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:

| Rob Kearns - Harding Principal | Deborah DiFrancesco - REC Principal | Jennifer Walker - Wilson Principal | Krish Mohip - CEO |
| Ashley Carano (Buckner) - Harding Teacher | Stacey Snyder - REC Teacher | Diane Herdman - Wilson Teacher | Joe Meranto - Superintendent |
| Leesa Boyer - Harding Teacher | Tod Morris - REC Co-Principal | Mike Saville - Choffin Principal | Ty Olverson - C of Inventory |
| Artemus Scissum - MLK Principal | Michelle Payich - Williamson Principal | Anina Karlovic - Choffin Principal | Lori Kopp - C of Student S. |
| MLK Teacher: Leslie Kitchen | Dena Esmail-Williamson Teacher | Maurice Taylor - Choffin Principal | Linda Yosay - DC of Stud. S. |
| David Berman - McGuffey AP | Allison English - Volney Teacher | Connie Coburn - DC Early Childhood | Cheryl McArthur - C of HR |
| Katherine Buonovolanta - McGuffey Teacher | Monica Jones - YEC Principal | Melissa Puhalla - Pre- School | John LaPlante - C of Information |
| Juanita Rogers - Kirkmere Principal | Zelda Hughes Howard - YEC Teacher | Kenya Sadler - DC Transformation | Tim Filipovich - C of Acc. and Aes. |
| Cindy Johnson - Kirkmere Teacher | Madonna Barwick - Chaney Teacher | Jeanne Constantino - East Teacher | Tim Freeman - DC of Culture |
| Bill Baun - Bunn Principal | Bob Klinar - Chaney Principal | Christine Sawicki - C of Teach/Learn | Amanda McGinnis - DC Instruction |
| Patty Lyden - Bunn AP | Eboni Williams - Chaney 9th Principal | Michele McCaughtry - DC Trans. | Greg Kibler - DC of Data |
| Kayla Klaick - Bunn Teacher | Sonya Gordon - East Principal | Shahenna Khan - DC Transformation | Anthony DeNiro - Operations |
| Christopher Haynes - Taft Principal | Roshay Huff - East 9th Principal | Matthew Heath - SSTR5 | ODE - Tarik White |
| Taft Teacher - Jennifer Felt | Jaclyn Kruljac - DC Instruction | Michelle DiMuzio - SSTR5 | Denise Dick - Communications |

5:00 pm - Welcome - DLT Opening Procedures

Welcome

- Welcome – Introductions
- Role Assignments / Meeting Evaluation Discussion
- Ground Rules
- Agenda Review
- Meeting Content

Please review membership above and verify DLT members from your school.
**YCSD DLT Meeting Roles**

<table>
<thead>
<tr>
<th>Facilitators: Amanda McGinnis / Tim Filipovich</th>
<th>Date/Time of Meeting: December 18, 2017</th>
<th>Taskmaster: Juanita Rogers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timekeeper: Kelly Weeks</td>
<td>Location: East High School Library</td>
<td>Process Observer: Todd</td>
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<tr>
<td>Note Keeper: Julie Clark</td>
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</tbody>
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**YCSD DLT Meeting Norms**

- One Voice
- Manage Technology
- Be Engaged
- Agree to Disagree
- Use Tools (Parking Lot)
- Be Prepared
- Be on Time; Stay on Time; End on Time
- Challenge the idea not the person

**Roles and Responsibilities of DLT Members**

- Maintain district-wide and community school–wide focus on high achievement for all students, including all subgroups.
  - 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.
  - 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.

December 18, 2017
## YCSD DLT Agenda Review

### Monday, December 18, 2017 - 5:00 - 7:00 PM

<table>
<thead>
<tr>
<th>Time</th>
<th>Agenda Item</th>
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</table>
| 5:00-5:10  | **Agenda Review - Amanda and Tim**  
  ➢ Questions or Additions  
  ➢ Meeting Evaluation Discussion  
  ○ November 27th, 2017 DLT Meeting Evaluation Results Link: [https://www.surveymonkey.com/results/SM-8PG2ZPHR8/](https://www.surveymonkey.com/results/SM-8PG2ZPHR8/) |
| 5:10-5:40  | **Kick Up Data Review from last DLT -**  
  ● Move the district forward with the GRR Instructional Framework connections to the strategic plan  
  ● What are we noticing from the last two week’s bite size action steps?  
  ○ Improvement  
  ○ Same  
  ○ Digression  
  ● Teacher Viewpoint - Do you feel the bite size actions help your instruction why or why not?  
  ● What is our next goal? |
| 5:40-6:00  | **Interim Data Discussion**  
  ● What it is? and What it isn’t?  
  ● The process of sharing the standards out in advance  
  ● Analyzing the data from the Interim Assessment - Drilling Down to Student and Standard  
  ● [Illuminate Interim Report Guidance Video](https://www.youtube.com/watch?v=Q7Q7Q7Q7Q7)  
  ● [TBT Student Data Discussion Video](https://www.youtube.com/watch?v=Q7TBTStudentDataDiscussion) |
| 6:00-6:50  | **Data Walls**  
  ● Expectations  
  ○ NWEA- Each round  
  ○ DIBELS- monthly  
  ○ Isolation- monthly  
  ○ Attendance- Weekly  
  ○ GRR Components (Purpose Statement, Exit Slip, Focus Instruction, Collaborative) - end of learning cycle - three or above on Guidance Tool  
  ● Data Wall Guidance Tool  
  ● Data Walls due by Friday, February 2nd. Building Data Expectations for December DLT Meeting |

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**Page 1:**

Meeting evaluation 12 ppl completed and it doubled from the first time.

