

East Cleveland City Schools DLT Agenda and Minutes

Date: 9/16/13 **Time of Meeting:** 12:00 noon to 3:00 **Location:** East Cleveland Board Office

Facilitator: Hazelwood – Laforme **Timekeeper:** Van Leer

Process Observer: Bean Jones **Recorder:** LaForme

Members Present: Fitzgerald, Lockhart, Lyons, Godbold, Bean Jones, Cash, VanLeer, Rollins, Hunsbarger, Bunkley, Roberts, Watson, Cooper, Trammell, Conkey, Corley, Prince, Elder, Mitchell, Powell, Hazelwood, LaForme, MacLearie

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

Brief description of data: (attach as necessary)

1. Focus on Improving and Strengthening Instructional Practice – Mrs. Corley
2. Schedule of dates:
 - a. DLT Meetings - 9/16, 10/14, 11/11, 12/9, 1/13, 2/10, 3/10, 4/14, 5/12, 6/9
 - b. BLT Meetings – bring dates (Hold sacred)
 - c. TBT meetings – Bring days of week and times
3. Review revised rubric and 5 step protocol
 - a. Feedback from buildings
 - b. Use of rubric as a self assessment and monitoring tool
 - c. Use of 5 step protocol
4. Finalize plan for data from TBTs and BLTs
5. Review, revise, clarify district plan

Step 2: Analyze Data

Strengths:	Obstacles:
<ol style="list-style-type: none"> 1. Instructional Focus <ul style="list-style-type: none"> • Mrs. Corley has affirmed that the focus for the year will be upon improving instruction including the use of instructional strategies by TBTs and the regular monitoring of student and adult data so that teams are seeing student learning. • District has provided PD on a variety of instructional strategies specifically regarding differentiation • Teachers are aware and are using instructional 	<ol style="list-style-type: none"> 1. Instructional Focus <ul style="list-style-type: none"> • Teachers report using strategies but not getting results • Observations indicate teachers not using instructional strategies when they could be used • Teachers report not understanding how to differentiate in many situations • TBTs not deciding on specific focus for instruction at meetings, rather have too broad of focus

strategies in many circumstances and are not using “old school” methods

- Teachers are having honest conversations about student learning
- The district has good access to data tied to strategies

2. Schedule of dates

- DLT dates are scheduled for the year
- BLT and TBT dates have been scheduled for the year and turned in to Mrs. Corley for recording on the district calendar. Meeting dates will be a priority over other scheduled and nonscheduled events.

3. Rubric and protocol

- Rubric:
 - The TBT rubric has been revised to include some language that is specific to East Cleveland so that it is easier for teams to understand the intent of the items.
 - The rubric has been distributed to all TBTs across the district.
 - Some teams have started to rate themselves using the rubric.
 - The rubric gives teachers and teams a clear description of the outcome that they are expected to achieve with TBTs, and then allows for immediate, specific feedback to teams regarding their process.
- Protocol:
 - BLTs and TBTs have been using a protocol for several years now and are familiar with the five step process.
 - Principals have had a opportunity to discuss recommended revisions to the protocol with many of their teachers and the changes have been generally accepted well.
 - A focus on specific data (see below) and a defined instructional strategy will assist teams to use the protocol more effectively.

4. Data for TBTs and BLTs

- TBTs have regular, monthly STAR reports for reading and math.

2. Schedule of dates

- Teams have not always held BLT and TBT meetings on scheduled dates. This has caused the BLT and DLT calendars to be out of sync at times, and has made it difficult for consultants to know meeting times.

3. Rubric and protocol

- Rubric:
 - Not all teachers have seen the latest version of the rubric.
 - Some teams have seen the rubric but have not yet had a chance to rate themselves or to be rated by the principal.
- Protocol:
 - Teacher teams have previously entered too much student data and have listed too many strategies/activities/programs that they will implement in Step 3, making the protocol difficult and time consuming to fill out.
 - The TBTs have been using the protocol for once monthly STAR data, but do not have data for weeks in between the STAR reports.

4. Data for TBTs and BLTs

- TBTs have had too many reports and scores to use from the STAR data and have had difficulty finding

5. Revise district plan

- The district plan is very consistent with the work that has been done in the district.
- Most of the action steps under strategy 1 which deals with establishing TBTs have been accomplished.
- Strategy 2 which deals with instructional strategies is ready to be updated as well.

a report that could compare data month to month.

