



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



DLT Meeting Dates:

September 24, 2018; October 29, 2018; November 26, 2018; December 17, 2018;
January 28, 2019; February 25, 2019; March 25, 2019; April 29, 2019; May 20, 2019

Meeting Time: 5:00 to 7:00 pm

Team Members Present: DLT Membership							
x	Teri Coward -Harding Principal	x	Michelle Payich - Williamson Principal		Maurice Taylor - Choffin Principa	x	Sonya Gordon- C of SE
x	Leesa Boyer - Harding Teacher	x	Dena Esmail-Williamson Teacher		Mike Saville - Choffin Principal	x	Jennifer Merritt- P Ross Berry
	Emily Guarnieri - Harding AP	x	Rachel Woodburn - Volney Assistant Principal				
	Juanita Rogers - McGuffey Principal PK-3		Kelly Weeks - Volney Principal	x	Anina Karlovic - Choffin Principal		Taylor Dangler- P Ross Berry
x	Cathy Dorbish - McGuffey Principal 4-8	x	Allison English - Volney Teacher	x	Steph Berarducci- Choffin Teacher		Joe Meranto - Superintendent
	Marc Ellis- McGuffey Teacher	x	Monica Jones - YEC Principal		Kristy Olinik- Choffin Teacher	x	Linda Hoey - C of Parent Eng.
	Aadrian Thomas - Kirkmere Prinicpal		Zelda Hughes Howard - YEC Teacher	x	Krish Mohip - CEO		Cheryl McArthur - Chief of HR
	Cindy Johnson - Kirkmere Teacher	x	Madonna Barwick - Chaney Teacher	x	Christine Sawicki - CAO		Denise Danko - C of Operations
x	Bill Baun - Bunn Principal	x	Rob Kerns - Chaney Principal		Michele McCaughtry - PD and Gifted		Anthony DeNiro - DC of Business
	Michaela Wolfgang -Bunn Teacher		Eboni Williams - Chaney 9th Principal		Shahenna Khan - Equity		Denise Dick - Communications
x	Rick Gurski- Taft Principal		Jeremy Batchlor - East Principal	x	Lori Kopp - Chief of Student S.	x	Patricia Dreher SStr5
x	Michelle Walsh- Taft Assistant Principal	x	Jeane Constantino- East Teacher		Linda Yosay - DC of Stud. S.	x	Matthew Heath - SStr5
	Latisha Tucker- Taft Teacher	x	Roshay Huff - East 9th Principal	x	John LaPlante - C of Information	x	Michelle Moore - SStr5
x	Deborah Difrancesco - REC Principal		9th grade East Teacher	x	Tim Filipovich - C of Acct. and Assess.		ODE - Tarik White
x	Stacey Snyder - REC Teacher	x	Jennifer Walker - Wilson Principal	x	Greg Kibler - DC of Data		Alida Treharn- Dir State & Fed Fund
x	Artemus Scissum - MLK Principal		Diane Herdman - Wilson Teacher	x	Melissa Puhalla - Pre- School		AJ Ginnetti- Treasure
x	Kelsie Dorr- MLK Teacher		Tod Morris- REC Principal		Teresa Sanchez -Pre- School Teacher	x	Amanda McGlennis- DC School Imp
		x	Heather Meyers - IFS Wilson		Bethany Flores - EL Director		

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5:00 pm - Welcome - DLT Opening Procedures

Welcome

<ul style="list-style-type: none"> ● Welcome – Introductions ● Role Assignments / Meeting Evaluation Discussion - Professional Responsibility - Feedback Desired ● Ground Rules - Revisit and Revise ● Agenda Review- Take a Minute to Review ● Meeting Content - OIP Revisited: 3.0 and Goal Revisions 	<p>Please review membership above and verify DLT members from your school.</p>
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YCS DLT Meeting Roles

Facilitators: Amanda McGinnis / Tim Filipovich	Date/Time of Meeting: September, 24, 2018 Location: East High School Library	Taskmaster: Rick Gurski
Timekeeper: Debbie D	Note Keeper: Leesa Boyer	Process Observer: Michelle Walsh

YCS DLT Meeting Norms

<ul style="list-style-type: none"> ● One Voice (Avoid Sidebars) ● Equity of 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
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Roles and Responsibilities of DLT Members

<p>DLT - Stakeholders from across the district, schools, and community</p> <ul style="list-style-type: none"> ● Conducts a comprehensive needs assessment of the district: <ul style="list-style-type: none"> → Identifies data to be collected and organized; → Analyzes data from the district perspective;

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- Identifies root causes of problems;
- Prioritizes the district's critical needs;
- Continues the process throughout the year.
- Ensures stakeholder understanding and participation
- Establishes a communication loop with the Building Leadership Teams (BLTs).

YCSD DLT Agenda	
Monday, September 24, 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"> ➢ Please Complete Before You Leave! Professionalism! <p>5:10-5:45 Building Update Work and Report Out</p> <ul style="list-style-type: none"> ❖ Each Building Develop a Report Guided by the Following Questions <ul style="list-style-type: none"> ➢ What are you celebrating in regards to the start of the school year? ➢ What are the challenges you are facing during your start? ➢ What are your perceived supports needed to address your challenges? ❖ Group Work - East Elem; Chaney Elem; High Schools <ul style="list-style-type: none"> ➢ Chart Commonalities ➢ Report Out ❖ Group Debrief <p>5:45-6:15 Comparing Revised OIP 3.0 to YCSD OIP</p> <ul style="list-style-type: none"> ❖ Remain in divided 3 groups <ul style="list-style-type: none"> ➢ Read OIP Handout Individually to compare to what exists YCSD ➢ Chart Differences for Overview and Step 1,2, and 3 for DLT ➢ What are evidence based strategies? Clearing House? ➢ ODE Evidence-Based Clearing House Link: https://essa.chrr.ohio-state.edu/home 	<p>Introductions, Norms, Welcomes, etc. We are hoping that DLT will help with the information sharing in BLT's then TBT's. Getting and giving good feedback is key to be able to know how we did and where we can improve.</p> <p>Ohio Strategic Plan - new release of the strategic plan. Goal 2 in our strategic plan (supporting the whole child) is what relates to the students from the top down. WHY - one side of the WHY is goal 1 - academic and the other side is goal 2 (child), and the middle will be discussed at the next meeting.</p> <p>Next meeting, come up with a creative way to communicate the Ohio's strategic plan. Spend time with this during our BLT so that we become more informed. Equity has made some good moves, and now it is something that really has come to the forefront. Read the first, second, & third pages - read it through the lens of a DLT member. What are we doing in our district and what is the OIP asking for. Our conversation will come out as "this is what we are doing, this is what we need to do." Break out into groups to from the lens of the DLT, what should be happening, what is really happening, and how to correct it. Create a T-chart to describe this, then report out using chart paper and our G.O. provided in our meeting agenda.</p> <p>Roles and Responsibilities for DLT members as well as the BLT have been changed to meet the needs of the OIP and strategic plan. We are putting into place different strategies so we can move the needle of our children. There is a website we provided that will allow you to become familiar with evidence based strategies, identify ones pertinent to our students, and where it is at (Ohio's</p>

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➤ Clearinghouse Getting Started Link:
<https://essa.chrr.ohio-state.edu/getting-started>

6:15-6:35 Strategic Plan Goal 1 and 2 Revision Discussion
6:35-6:45 Communications through DLT to BLT to TBT
6:45-6:55 Process Observation - District Reminders - Meeting Closure
6:55-7:00 Meeting Evaluation

Evidence Based Clearinghouse <https://essa.chrr.ohio-state.edu/getting-started>)
Now that we have the data, what are we going to do with it? There are also strategies in the MTSS process file that was shared with the district.

Strategic Plan draft - we went over it, decided whether it needed a revision or it is good as is? If you want to add something in your eval at the end of the meeting, reflect on whether we need to change it or keep the Plan as is. Changing culture with our different strategies and goals will have an impact on our schools on a daily basis and affect the metrics bottom line. There is a correlation between the data, the Plan, OIP, and the fidelity that our teaching is being delivered.

Mohip and the strategic plan - how do we want to refine the Plan, how we will finish out this Plan, and prepare for the next. The information that we have so far will be the baseline for where we will go. Of the data points, we missed 2 subgroups, but exceeded the others by large amounts. We are going to have a stronger focus on Math, and created extra time for that. Principals and Asst. Principals - give feedback. Do the same for BLT. Are we supporting them? If so, what does the differentiated supports look like? Turn around time for P's and AP's to give feedback by Wednesday day, and BLT's by Wednesday night. BLT members can add their thoughts and give feedback via email.

Great start to the school year - what went well this school year so far? There will be more of an opportunity to have conversations that are going on at your building.

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DLT Theory of Action - BLT Guidance 2017-18

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

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

<ul style="list-style-type: none">➤ DLT Communication through BLT to TBT:➤ Communicate and Share:	<ul style="list-style-type: none">● OIP 3.0 and Evidence Based Strategies● Share Adopted District Goal Revisions - Goal 1 and 2● Building Local Report Card Analysis to Inform Needs Assessment and Plan Adjustments● NWEA and DIBLEL BOY Analysis
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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

<ul style="list-style-type: none">➤ Process Observer Report Out:➤ District Reminders<ul style="list-style-type: none">- PSAT October 10, 2018 - Test Coordinators' Meeting Friday.- TGRG RIMP Completion and Expectation Overview- After School Update- Professional Development- NWEA Data Administrator Role - Operational Reports - Class - T- Field Trip Approval Process- Curriculum Resource and Textbook Needs- Equity Office and Required Plan Development➤ Evaluation Completion Time: https://www.surveymonkey.com/r/YJTR768 <p>Video Link: Rethink Labels: http://www.diversitycenterneo.org/rethink/ Feedback on Strategic Plan: Feedback on Strategic Plan Strategies</p>

<p>Evidence Based Strategies Link:</p> <p>https://education.ohio.gov/Topics/Research-Evaluation-and-Advanced-Analytics/5-Steps-to-Being-Empowered-by-Evidence/Empowered-by-Evidence-Resources</p> <p>Getting Started Video: https://essa.chrr.ohio-state.edu/getting-started</p>

<ul style="list-style-type: none">➤ Parking Lot Items:
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Strategic Plan Goal Revision Drafts Fall 2018:

Goal I: ACADEMIC ACHIEVEMENT

Significantly increase academic achievement for all students.

By September 2021, YCSD will demonstrate an increase in both achievement and growth as evidenced by earning a C in Performance Index on the Ohio School Report Card and 75% of students meeting NWEA reading and math growth targets.

Annual Goal Targets for Performance Index:

2018 Report Card Baseline: 57.4 points or 47.8% (F)

2019 - 60 points or 50% (D)

2020 - 72 points or 60% (D)

2021 - 84 points or 70% (C)

Annual percentage of students meeting NWEA reading and math growth targets:

Growth Measure:

2018 Baseline 55%

2019 - 65%

2020 - 70%

2021 - 75%

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Goal II: SUPPORTING THE WHOLE CHILD

Ensure every student benefits from the individualized instruction, supportive culture, and caring relationships they need to be successful throughout their educational journey.

By September 2021, YCSD will provide a safe and supportive culture meeting the needs of the whole child as measured by increases in enrollment and PBIS award recognition, and a decrease in out of school suspensions and chronic absenteeism.

Annual Goal Targets:

- Enrollment:
 - 2018 Baseline 5405 students
 - 2019 increase 1%= 5459 students
 - 2020 increase 1%= 5514 students
 - 2021 increase 1%= 5569 students

- PBIS Award Recognition
 - 2018 - 0 Award Recognitions
 - 2019 - 7 Bronze Awards (50% of schools)
 - 2020 - 13 Bronze Awards or higher (100% of schools)
 - 2021 - 13 School Awards (3 or more Silver) plus District Award (Bronze)

- Discipline- Out of School Suspensions (OSS)
 - 2018 Baseline 1883 suspensions
 - 2019 decrease 5%= 1789 suspensions
 - 2020 decrease 5%= 1700 suspensions
 - 2021 decrease 5%= 1615 suspensions

- Attendance -
 - 2017 Baseline 34.3% Chronic Absenteeism - baseline needs updated once 2018 report card is released
 - 2019 decrease 3% = 33.27% Chronic Absenteeism Rate
 - 2020 decrease 3% = 32.27% Chronic Absenteeism Rate

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THE PLAN

Youngstown City School District will use this plan to chart our course for the next three academic years. The plan outlines our vision, action steps, and how we will monitor our progress.

Our plan revolves around five goals:

- I** Significantly increase academic achievement for all students.
- II** Ensure every student benefits from the individualized instruction, supportive culture, and caring relationships they need to be successful throughout their educational journey.
- III** Engage parents, families, and the community in meaningful experiences that impact students.
- IV** Create a world-class workforce focused on continuous improvement.
- V** Operate an effective and fiscally responsible school system.

To demonstrate the community's pride in its schools, we tell the story of the district's goals in the form of a Y, as noted above. In the upper "arms" of the Y, the first two goals of academic achievement and individualized supports elevate us to student success. This plan's central focus on Goals I and II emphasizes achievement through high-quality instruction and creating positive, supportive school experiences for students. The district's work begins here because we know that a safe, caring, and supportive environment is fertile ground for student learning. At the intersection of academics and instruction is the critical component of community-wide engagement described in Goal III. This demonstrates our recognition that families and partners engage more meaningfully when they are welcomed and invited into the learning process with open arms. Within the base of the Y are foundational elements of workforce (Goal IV) and operations, budget, and accountability (Goal V). This strong base sets high expectations for staff and our internal systems.



On the following pages, we offer more details about each goal. These specifics include:

- The rationale behind each goal,
- Objectives for reaching each goal,
- Strategies the district will immediately begin to implement,
- Primary action steps with a general timeline and staff member responsible for each, and
- Metrics we will use to measure our progress toward each goal.

September 24, 2018 For a long time, we thought our schools were going in the right direction, but gradually over the past decade we fell behind, until we found ourselves in Academic Emergency. This didn't happen overnight, and the solution will not come about instantaneously. It will unfold over time, with our partnership and dedication to the future of our children.

This plan is a living, breathing document. As the district learns and progresses, we will update the plan. While activities may evolve over time, the plan will provide us with a basis for common understanding and direction as we work together toward the bright future of Youngstown City School District.