

**Lakewood City Schools**  
DLT Steering Protocol

**Date: December 10, 2014**  
**8:30 am - 11:30 am**

**Facilitator: Pam Griebel**  
**Recorder: lisa Wiegand**

**Timekeeper:**  
**Other:**

**Participants: Pam Griebel, Lisa Hoy, Anne Nolan, Lisa Schaffer-Gill, Christine Palumbo, Lisa Wiegand, Joe Niemandtsverdriet, Sandra Powers**

**Objective: Review of Feedback forms. November DLT Agenda.**

**Agenda:**

Roles, norms, and agenda preview - 5 min.

Pam

1. Review of feedback forms and DLT Nov. Mtg.

Pam

a. What supports are required?

i. T&L has reached out to buildings to provide further support as requested

1. Principal meeting next week and Ranger Review

2. Worked with Westshore on goal setting

ii. Universal form of annotation for close reading

1. Max teaching as part of pd plan?

a. support pd of Harding and Garfield in Max Teaching

b. do other building want to engage in this

c. entire staff book study/training?

2. Book by Fisher and Fry for annotation

iii. How do we sustain what is working and not bring in new

1. courses of study; math study, math pilot (in pockets)

2. reading and writing pd

3. math pd

iv. BLT members need to communicate to the staff

v. Same team at same tables to keep feedback consistent

vi. Need for differentiation: Christine is happy to work on with buildings

1. deeper? more needs in the buildings than known?

a. Information becomes knowledge through a social process :

M. Fullan <http://www.oecd.org/edu/school/2074954.pdf>

2. google doc form for TBT forms?

vii. reading resources for elementary

Building feedback given on form

2. Equity Data

Pam

- a. Population
    - i. 05-06 to 12-13
    - ii. % of SWD decreased 15.9% to 13%
    - iii. % of students living in poverty shifted 37.5% to 51.7%
  - b. AMOs
    - i. How can we make the gap smaller
      1. ELL look at scaled scores and are they moving, what progress are the students making....How do we get the "needle to move"
        - a. RTI model or Pull out working
        - b. what factors are impacting
  - c. Reviewed Data
  - d. Should data be reviewed with DLT?
    - i. updated Data?
    - ii. group discussion?
    - iii. What strikes you the most?
    - iv. what is the groups take away?
    - v. what's the action? how do we focus and do well on what is really important? what are our main initiatives? (avoid initiative fatigue)
3. DLT Steering Agenda for January 7
- a. pull recent slide of AMO data and talk about
  - b. differentiation supported by AMO data
  - c. and because of this here is the support we will provide
  - d. Do we make differentiation a theme for next year?
  - e. Tie into the SLO's
  - f. TBT work focused as part of the SLO: connect the dots for people
  - g. establish differentiation on reading first? (all content areas focusing on data)
4. DLT Agenda for January 21, 2015 - Preliminary Work
- a. to be planned next time
5. Strengths, Obstacles, Strategies and Supports
- Strengths:
- respectful and trusting conversation in the room
  - focused on the needs; smooth communication, sticking to it
  - important for us to look at the data: steer the ship
  - feels like we are making progress
  - tone of the meetings; tangents are welcome and serendipity brings us back
  - Pam's facilitation
  - ideas to provide assistance for areas identified; not focused on a form
- Obstacles
- getting the work done; keep pushing to get people what they need

- no organizational tool for running through the ideas...idea to reality happens without the research...format/tool to run all ideas through for organizational changes and impact on stakeholders (vetting protocol)
  - what data are we using
  - what data supports it
- the fullness of everyone's plate; how do we do change without overwhelming people, supported, not overwhelmed
- many armed beast to remain on track and efficient while supportive
  
- how to take differentiation to DLT at all different levels...differentiate differentiation
  - How does it look in a different classroom

#### Strategies/Supports

- Susan Rakow (CSU): Train the trainer of CATS and Coordinators etc. coaching setting and putting coaches in the classrooms
  - train our CATS and Coordinators to coach differentiation
- strategy to continue supporting the SLO process...how differentiation can be supportive of SLO
- Vetting process of ideas and adoption in terms of initiatives and ideas and impact on stakeholders

#### 6. Next Steps/Next Meeting