



**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 Principal	x	Michelle Payich - Williamson Principal		Connie Coburn - DC Early Childhood		Krish Mohip - CEO
	Ashley Carano (Buckner) - Harding Teacher		Dena Esmail-Williamson Teacher		Melissa Puhalla - Pre- School	x	Ty Olverson - CAO
x	Leesa Boyer - Harding Teacher	x	Kelly Weeks - Volney Principal	x	Kenya Sadler - DC Transformation		Joe Meranto - Superintendent
	Teri Coward - Harding AP	x	Allison English - Volney Teacher		Jeanne Constantino - East Teacher		Lori Kopp - Chief of Student S.
	Cathy Dorbish - McGuffey Principal	x	Monica Jones - YEC Principal		Christine Sawicki - C of Teach/Learn		Linda Yosay - DC of Stud. S.
	David Berman - McGuffey AP	x	Zelda Hughes Howard - YEC Teacher	x	Michele McCaughtry - DC Trans.		Linda Hoey - DC of Parent Eng.
	Katherine Buonavolonta - McGuffey Teacher	x	Madonna Barwick - Chaney Teacher	x	Shahenna Khan - C of Elem DC Trans		Cheryl McArthur - Chief of HR
x	Juanita Rogers - Kirkmere Principal		Bob Klinar - Chaney Principal	x	Matthew Heath - SSTR5		Tryvan Leech -DC of Ops & Sp Proj
x	Cindy Johnson - Kirkmere Teacher		Eboni Williams - Chaney 9th Principal		Michelle Moore - SSTR5		Denise Danko-DC of Operations
x	Bill Baun - Bunn Principal		Sonya Gordon - East Principal		John LaPlante - C of Information		Jennifer Damico-DC of Operations
	Patty Lyden - Bunn AP		Roshay Huff - East 9th Principal		Tim Filipovich - C of Acc. and Aes.		Anthony DeNiro - DC of Operations
	Kayla Klacik - Bunn Teacher	x	Jennifer Walker - Wilson Principal	x	Tim Freeman - DC of Culture		ODE - Tarik Whiteg
X	Christopher Haynes - Taft Principal	x	Diane Herdman - Wilson Teacher	x	Amanda McGinnis- DC Instruction		Denise Dick - Communications
	Jennifer Felt-Taft Teacher		Mike Saville - Choffin Principal	x	Greg Kibler - DC of Data		Jaclyn Kruljac - DC Instruction
x	Deborah Difrancesco - REC Principal		Anina Karlovic - Choffin Principal		Megan Hosseininejad - Bunn Teacher	x	Patricia Dreher SSTR5
x	Stacey Snyder - REC Teacher		Maurice Taylor - Choffin Principal	x	Debra Campbell East AP		Bethany Flores - EL Director
	Tod Morris - REC Co-Principal	x	Artemus Scissum - MLK Principal				
X	Rick Gurski- Taft	x	Ashlee Cain-MLK Teacher				

5:00 pm - Welcome - DLT Opening Procedures

March 12, 2018

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.

YCS DLT Meeting Roles

Facilitators: Amanda McGinnis / Tim Filipovich

Date/Time of Meeting: March 12, 2018

Taskmaster: Art S

Location: East High School Library

Timekeeper: McGinnis

Note Keeper: Boyer

Process Observer: Kearns

YCS 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.

March 12, 2018

YCS DLT Agenda Review

Monday, March 12, 2018 - 5:00 - 7:00 PM	> DLT Minutes
<p>5:00-5:10 Agenda Review - Amanda and Tim</p> <ul style="list-style-type: none"> > Questions or Additions > Meeting Evaluation Reminder <ul style="list-style-type: none"> o Please Complete Before You Leave o https://www.surveymonkey.com/r/PHJWMWY > 5 Week Review- AH HAAA Moments > Review last month's evaluation > https://drive.google.com/open?id=0BwHolSPzdAu5dXZWd253UE1LX0Rid0QybzYwZUNIRzJWwUfZ <p>5:10-5:20- Discipline Process Update- Tim Freeman</p> <p>5:20-5:30- Discipline Tableau Review- Amanda McGinnis</p> <p>5:30-6:00 Data Analysis- Tableau Discipline 3 Year</p> <ul style="list-style-type: none"> > Break into 4 different groups <ul style="list-style-type: none"> o Group 1 Elementary (Volney-REC) o Group 2 Elementary (Kirkmere-Williamson-MLK) o Group 3 Elementary (Bunn-Wilson-Taft) o Group 4 Elementary (McGuffey-Harding) o YCS D High Schools Perspective (Chaney-Choffin-East-YEC) > Look at your buildings 3 Year Tableau Discipline Data <ul style="list-style-type: none"> o Closed Incidents by Month o Weekday Data o Out of School Suspension o DRFs by location > Reflect on what you are noticing between the data on the different schools > Use the document below to organize your thoughts to share out with the team > https://docs.google.com/document/d/1X-rvb4kfqUAG66o2zUjvA8O2STdCPrBnTRfbnJ_8A3s/edit?usp=sharing <p>6:00-6:15 Whole Group Debrief</p> <p>6:15-6:30- District Site Review- March 19th- 23rd Title One Onsite Review April 10th and 11th</p> <p>6:30-6:45 Communications through DLT to BLT to TBT</p> <p>6:45-6:55 District Reminders - Meeting Closure</p>	<p>Before you leave, fill out the survey. We are trying for at least 15 surveys answered. Think about an a-ha moment principals had at the 5 week review, and discuss with your principals.</p> <p>Share out:</p> <p>REC - take themselves from tier 3 to Tier 2</p> <p>East - Tier 3 with attendance all year, now, they are performing at tier 1!!! Parents and social worker were involved.</p> <p>Wilson - Recognized that we had some tardies we were unhappy with; Getting them to not be tardy anymore, teachers told patterns, attendance secretary and 20% drop with tardy, and less kiddos on tier 3 that were tardy.</p> <p>Taft - Moving in right direction with regards to eval of GRR - teachers are moving from 2's to 3's</p> <p>Kirkmere - D's and F's - interventions were more specific and geared towards the curriculum map.</p> <p>Harding - Not seeing progress with the current interventions listed.</p> <p>YEC- no students that have 5 or more tardies</p> <p>Volney - ALL interventions that were provided were listed; we need to focus on just one or a few.</p>