Question #4 I feel comfortable about what I can say and feel comfortable to express...only 2 ppl answered that with clarity.

Question #5 Stayed on task and on target...all answered and 2 said that they did not agree.

Use of parking lot can take the place of the discussions that take members off task.

Question #6 Engagement, concern that 4 out of 12 said didn’t stay engaged.

Question #8 What’s expected from DLT to BLT to TBT...leave the meeting with a plan to roll out to school based team meetings

Question #12 Opportunity to work in groups, talking about the feedback that teacher are getting back in regards to kick-up. Want to have a professional learning community to have good dialogue.

Please provide later meeting dates, check the top of the Agenda.

Always take the time at the beginning of meetings to discuss previous meeting evaluations.

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**Page 3:**

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**December 18, 2017**
Page 2:

Took kick-up data from last few weeks and made copies and we are going to take a look at the feedback and decide if the feedback is going to help the teachers grow. (10 minutes to look at feedback and use “What are you noticing?” graphic organizer to look at the data and answering the questions.

Look at the data see if it the same or different than what was used.

Worked in small groups for 10 minutes take a look at feedback data.

Each table shared out whether they improved, same, or digression

East: nothing into digression, BLT looks specifically at strategies etc.

Williamson: detailed section think pair share, use of think marks improvement to GRR

Bunn/Kirkmere: Collaborative section students were in groups but still working independently. BLT go over what collaboration is……..develop accountable talk, assign roles for the group.

Chaney: Collaboration needs to be modeled more and the implementation and authentic conversations and roles given within the groups.

Harding: Interesting to see other schools feedback, and interesting to hear the other information and learn from other schools.

Build into next BLT to discuss and share feedback from other schools to see how the GRR and the use of the learning tools.

Page 3:

Must share the feedback to the BLT and TBT’s to help teachers move forward.

Last week discussed Kick-up results in regards to bite sized action steps. If we utilize GRR we must provide bite-size feedback to our teachers.

Interim assessment data: formative, but based on the pacing on where teachers should be. Recognized that not everyone is on the same pace. This interim was more of a teacher tool, aligned to standards, at pace that is suggestive with Math book and ELA scope and sequence. This could be used as a pre-test, if you haven’t covered the information, if you have covered the information then you can use it for what the students have learned and mastered.

Math scope and sequence will be out before the next test.

Watched video on Illuminate Interim Report Guidance: The video was used as a debrief of the standards and where the students fall in the how well they’ve mastered the standard. The two looked at the assessments and discussed where they can move students and how they can group students to make sure they are retaining the information. The two in the video discussed and brought the test to the conversation with ideas already in mind on how to re-teach or how to move the students forward. To be used to align with the standards not evaluative.

Pushing for moving forward in the district a DATA wall in every building. What makes up a good DATA wall, what are we going to be looking for?

DATA wall elements: see handout that was given at DLT

Using the GRR Components may not be a great use of DATA for teachers to use on DATA wall especially if it’s not evaluative. Trying to change the climate and culture I wouldn’t use it.(S.G)

December 18, 2017
when looking at GRR components for teacher DATA wall will be displayed as a percentage of teachers that are scoring a 3 or 4 use that percentage. Update after all of the learning cycles.

Concerns came up about displaying teacher DATA publicly, should be more for teacher/staff/admin. visible.

DATA wall updating frequency: See form given at DLT

GPA Clusters can be posted under Gold, Silver, Bronze

DATA Wall guidance tool: Copy of rubric given at DLT

Need SMART goals for each of the information that will be displayed on the DATA wall.

Roxanne discussed the posters that were made for the DATA walls.

Closing: District Announcements

- Conversation about 5 week review, BAG reports
- Interim Assessments
- Think Cerca Usage
- Third Grade Reading guarantee
- HQT forms due 1-8-18

Incident report form

Crisis event template (student or staff situations/MTSS)
### DLT and BLT Theory of Action

#### Gradual Release of Responsibility:

<table>
<thead>
<tr>
<th>If we...</th>
<th>Then we...</th>
<th>Targets and Measures.....</th>
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</table>
| 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 | ● 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:

<table>
<thead>
<tr>
<th>If we...</th>
<th>Then we...</th>
<th>Targets and Measures.....DLT</th>
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<tbody>
<tr>
<td>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)</td>
<td>we will grow our students one full academic year or more.</td>
<td>The District will receive a B or higher on the State Report Card in Value-Added</td>
</tr>
</tbody>
</table>

#### Culture and Climate:

<table>
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<tr>
<th>If we...</th>
<th>Then we...</th>
<th>Targets and Measures.....</th>
</tr>
</thead>
</table>
| train our staff to embrace Social Emotional Competencies and utilize Restorative Practices | we will see a reduction of misbehaviors and out-of-school suspensions | ● The District will reduce the number of suspensions by 50%  
● The District will see an increase in student attendance rate |

December 18, 2017
## 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:

| - RX Feedback - Discipline, Attendance and Tardies |
| - Revisit Kick Up Feedback Data Administrative Team and possibly BLT-TBT |
| - Interim Assessment Focus - Using TBT Video and illuminate Report Video |
| - ThinkCerca Discussion on Data Usage Reports |
| - TGRG Verification Update Assessment Clarification |
| - HQT Form by January 8, 2017 |

## 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

- District Announcements
  - ThinkCerca Report Reminder- 10 Applied Lessons
  - K-2 Rosetta Stone Change English vs Spanish
  - Process for Supply Request from Buildings for Teachers
  - TGRG - Designation and RIMP Verification
  - HQT Sheets are Due January 8, 2017
  - Incident Report Draft
  - Crisis Event Documentation Template

- Process Observer Report Out:
- Evaluation Reminder:

December 18, 2017