



**Agenda**



Ohio Improvement Process (OIP)

Thursday November 11<sup>th</sup>, 2010

Media Center computer Lab

10:30 am

**District Leadership Team Members:**

Scott Wasserman, Principal	Ron Widman, Principal
Bobby Moore, Superintendent	Kim Poland, Language Arts HS
Danielle Prohaska, Director of Teaching and Learning	Melissa Hoellrich, Special Education
Marlo Schipfer, Assistant Principal	Scott Marsh, Social Studies Jr. High
Leah Wasserman, Math Department HS	Julie Jones, 1 <sup>st</sup> grade
Emily Rozmus, Media/Library specialist	Tara Clark, 3 <sup>rd</sup> Grade
Abbey DeLong, 2 <sup>nd</sup> Grade	Mary J Huffman, Data Coordinator
Christy Conley, 5 <sup>th</sup> Grade	Ce Greene, Special Education Coordinator

**Group Norms:** Pausing, Paraphrasing, Probing for specificity, Presuming positive intentions, Putting ideas on the table, Paying attention to self and others, Pursuing a balance between advocacy and inquiry.

Today we will be practicing: \_\_\_\_\_

**Being Respectful of time and agenda items.**

Time	Topic and Process	Who	Materials
10:30	<p>Tasks for the Morning:</p> <ul style="list-style-type: none"> <li>• Opening PLC Activity</li> <li>• Review adult and student indicator data</li> <li>• Discuss implications of data and next steps</li> <li>• Highlight the PLC Rubric</li> </ul>	Bobby & Danielle	<p>Agenda</p> <p>PLC Scenarios Adult and Student indicators Data collection Sheets Module 9/10 PLC Rubric</p>
11:10	<p>Leading Change in the District</p> <ul style="list-style-type: none"> <li>• Facilitating High Quality Instructional Practices Module: Implementation, Monitoring, and Professional Development. Discuss the summary and view video.</li> <li>• Review Adult Indicator Data. What are the implications of this data? How should we address this with our BLTs?</li> <li>• Review Student Indicator Data. What are the implications of this data? How should we address this with our BLTs? How should this impact what is happening at the TBT level?</li> <li>• Highlight PLC rubric. Questions or clarifications on meaning? Suggestions for additions? <i>–we will do this with each rubric to make sure we all have a common understanding.</i></li> </ul>	<p>Danielle</p> <p>Bobby</p> <p>Mary J</p>	<p>Note Taker Should record:</p> <ul style="list-style-type: none"> <li>• Questions of the data; suggestions; information to be cascaded</li> <li>• PLC rubric feedback</li> </ul>
2:40	<p>Commitment &amp; next steps:</p> <ul style="list-style-type: none"> <li>• Cascading to departments and grade levels – What is the plan for DLT reps and Principals to share out this information?</li> <li>• Before next meeting, BLTs and TBTs should be reflecting on the implementation audits and completing quarter 2. <b><i>The impact of this practice will be measured in our ability to take information back to TBTs and BLTs to inform our practices for student learning.</i></b></li> <li>• Set next DLT meeting</li> </ul>	<p>Danielle</p> <p>DLT/Principals</p>	

**Lunch will be served from 12:30-1:30**

## Initiative Implementation Rubrics

Grade Level/Department Team \_\_\_\_\_

According to the rubrics in the instructional strategic plan, indicate your grade's level of implementation at this time.

**4-Exemplary      3- Proficient                  2- Progressing      1-Not Meeting Standards**

QUARTER 1	4	3	2	1
PLC				
Reading Workshop				
Inclusion				
Data Teams				
Short Cycle Assessment				

QUARTER 2	4	3	2	1
PLC				
Reading Workshop				
Inclusion				
Data Teams				
Short Cycle Assessment				

QUARTER 3	4	3	2	1
PLC				
Reading Workshop				
Inclusion				
Data Teams				
Short Cycle Assessment				

QUARTER 4	4	3	2	1
PLC				
Reading Workshop				
Inclusion				
Data Teams				
Short Cycle Assessment				