

East Cleveland City Schools DLT Minutes

Date: September 8, 2014 **Time of Meeting:** 12:00 – 3:00 **Location:** Board Office
Facilitator: Hazelwood, LaForme, Schraff **Timekeeper:** Mr. McCants
Process Observer: Ms. Hunsbarger **Recorder:** Susan Schraff
Members Present: : M. Corley, C. Cash, Cooper, D. Hunsbarger, M. Conkley, C. McCants, T. Powell, C. Bean-Jones, C. LaForme, C. Hazelwood, B. Lyons, D. Bunkley, S LeSure, G Roberts, C Godbold, P Elder, A Fitzgerald, K Harrell, K Taylor, I Cooper, D Butler, S Schraff

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.

<p>Agenda Items:</p> <ol style="list-style-type: none"> 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)
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<p>Step 1: Collect and Chart Data Brief description of data: (attach as necessary)</p> <p>1. Overview/review of TBTs and role of BLTs and DLT. After this discussion there will be planning for next steps. <u>Role of DLT/BLT-</u> Equitable infrastructure: high expectations for all students; DLT can be challenging work if don't have the information from the BLT to make informed decisions; suggestion of adding student group data to DLT agenda for discussion; analyze adult implementation data and impact on student learning at DLT level; cycle of process TBT to BLT to DLT to BLT to TBT; TBT implementation data reviewed at BLT level would also cycle back to the TBT level. <u>Role of BLT to TBT:</u> support the TBTs to improve their instructional practice</p>

<p>Step 2: Analyze Data (20 minutes)</p>	
<p>Strengths:</p> <p>1a. What are the strengths and challenges of the TBTs and BLTs 1b. How will the DLT know the BLTs and TBTs are getting better – what evidence will there be? What are the adult indicators?</p> <p>DLT: kept focus on data and implementation of strategies by adults; looked at holistic approach; used coaching strategies into action following the PD; BLT: asking questions with teachers following walk thru's as result of coaching PD;</p>	<p>Obstacles:</p> <p>DLT: determining district wide- the adult implementation indicators; evidence of what is occurring in the classroom; ; not having current, relevant student data at DLT BLT: would like more training on their expectations as a BLT; not having relevant adult data; understanding of Step 5 at both DLT and BLT level; what to do with data on groups that are not moving forward/changing instruction; how to support the TBT's as a building wide focus; scheduling of BLT meetings/set calendar and expectations clear. TBT: belief that had to complete entire 5 steps in one meeting (compliance versus process).</p>

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

October - 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?

Determine structures that are in place to build upon what needs to be in place for BLT's to support TBT's:
For example, At Shaw an administrator is assigned to each TBT to see where struggling or not, they also meet 5 days per week.

Chrystal: determine how BLT members can go back to a TBT to support/feedback.

Carol: make sure BLT members understood their role; go thru with TBT's to make sure they understood the steps and process; emphasis growth/learning process of the adults is focus of the process.

Area of needed Focus: Analyzing data, using data and using that data as the indicator of student learning. Are they learning or not based upon adult actions?

BLTs will bring data – student achievement and adult implementation data to the October DLT.

Set time for BLT training across the district. Front load BLT's to make sure they understand the process; make sure looking at TBT evidence

1c. Review and revise district plan (Tabled till next meeting)

- a. **What action steps have already been completed?**
- b. **What supports and PD need to be provided**
- c. **What actions need to be taken and documented by the DLT?**

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.

1d. Describe the implementation and how it will be known that it is happening

- Make changes to BLT form to reflect for two components/data sets: adult implementation indicators and student performance expectations/data
- Each BLT will bring to the DLT:
 - adult implementation data and STAR student proficiency report with data broken down by grade
 - recent BLT minutes
 - copies of all TBT minutes

SST: More support for the BLT's (will get copies of BLT meeting dates from District); send TBT protocol sample and feedback form

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.)

Look at BLT data student data and adult implementation data
Review TBT minutes to help determine level of implementation

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?

What needs to be communicated – by whom and by when? Four things that will go back and communicate:

Ask what does differentiation look like in their classrooms; discuss differentiation and instructional planning that is driven by student data

Review TBT protocol and process at the TBT level, review TBT and BLT rubric to assess where they are to determine support for new staff/teams,

What will tell BLT: go thru BLT review process like did today in DLT,

Preliminary Agenda for Next DLT Meeting:

BLT student achievement and adult implementation data review

- Make changes to BLT form to reflect for two components/data sets: adult implementation indicators and student performance expectations/data
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 - adult implementation data and STAR student proficiency report with data broken down by grade
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Evaluate This DLT Meeting: