

CAMPBELL CITY SCHOOLS

DISTRICT LEADERSHIP TEAM MEETING

TIME:	3:30-5:15
DATE:	1.22.15 RESCHEDULED 2.3.15
PLEASE BRING/READ:	DLT MATERIALS
MEETING PURPOSE	DISCUSS DISTRICT MATH DATA, PRACTICE PROFILE AND DISTRICT NON-NEGOTIABLES.

ATTENDEES:				
	Brett Abeid		Grace Papini	X
	Anna Beech	X	Lori Ross	
	Matt Bowen		Amy Schmid	X
	Jane Buckingham	X	Rachael Smith	X
	Karen Carney		Cathy Suess	
	Zoe Dinas	X	Ryan Stowell	
	Micky Dovas		Vicki Tekac	
	Michelle Elia		Annette Tovarnak	
	Kristin Fox	X	Tina Tsagaris	
	Joe Fuline		Brad Yeager	
	Jacquelyn Hampton		Lisa Young	
	James Klingensmith	X	Krystal Zoumis	X
	Tony Marafiote	X	Alaina Rauber	X
	Andrea McCoogan	X		

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1	3:30 – 3:35	<p>WELCOME, ASSIGNMENT OF ROLES, REVIEW OF MEETING NORMS (RYAN)</p> <p>MEETING NORMS AND ASSIGNMENT OF ROLES TIME KEEPER: VICKI TEKAC RECORDER: KRISTIN FOX PROCESS OBSERVER: BRAD YEAGER</p> <p>CHANGES TO TODAY’S AGENDA?</p>
2	3:35 – 4:30	<p>REVIEW THE MATH DATA (BRAD AND JIM)</p> <p>STEP 1: K-7 MATH DATA (ADD CHART FROM BLT)</p> <ul style="list-style-type: none"> ● IREADY DIAGNOSTIC ASSESSMENT ● MINIMAL AMOUNT OF STUDENTS PROFICIENT <p>STEP 2:</p> <ul style="list-style-type: none"> ● MOVE STUDENTS PROFICIENCY LEVELS ● <p>STEP 3:</p> <ul style="list-style-type: none"> ● INTERVENTIONS IN CLASSROOMS AND THROUGH IREADY ● IMPLEMENT BEST PRACTICES INTO CLASSROOM AND MODIFY SOME WORK TO SHOW SUCCESS ● NO CHANGES TO THE PLAN <p>STEP 4:</p> <ul style="list-style-type: none"> ● <p>STEP 5:</p> <p>HIGH SCHOOL</p> <p>STEP 1:</p> <p>Student Learning:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Math grades for 1st and 2nd 9 weeks in all math courses grades 8-12 <input type="checkbox"/> Student performance outcomes: <ul style="list-style-type: none"> <input type="checkbox"/> See attached cart <p>Adult Performance:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Concerns: <ul style="list-style-type: none"> <input type="checkbox"/> Algebra I A (which may be higher students) first and second 9 weeks grades are decreasing which is a concern <ul style="list-style-type: none"> <input type="checkbox"/> Is this meeting the rigor of the course? <input type="checkbox"/> Algebra I B concern adult performance; are essential Algebra skills being taught <input type="checkbox"/> Algebra I A and B curriculum being taught the same <input type="checkbox"/> Instructional and assessment practices in Algebra I A and Algebra I B <input type="checkbox"/> common curriculum in math <input type="checkbox"/> trend line of Algebra II A and B is concerning, rigor and expectations? <input type="checkbox"/> evaluation of student grade (homework vs assessment) <p>STEP 2:</p> <p>Data related to Students learning:</p> <ul style="list-style-type: none"> <input type="checkbox"/> overall student grades in Algebra I are weak <p>Successful instructional strategies:</p>

		<ul style="list-style-type: none"> <input type="checkbox"/> Engage New York curriculum adopted in certain classes <input type="checkbox"/> What instructional strategies are being implemented if not following Engage New York? <p>Areas not seeing expected progress?:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Algebra I A and B <input type="checkbox"/> Algebra I 8th grade more rigor <input type="checkbox"/> teaching practices need to reflect the needs of students <p>Students common strengths and weaknesses:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strengths: <ul style="list-style-type: none"> <input type="checkbox"/> Algebra I 8 - no Ds or Fs both nine weeks <input type="checkbox"/> Calculus- No Ds or Fs both nine weeks <input type="checkbox"/> Geometry B - increase in number Cs the 2nd nine weeks from Ds and Fs <input type="checkbox"/> Geometry B- decrease in number of Fs from 5-2 in second nine weeks <input type="checkbox"/> Applied Math -number of Fs dropped from 4 to 1 in second nine weeks, number f Bs went up from 5 to 7 <input type="checkbox"/> Special Ed -no Fs in 1st nine weeks and only 1 in 2nd nine weeks <input type="checkbox"/> Algebra I -number of F dropped from 43 to 39 in 2nd nine weeks <input type="checkbox"/> Weaknesses: <ul style="list-style-type: none"> <input type="checkbox"/> Algebra I B best practices need to be adopted to support learning needs of all students <input type="checkbox"/> homework driven class? -should not affect the overall course grade <p>Step 3:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Changes needed; heterogeneous grouping instead of ability-grouping. Comprehensive inclusive practices, UDL/Differentiation practices. <input type="checkbox"/> Motivation for students <input type="checkbox"/> homework and how it is evaluated <input type="checkbox"/> Special Education students <p>Step 4:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Administrative issues with structure that are being addressed <input type="checkbox"/> systematic problem related to math spec. at the end of the day <p>Step 5:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <p>REVIEW THE ADULT IMPLEMENTATION INDICATORS</p> <ul style="list-style-type: none"> <input type="checkbox"/> HIGH SCHOOL AS A WHOLE WE ARE NOT WHERE WE WANT TO BE <input type="checkbox"/> MANY TEACHERS ARE RESISTANT TO CHANGE AND WALKTHROUGH INFO CORRECTLY PRESENTED <input type="checkbox"/> I CAN STATEMENT THAT IS STUDENT FRIENDLY <p>K-7</p> <ul style="list-style-type: none"> <input type="checkbox"/> HIT WHO WE TRY TO HIT AT CERTAIN TIMES OF THE DAY <input type="checkbox"/> 41 WALKTHROUGHS <ul style="list-style-type: none"> <input type="checkbox"/> 13 WITH LEARNING TARGETS POSTED 28 WITHOUT <input type="checkbox"/> INCONSISTENT THROUGHOUT THE BUILDING
3	4:30 – 4:45	<p>DISCUSS DLT PRACTICE PROFILE (RACHAEL)</p> <ul style="list-style-type: none"> <input type="checkbox"/> TBT'S WILL COMPLETE TOGETHER <input type="checkbox"/> DLT NEEDS TO ALSO COMPLETE <input type="checkbox"/> PRACTICE PROFILE NEEDS TO BE COMPLETED BY FEB. 26TH
4	4:45 - 5:00	<p>DISCUSS AGENDA & DATA FOR NEXT DLT MEETING (BRAD)</p>

		<ul style="list-style-type: none"> ● WHAT DATA SOURCES SHOULD BE PRESENTED ● COMPLETE SURVEY THAT LOOKS AT: <ul style="list-style-type: none"> ○ ATTENDANCE ○ HOMEWORK (Y/N) ○ GOOD/NOT GOOD TEST TAKER AND LOOK AT WITH THE STUDENT PERFORMANCE DATA ● AT THE NEXT DLT MEETING? (ADULT IMPLEMENTATION & STUDENT PERFORMANCE) <ul style="list-style-type: none"> ○ SAME LOOK FORS FROM JANUARY (LEARNING TARGETS, SMALL GROUP) ○ PRACTICE PROFILE ○ WALK THROUGH DATA ● HOW WILL THEY BE MEASURED? (LOOK-FORS) <ul style="list-style-type: none"> ○ LEARNING TARGETS <p>SHARE DISTRICT NON-NEGOTIABLES THROUGH SPDG PROCESS (JIM)</p> <ul style="list-style-type: none"> <input type="checkbox"/> WHAT IS BEST FOR <u>ALL</u> KIDS <input type="checkbox"/> RIGOROUS CURRICULUM FOR <u>ALL</u> <input type="checkbox"/> <u>ALL</u> LEARNERS' NEEDS MUST BE MET <input type="checkbox"/> PREVENT FAILURES <input type="checkbox"/>
	5:00 – 5:15	<p>WRAP-UP MEETING EVALUATION - MEETING EVALUATION CHECKLIST</p>

NON-NEGOTIABLES WRAP

1. **SYSTEM IS RESPONSIBLE FOR PREVENTION OF STUDENT FAILURE**
2. **USING PRINCIPLES OF UNIVERSAL ACCESS - CURRICULUM IS DIFFERENTIATED FOR THE NEEDS OF ALL LEARNERS THE FIRST TIME CONTENT IS TAUGHT VS. TAUGHT TO THE NORMED GROUP OF STUDENTS AND THEN ADAPTED AFTER THE FACT.**
3. **ALL INSTRUCTION FOR ALL LEARNERS: PREMISED ON A RIGOROUS CORE CURRICULUM FOR ALL STUDENTS.**
4. **ALL DECISIONS WILL BE MADE BASED ON WHAT IS BEST FOR STUDENTS.**

Next DLT: February 26, 2015 @ 3:30pm