5. Revise district plan

- The district plan no longer identifies the steps we need to take to move to better outcomes for students and must be updated.

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?

1. Instructional Focus

District leadership and consultants will support principals, BLTs and TBTs to define the instructional focus around differentiation and the use of a few focused strategies in the classroom for this year. Appropriate professional development will be provided on a differentiated basis to teachers to support their use of the strategies. Principals will use walk throughs to monitor the teachers' use of instructional strategies and will provide timely feedback to individual teachers. The use of the designated instructional strategies will be discussed weekly at all TBT meetings and monthly at the BLT meetings.

2. Schedule of dates

District leadership will distribute the schedule all BLT and TBT meetings so that they and consultants can attend meetings. Principals will insure that meetings of the BLT and TBTs are held on the scheduled dates and times.

3. Rubric and protocol

Rubric: The principals will discuss the purpose of the TBT rubric with all TBTs in their buildings. TBTs will self rate themselves at the next TBT meeting and will discuss results. Principals will bring those summarized results to the next DLT meeting for reporting to the DLT. TBTs will then rate themselves again midyear and at the end of the year. Principals will use the rubric to give a rating of the functioning of the TBT each time they have the opportunity to attend a TBT meeting and will give that immediate feedback to the TBT.

Protocol: Principals will continue to share information about the TBT protocol with their TBTs and will provide on the spot PD to teams that need assistance. The TBT protocol will be revised slightly to align the categories in Step 1 and Step 5 with the categories in the STAR reports. (At or above benchmark, On watch, Intervention or Urgent Intervention) In addition the number of students who should have taken the assessment will be added to the column that states "# of students that took the assessment." Teams will begin to use the revised TBT protocol immediately following revisions.

4. Data for TBTs and BLTs

STAR reports will be defined for each part of the TBT rubric. STAR Screening report will be used for Step 1 and Step 5. This data will give a # and % of students that are at or above benchmark and #s and %s below. This data

will allow teams to compare data month to month. Other STAR reports will be used to define instructional groups in Step 3.

5. Revise district plan

A small committee, representative of all buildings was created and will update the action steps in the district and building plans. The committee consists of Ms Elder, Ms Cash, Ms Roberts, Ms Rollins, Ms Hunsbarger. A Doodle meeting scheduler email will be sent to all members to schedule a meeting.

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.

What:

Who:

By When:

1. Instructional Focus

Specific Instructional focus will be identified by district leadership and conveyed to all teams. TBT and BLT minutes will be monitored on a regular basis to check for clarity of instructional focus. Reports of progress on this action will be monitored at the next DLT meeting in October.

2. Schedule of dates

All BLT and TBT dates will be turned in to Mrs. Corley by this week. A calendar of these dates will be made available to district leadership and consultants this week.

3. Rubric and protocol

The principals will share more information this week and next with the TBTs regarding the TBT rubric and will have them self rate using the rubric at the next TBT meeting of each team. The results of these self ratings will be shared by the principals at the next DLT meeting. Principals will begin to use the TBT rubric to give feed back to TBTs immediately and will report at the next DLT meeting about the process.

The TBT protocol will be revised this week by Ms Fitzgerald and Ms LaForme and will be made available to all TBTs by next week. The TBT protocol will then be used by all TBTs immediately and the progress of use will be monitored and reported to the DLT by the building principals.

4. Data for TBTs and BLTs

Ms Fitzgerald and Ms LaForme will enter appropriate STAR reports to be used into the TBT protocol this week and will make the final form available to all principals for immediate use.

5. Revise district plan

The designated committee will meet within the next month and will present a draft district plan to the DLT at the October meeting.

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.)

Building report out: Next steps based on student data as reported in STAR and next steps based on adult implementation data from the TBT rubric

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?

Instructional improvement is the focus of this year

TBT rubric will be used as a self and team assessment and then reported to buildings. Teams will use the rubric to determine their own next steps. It will also be used as a self/team assessment later this year.

5 step protocol added gifted as a disaggregated group

Preliminary Agenda for Next DLT Meeting:

As a SPDG cohort district the DLT Practice Profiles will be used to assess level of implementation for the DLT and BLTs – Divide in groups
BLTs report out what they learned and next steps for student data results and adult implementation results
Mini lesson on Feedback

Evaluate This DLT Meeting: