gordon - East		Shahenna Kahn		Anthony DeNiro
	Taft Teacher	x	Roshay Huff - East 9th	x	Matthew Heath - SSTR5	x	ODE -
	Ray Conser - Taft		Debraa Campbell - East		Michelle DiMuzio - SSTR5	x	Denise Dick

4:15 pm - Welcome - DLT Opening Procedures

Welcome

October 30, 2017

<ul style="list-style-type: none"> • Welcome – Introductions • Role Assignments / Meeting Evaluation Discussion • Ground Rules • Agenda Review • Meeting Content 	<p>Please review membership above and verify DLT members from your school.</p>
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<h3 style="text-align: center; color: #800000;">YCSD DLT Meeting Roles</h3>		
Facilitators: Amanda McGinnis / Tim Filipovich	Date/Time of Meeting: October 30, 2017 4:15 -6:15 pm	Taskmaster:
Timekeeper:	Note Keeper:	Process Observer:

<h3 style="text-align: center; color: #800000;">YCSD DLT Meeting Norms</h3>	
<ul style="list-style-type: none"> • One Voice • Manage Technology • Be Engaged • Agree to Disagree 	<ul style="list-style-type: none"> • Use Tools (Parking Lot) • Be Prepared • Be on Time; Stay on Time; End on Time • Challenge the idea not the person

<h3 style="text-align: center; color: #800000;">Roles and Responsibilities of DLT Members</h3>
<p>Maintain district-wide and community school-wide focus on high achievement for all students, including all subgroups.</p> <ul style="list-style-type: none"> • Develop a single district or community school improvement plan that focuses on a few district or community school goals for instruction and achievement. • Convey to schools and the community the district's or community school's mission for guiding the development of the focused plan.

October 30, 2017

- Ensure that schools have focused building plans that are aligned to the district's or community school's goals.
- Monitor the progress of the district or community school plan, performance, and indicators and make necessary adjustments that are based on data.
- Communicate to ensure coherence and continuity.
- Provide opportunities for meaningful input and feedback from internal and external stakeholders.
- Make decisions on financial and capital management aligned to district or community school goals and strategies.
- Evaluate the plan and process.

YCSD DLT Agenda Review

Monday, October 30, 2017 - 4:15 - 6:15 PM

DLT Minutes

October 30, 2017

<p>4:15-4:25 Agenda Review - Tim</p> <ul style="list-style-type: none"> ➤ Questions or Additions <p>4:25-4:35 Strategic Plan – Intentional Focus - Amanda and Tim</p> <ul style="list-style-type: none"> ➤ OIP Update - Communication; Content vs Form Compliance ➤ District / Building Theory of Action Intentional Connection ➤ DLT Modeling for BLT and TBT Work - Here's What - So What - Now What ➤ BLT – Best Practice – Shared Forms (TBT) - Consistency <p>4:35-4:55 Building Updates</p> <ul style="list-style-type: none"> ➤ Highlight the great work in your building one the following Theory of Action Areas <ul style="list-style-type: none"> – Gradual Release of Responsibility – Ohio Learning Standards – Culture and Climate <p>4:55-5:30 Five Week Review Share and Debrief and Discussion Reflections</p> <ul style="list-style-type: none"> ➤ Each Principal share with their DLT Representative the following <ul style="list-style-type: none"> – Highlight one part of your 5 Week Review that went well – Highlight one part of your 5 Week Review that was a challenge – What action are you planning to take to address the challenge area? ➤ Repeat Conversation in Work Groups- “Here’s What, So What? Now what?” <ul style="list-style-type: none"> – Cowboy Elementary Schools – Cub Elementary Schools – High Schools <p>5:30-6:05 Student Data – 5 Step Process</p> <ul style="list-style-type: none"> ➤ Elementary Schools – Istation Completion and Executive Summary Comparison ➤ High Schools – Class of 2018 Graduation Requirements and Pathways <ul style="list-style-type: none"> – 2018 Cohort - Credits and EOC Points <p>6:05-6:15 Updates, Wrap Up, Theory of Action Items</p> <ul style="list-style-type: none"> ➤ District Updates – Urban 8 Columbus Meeting ➤ November BLT- TBT Communication ➤ Building Data Expectations for November DLT Meeting ➤ Next Meeting November 27, 2017 ➤ Meeting Closure - Evaluation Reminder 	<p>Notes for the meeting today</p> <p>Notice that we are trying to do is to model what will be happening at our buildings soon. Focus on the Theory of Action - conversations- whatever we are doing in the BLT/TBT is directly related to initiatives - Ohio Learning Standards, Gradual Release of Responsibility, Culture and Climate. Each meeting must be connected. Each building will report out on their parts of these three initiatives. A lot of times people forget to do the Theory of Action, but not referring back to it. People are putting information in there (BLT/DLT), but not referring back to it intentionally.</p> <p>Sometimes there are two agendas going on for BLT/TBT. Some feel that it is easier for their staff to remind them of things to do/bring. It may seem like extra work, and some utilize the BLT agenda. Content vs. performance - conversations, data, - how are they being used, what you are going to do after the meeting, and how do you articulate what you are going to do after the meeting. Conversations are being had that diagnose what the data says and what it really represents. Feedback via minutes is great in priority schools, but not everything is being shared that we can see. We will be asking to review documents in the shared folder that we have, and some are empty and some aren't. Basically, use the form that Amanda created, upload minutes, agendas for TBT/BLT's. The thing that we are missing is the “Now What” part. We do the “Here’s What” and the “So What”, but not the “Now What?” Form is not important, but the content is and that it is filled out in its entirety, the process is followed, and it is shared to all. Upload to the folder provided only! If you are not sure which folder it is, ask Amanda McGinnis.</p> <p>Building Updates:</p> <p>Volney: Work around GRR - during learning tours, we are noticing the quality of anchor charts and strategies within the classroom are increasing - purpose statements are getting better and exit slips, teachers teaching to the standards, and discussions are happening if results of the aforementioned are not increasing.</p> <p>McGuffy: BLT came up with a concern that students don't have a voice, and they don't</p>
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	<p>get the attention to their issues. They have issue boxes to see if the challenges with the students' behaviors is getting better now that students problems in school are being listened to. Teachers came up with this idea - Teacher Tell box. Discussions at BLT has been about this extensively. Using Dojo this year, giving points not taking them away, and giving a lot of readable resources which has a lot of strategies is working out well.</p> <p>Taft: not here</p> <p>Chaney: on their way - never showed</p> <p>Preschool - paying attention to standards, and connecting the learning objective with the learning standard. Weekly tours show instructional culture is getting better connected with what they are doing in the classroom.</p> <p>YEC: Collaborative - showing how to use information gathered to work with small groups more effectively. We are able to read the reports to see strengths and weaknesses easier now. Standards are present and visible in the classroom. Folders are created to allow students to see their progress and what their strengths and weaknesses are.</p> <p>Williamson: Focusing on learning cycle - schedule created for roster to set appointment of what time is good to see Focused instruction, and hone in on it. One on ones with teachers are happening and productive. Staff meeting to have a parking Lot about Focused instruction. Anchor charts are evident and planning is as well around the standards and is reflected in their anchor charts. Unpacking those standards are obviously based on what we see in classrooms.</p> <p>Kirkmere: learning tours - What is being learned in discovery education is being implemented the next day. Model classrooms are being identified. Anchor charts are based on standards that are being worked on. Rough start with exit slips. Following the tools (GRR, Focused/Guided/Collaboration instruction) we are given. Home visits are the most powerful tools. Can do really well with really good documentation from</p>
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	<p>teachers. Culture and Climate - Y-Bucks, Student of the Week, Caught doing good, etc. Started the PTO - really excited about that. Seen so many negative behaviors, we started with positive people in the class, and appointed two leaders for the class.</p> <p>REC - doubled our size to create the same feeling they have had in the past. Spirit week to bring kids together. 8th grade girls are at Camp Fitch, and boys in December.</p> <p>Wilson: Grateful for assessment data. Using it to differentiate groups, Istation with small groups, sharing with inclusion teachers, specific needs are being met with struggling students.</p> <p>East: TBT/BLT - focus on Standards - why we picked it, strategies to go with them, how GRR integrates within. We really are hitting all three parts through their BLT and TBT's.</p> <p>MLK: GRR - progressing in model, focused instruction tours, teachers understand what they are doing...starting to see collaboration coming through - stem sentences. 86% proficient.</p> <p>Bunn: Kindergarten doing well - GRR and collaborative notes are really doing well with our students. As they were going through the GRR components and purpose statements and exit slips, teachers brought them in and had convos at BLT level. They were really analyzing the mastery data from exit slips and looking at how instruction can be adjusted.</p> <p>Harding: Improvement in standards broken down, students review purpose statements, anchor charts, and really are understanding the what, who, and why. In TBT and BLT exit slip data and analyzing it- asking more reflective questions about that data.</p> <p>Feedback on learning Tours: Fellows have had PD on Collaboration - Principals have not done this yet nor Guided. Feedback is given in other areas other than the aforementioned. Make sure that the feedback is given on the PD's the Principals have</p>
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	<p>received.</p> <ul style="list-style-type: none">● Maybe some points for constructive feedback can be created or a rubric that can guide the feedback especially if the administration has not gone through that training. This way everyone is on the same page. We could do a video too. When principals are in the tours, ex: anchor charts: noticing teachers going awry - teachers using the anchor chart as an explanation chart. The habits need to be broken now before the teaching starts to become solidified. Haggerty has been rolled out, so Principals may not be familiar with it. It is IMPORTANT that the teachers watch the videos and do the hand signals and pronunciations properly. <p>We are being broken up into groups to talk about one good thing, one challenge, one strategy in place to support a struggle; share with each other what is going on in the 5 week review - getting prepared, sit down and do it, how information is utilized.</p> <p>Breakout groups 5 week review:</p> <ul style="list-style-type: none">● Elementary: We really get to know the whole child - grades, attendance, discipline, and to offer the strategies/interventions they need. What does their home life look like? NWEA - how important specific interventions are making a difference. Scaffolding and GRR go hand in hand. This was a critical piece missing in the past. Setting goals now to show improvement later in the year is great to show a lot of growth.● Deb's Side: Positives - BLT & new strategies were learned, process of 5 week review- helped to monitor grades and attendance and relationships to each other. Made revisions to discipline policy, grades and attendance patterns are more evident now, an ability to look at interventions being shown from each grade level and compare them are getting done. Great deal of assessments during the first 5 weeks. Grades were either progress or just not enough grades entered due to all the assessments. Progressbook - learning curve K-2 teachers. Information about letters being sent home about attendance are making a difference. Interventions are being reviewed and analyzed to see relevance. How can the student be on track if they have
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	<p>F's in a subject area, but it is 2+ F's to affect on/off track. Criteria is there on the documents so that all are informed. Grades are to be entered in a timely manner. That way the students and teachers don't show kids one day having an A average, then grades are entered and the student has a C average. There was never a number to have a child to be off track based on the number of referrals within a week. Looking at the on track status, the student could have referrals and parents would never know they really are not on track. Ask teachers - Do you think that this shows the right behavior notification for students? How do you let parents know about this behavior?</p> <ul style="list-style-type: none"> ● Summary: In favor for 2 DRF's per week it should trigger the student to be off track. This way, if the student makes a "mistake", they can not be dinged, but not in trouble at home. It is not set in stone, as the power's that be need to approve this. <p>Conversation about your reports:</p> <p>Can use information from Istation in Math as a part in class - use as assessments to monitor in their class, that's fine. NOT TO BE USED DURING INTERVENTION TIME. Make sure we do a diagnosis on Reading as to what the challenges of the class are. We are doing better as the district has gone up 10%, but not great. There are many reasons as to why, and we can figure that out in their reports.</p> <p>Executive summary: October and September. Tiered by grade level. We want blue to grow, red to decrease by Istation in Reading. We need to have conversations within grade levels on how to increase tier 1's and decrease tier 3's? This is the data we need to have conversations about to have actionable steps to take care of the gaps. For example: 3rd grade 23% were on track (tier 1). In October, it dropped to 19%. Why is this happening or is this not a true indicator, students not taking it seriously, etc.? Go deeper into growth over time with conversations. We want all the trend lines to move up so all our students are growing. Use the data as part of our BLT's. Look at the data across the board at DIBELS, NWEA, etc.</p> <p>Close the meeting: Good conversation H.S group said: forms weren't as important as the content and strategies implemented. We should not be graded on the form, but on</p>
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	<p>the knowledge of our kids, and having the information be related to the score, not the content. Team should be present that when we do the 5 week review we can go over the information and some of that is not pertinent to all the people.</p> <p>How GRR model is coming along, TBT's and standards aligning. Struggling with behaviors, students have a voice, Rob mentioned exit slips are being analyzed a lot more. There were more questions last two weeks, and teachers are grasping what we are providing for the PD's we are going to.</p> <p>Expectations for next meeting - PreK-8, lstation data. H.S. graduation piece and what they are putting into place will be reported on next time. Upload stuff into share folder ASAP. Always include the theory of action in BLT and a reflection.</p>
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DLT and BLT Theory of Action
Gradual Release of Responsibility:

If we...	Then we...	Targets and Measures.....
Utilize the Gradual Release of Responsibility as the Instructional Framework, which includes diagnosing the instructional gaps in our students' educational profiles and providing appropriate scaffolded interventions and supports	we will yield higher results in students' growth and achievement in Reading and Math	<ul style="list-style-type: none"> ● 80% of K-2nd grade students will be on grade level as measured by DIBELS and 65% will be on Grade Level as measured by TRC ● 80% of 3rd-12th grade students will meet their NWEA Growth Targets ● The District will receive a B on the State Report Card in Value-Added and a C in Achievement
Ohio's Learning Standards:		
If we...	Then we...	Targets and Measures.....DLT
create daily learning experiences that are aligned to the rigor of the Ohio Learning Standards and provide formative/summative assessments that match the rigor of Ohio's State Tests (AIR Assessments)	we will grow our students one full academic year or more.	The District will receive a B or higher on the State Report Card in Value-Added
Culture and Climate:		
If we...	Then we...	Targets and Measures.....
train our staff to embrace Social Emotional Competencies and utilize Restorative Practices	we will see a reduction of misbehaviors and out-of-school suspensions	<ul style="list-style-type: none"> ● The District will reduce the number of suspensions by 50% ● The District will see an increase in student attendance rate

Communicate: DLT – BLT Communication: Theory of Action

How will two-way communication be accomplished? What will be reported from the DLT to the BLT?

- Communicate through BLT to TBT:
- Communicate Recommended Theory of Action Strategy:
- Communicate and Share:

Meeting Closure: Process Observation and Evaluation

Report from Process Observer

Survey Monkey will be sent out to evaluate meeting and be discussed at beginning of next DLT Meeting

- Process Observer Report Out:
- Evaluation Reminder: