

Lakewood City Schools

DLT Protocol

Date: November 19, 2015
8:15-11:30, Harding Middle School, LRC

Facilitator: Pam Griebel

Timekeeper: Lisa Hoy

Recorder: Sandy Kozelka

Other:

Participants:

Objective: Monitor and provide feedback to BLTs.
Provide support for standards based instruction.

Agenda:

- I. Agenda preview and norms - Pam and Lisa W. (5)
 - Review Rules of Engagement (also posted on trifold board)
 - Reviewed events of the day-feedback to BLT by going through all the steps of the process
- II. Quality Feedback - Forms (back of norm form) Anne and Pam (10)
 - Work last year about quality feedback reviewed
 - description of the item-reserve judgement and be objective
 - balance of positive feedback
 - be aware of the overload
 - offer specific suggestions so action can be taken on suggestion
 - make comments and suggestions that are attainable
- III. Monitor and provide feedback to BLTs (Steps 1 and 2) (45)
 - BLT protocols
 - directions given for use of google form and survey to compile results
 - What are our district priorities and action steps
- IV. Steps 3 and 4 - Pam and Christie (20)

The portion at the bottom of the agenda form was facilitated and completed by Christie and Pam.

 - student achievement
 - strategies
 - supports
- V. Break (15)
- VI. Data (45)
 - Fall Benchmarking: what does this mean for students? how does it impact instruction?
 - AIMSweb-Gina
 - SRI-Christine
 - MCAP-Casey
 - Data from results from SLO pre and post-testing-Pam
 - Gifted Value Added-Pam

- Gifted sub-committee meeting throughout the year to work through particular questions and concerns
- Assessment and Identification committee met yesterday and uncovered
- Lakewood has requirement of 128 IQ and 85% reading/math in achievement- state requirements are 128 IQ and 95% achievement score. This is a local decision.
- Last year, we had gifted students (unit) take grade level up tests. These students were ready for the material and can help performance index score for the district. This, however, impacted value scores because of the difference in calculating achievement (how students score on the test) in value added and the scaled score is different every grade.
- Identification in Lakewood is determined by a full battery of Terra Nova in 2nd grade. A great number of students are gifted in science and social studies and therefore are identified as gifted.
- Pam reviewed NCE scores: district; performance diagnostic; select subgroup;
- EMIS corrections being made for students who have been identified as gifted and listed as not served, but are served through AP classes in HS; same corrections in MS that are not in Energy or Focus, but qualify for such programming
- Teacher value added scores came out and we are missing entire groups of students; this is being appealed by Pam. Teachers do not appeal directly with ODE-the appeal is forwarded to Pam and she files the appeal for them.

VII. Committee Updates (15)

Math Study-Pam

- December start K-12, examining HS first, then MS, then elementary

Math Course of Study-Pam

- Rewrite courses of study because of the new standards

Gifted Committee-Pam

- Defined needs and created sub-committees, all will have met for the first time after today
- Study done last year, but completed too late to make communication with parents

Calendar Committee-Lisa SG

- Charge was to get feedback from stakeholders as far as change in calendar year and length of day
- Possibility of extending school day to get more instructional time
- Survey was narrow to keep the possibilities on-track
- Committee meets again after the survey closes

Tech Committee-Joe

- One meeting and formed sub-committees based on prioritized needs
- Next meeting is tomorrow for updates
- New technology being rolled out to Phase 1 elementary buildings
- Flow chart is available with committees as well as members
- New members are being sought for some groups-email Paul if interested

OTES Committee-Lisa SG

- Meeting again in December
- State has provided new options for student growth measures
- Each building is supposed to have a committee to review SLO's-that hasn't happened yet, but will be discussed in December

Resident Educator-Deb

- Exploring bringing training in-house
- 4th year is pursuing leadership opportunities (do we need a mentor for this 4th year?)
- Deb in process of setting up this first meeting

VIII. SOSS

Next meetings:

DLT Steering:

DLT: January 21 8:30-11:30 Garfield LRC

Summarized Strengths	Summarized Obstacles
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<p>Feedback was thorough, thoughtful and specific</p> <p>Priorities matched and were manageable</p>	<p>How do SLOs impact this process</p> <p>No plan indicator data review</p> <p>Differentiation across all levels (stretch and meet the needs of those struggling). How to meet the needs of all</p>
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Step 3: Actions	Step 4: Implementation
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Priority	Action	Implementation	Monitoring	Communication
<p>To address staff needs regarding further work on SLOs including how SLOs tie in with TBTS and what are our next steps.</p>	<p>-T&L to go to buildings to address ?s</p> <p>-give examples of how to link to TBT including resources such as texts.</p> <p>-Let's use common language and explores including universal annotation of text for close reading</p>	<p>Principals to request time with T&L team for building meetings.</p> <p>Discuss universal form of annotation at Principal meeting (for example Fisher and Frey)</p>	<p>DLT Steering will follow up to ensure implementation.</p> <p>Pam will bring evidence to DLT Steering Meeting.</p>	<p>BLT members please communicate to teaching staff.</p> <p>Communication from T&L to remind DLT members (and principals)</p>

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Step 5: Collect and chart post data

Complete DLT – BLT feedback protocol	Collect and chart revisited monthly plan indicator data
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Communication to Steering

What was the overall effect of implementing your actions?
What were the reasons expected outcomes did or did not occur?

Process Evaluation

Process Strengths/Successes	Process Obstacles/Challenges	Supports Needed
New Forms Agenda followed and well facilitated Walking the walk	Each building uses the protocol in a slightly different manner so that this activity was challenging	Same team reviews same protocol(s).

Parking Lot (What other issues need to be addressed at a later date?)
Differentiation Resources Plan Indicator Data: How do we get to it/What if it fits into another standing group?

Meeting Evaluation

Strengths	Obstacles	Stategies/Supports
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<p>Following the protocol of BLT Awesome new docs to keep us organized Meeting followed the agenda and seemed to move along well. All items on the agenda were addressed DLT is mirroring the BLT process relevant discussion Nice flow to agenda items looking at various Blt forms and seeing that there are many common strengths and obstacles great use of time and Google doc forms implementation of new forms in depth explain Agenda followed and was user friendly less DLT meetings this year but more productive Good time keeping Good updates Efficient use of time We were able to get through the agenda without feeling rushed Pam did a fantastic job facilitating the meeting. It was well organized and very meaningful Agenda and new form. focused discussion and allowed time to evaluate BLT forms Groups will be working with consistent data from one school therefore becoming familiar with the process Time for both BLT feedback & district updates. Accomplished a lot open conversation Data easily aggregated</p>	<p>information about GT problems was repeated from 1st meeting still no solution cold crowded room too much repetition on the strengths and obstacles (3x) following the 5 step process for this meeting (as well as BLT) seemed to more about compliance when all we really need is more info this 1st month room was cold a mound of tasks to keep up with there is still concern that the priority/ action steps require constant change instead of an ongoing systematic plan to align the district initiatives that are our priorities some form confusion for Harrison and Lincoln SLOs I am still new to DLT and had trouble finding/transferring data from BLT to DLT form early portion of the year so data was not developed/available working on strategies to help support the various BLTs Making sure we use the same school at every meeting to provide feedback support for differentiation was tabled kinda. Needs to be addressed -if even ongoing</p>	<p>Strategies: Time for BLT TBT feedback Time and person allotted for for each section of the meeting=GREAT! Sustained link between BLT protocol evaluators month to month The reports from the different committees was valuable information to share to DLT Meeting flow worked well -Google doc for agenda -Google form for data reflection</p> <p>Supports: Heat!! Brrrrr A way to explain BLT forms to committee Vocab development Put all DLT files in 1 folder on google and share folder with DLT. Anything you add to the folder will then be shared T&L T&L help with SLO/TBT resources Can we get the new TBT form to work on Google Docs? T&L-text collection for grades K-5 to do close reading - hit Sci /SS Standards Continued clear communication from DLT steering Exemplar TBT and BLT forms to look at Resources needed for grades K-5. SLO type passages used for close reading strategies</p>
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