6:55-7:00 Meeting Evaluation

Bunn - delivery of instruction was better - focused - looked at BLT and focused on it

Chaney - Tardies are huge. We wanted to find out why.

Williamson - Doing well with attendance and discipline is getting better and positive. One thing we are doing to get them here on time is really just the kids being bussed, and they really are good kids this year. We do things to reward the kids, but no interventions are being used.

Discipline - Tim Freeman - Had a meeting at Harding and address the concerns. Some things that work and don't - communication, progressing consequences for frequent fliers. Data pulled for 1st 9 weeks and 2nd 9 weeks. Data says we have more suspensions this year than last year. Restorative consequences have gone up. DRF's pulled up by grade, gender, ethnicity, etc. Are we restorative or punitive? Freeman will meet with every principal one on one to discuss what is working and what is not. The honest conversation needs to be had and what is working and what do we need to improve on. Teachers need to have better classroom management and make sure you learn real quick how to balance restorative justice and punitive justice. 95% of our problems come from 5% of our kids. Some people in our buildings aren't built to deal with our kids. We have to teach them how. Many challenging things happen when our subs are in the building and they aren't the best of subs.

Things may be different as far as suspensions being more this year than last may be due to the fact they may be monitored/recorded differently from year to year.

Break into groups and discuss the data using the Triangle - Square - Circle, and what are we going to do next? SETting up meeting with Freeman

Williamson, Kirkmere, MLK: Suspensions are higher this year - reliability - how do you classify as a behavior? Disrespect is different to different people, and be on the same page. Are the DRF's legit? Are you writing DRF's for any infraction that is minimal (breaking pencils). Where and when do the infractions happen? Unstructured times? Subs? Do they make a difference? How to communicate to the staff?

Harding - See data with emergency removals and combine them together to compare; Suspensions - what were they for? Reflection - frequent flyers - once they get their 2nd suspension, they are not going to move out of that mindset. Circling - looking at suspension and infractions - 6-7 kids really had full meltdowns and broke 4+ infractions. Subs document, but not what is really going on.

Taft, Wilson, Bunn - Thursday is worst days - DRF's and FRidays were the highest days for teacher absences. Change the population from last year to this year. Wilson as behavior to Wilson as K-8. DRF's not working, seeing the same kids over and over. How to enter the DRF properly that skews data. When suspending, in high school, they are suspended by hours not days.

We need to look at suspensions and how when a DRF is not completed, and another teacher goes in and completes all the DRF's, that student will get collective suspensions - for example - 5 DRF's not completed, I go back and complete the 5 DRF's with the first one getting a 3 day suspension. The rest of the 4 suspensions get the same 3 days. We should be able to collapse all together and have a total of 1 day suspension for all 5 DRF's. A this time, we cannot with our current technology. It was mentioned by Shaheena that we need to follow up with John on how those DRF's reported. If a DRF is not marked complete, it doesn't show up on our numbers.

Volney, REC - Wednesday is the worst day, BLT is during lunch and we are short staffed in the lunchroom. We are unable to compare apples to apples when it comes to this due to changes from last year to this year. Trainings are an issue due to teachers out, subs and the behaviors are a struggle. Most teachers would rather stay with their kids and not deal with the next day's stuff.

High School - 2/3 incidents are down, location time and procedures in place? Teacher need to contact parents more often. Deans are the first line of contact with the parent. Conferences and relationships with kids need to increase. Restorative justice - high standards with high restorative practices.

District site review - March 19-23 - time to show off and shine. Principals reach out to teachers, people walking through the building and observing, and it is a positive! Review the questions that were given out titled "Potential interview questions for review" Another form says the Priority, Focus, and Watch Identified

	<p>schools and what those titles mean. IRN#'s that are new mean you have a clean slate and start from scratch.</p> <p>Share out with BLT - State questions, Discipline Data</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
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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?

<ul style="list-style-type: none"> ➤ Communicate through BLT to TBT: ➤ Communicate Recommended Theory of Action Strategy: ➤ Communicate and Share: 	
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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 Reminders**
 - ThinkCerca Report Reminder- 10 Applied Lessons
 - Process for Supply Request from Buildings for Teachers
 - TGRG -RIMPs need monitored monthly
 - Assessment Reminders - Next Month starts AIR Assessments
 - Onsite District Review-March 19th-23rd
 - Title I Onsite Review-April 10th and 11th
 - No After School March 26th-April 2nd due to Spring Break
 - Next DLT April 23rd
- **Process Observer Report Out:**
- **Evaluation Completion Time:**
<https://www.surveymonkey.com/r/PHJWWY>