

CLEARVIEW

LOCAL SCHOOLS

District Leadership Team Meeting

September 27th 2023



AGENDA



- 1. Welcome!**
- 2. Welcome to Guests**
- 3. Opening Activity**
- 4. DLT Norms**
- 5. Levels of Educational Discussion**
- 6. Curriculum Department Focus and Framework**
- 7. DLT Purpose and OIP Goals**
- 8. BLT Purpose**
- 9. OLAC Video**
- 10. State of the Schools**
- 11. Break**
- 12. OST Data Barriers to Learning**
- 13. Key Initiatives 2022-23 Review**
- 14. MTSS in Clearview Review**



CLEARVIEW DISTRICT LEADERSHIP TEAM 23-24

Jerome Davis

Noeleen Rothacker

Carolyn Kazel

Jason Steadman

Kellie Alston

Joanie Keppler

Wendie Hutsenpiller

Laura Manning

Kari Cooley

Amber McEwen ★

Jenny McMahon

Jen Smercina

Molly Streator

Molly Klonk ★

Lynne Stark

Jackie Michalek ★

Jenn Anderson

Kelly Stephenson ★

Stephanie Leonhardt

Jamie Dodson

Sally Roule

Kelly Schenk

DLT is about shared leadership!

WELCOME SST2 MEMBERS!



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**State Support
Team**



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Welcome!

OPENING ACTIVITY: **BLURBLE**

Each BLT will engage in a game called Blurble

1. BLT members are to sit in a circle.
2. Game will be played in a clockwise rotation.
3. Each person will take turns as the "Blurbler" possessing the deck and going against team members one at a time in the circle.
4. Each card in the deck contains a picture of a common object.
5. Blurbler will flip over a card, the first to **shout out a word that starts with the same letter** as the object on the card – WINS and keeps the card.
6. EX: if you see an elephant on the card, shout out what comes to mind first... perhaps "elevator!" or "eraser!" before your opponent. But don't trip over your tongue and say "elefarfernugen."
7. Take turns being the Blurber with the deck rotating around.
8. Who has the most cards???

**We Got
A Phonemic Awareness
Problem!!**

**Um ...
that's
not
a
word**

My mind doesn't work that way!



CLEARVIEW DLT: GROUP NORMS



1. Respect suggestions.
2. Limit cell phone usage to emergencies.
3. Continue to stay positive with a district wide lens.
4. Make district decisions as a team.

New??

**From the Clearview
Literacy Plan**



Clearview Local Schools **Active Listening**

As a Clearview student when I am listening to others I will utilize the following active listening strategies:

1. Eye Contact

-Look at the person speaking or presenting.

2. Posture

-Maintain body position that communicates interest and respect for the speaker.

3. Do Not Interrupt

-Allow the speaker to talk without disruption or interference.

4. Question

-Listen intently in order to be able to ask a question about the speaker's content.

5. Repeat

-Listen intently in order to be able to repeat the main idea of the speaker's content.

**What we model
is what we get**

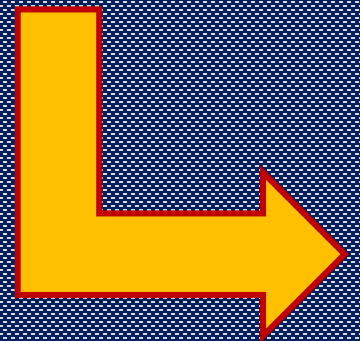


DR. DOUGLASS REEVES: LEVELS OF EDUCATIONAL DISCUSSION

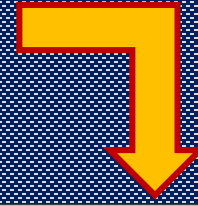
1. Personal Belief – “**I think ...**”
2. Personal Experience – “**Because this happened to me ...**”
3. Group Experience – “**Because this happened to us ...**”
4. Systematic Comparison – “**Because (district x) does this ...**”
5. Preponderance of the Evidence – “**Considering all the data ...**”



**Your personal opinion cannot
drive decisions alone!**



**DR. DOUGLASS REEVES:
LEVELS OF EDUCATIONAL DISCUSSION**



Preponderance of the Evidence:

STAR Data

SPED Data

PBIS Data

OST Data

TEACHER GRADE Data

SWIS Data

FRECKLE Data

IXL Data

EASY CBM Data

ATTENDANCE Data

GRADUATION Data

What is our decision making based on?



CURRICULUM FRAMEWORK

**Never Forget
Your Why!**

WHY?

WHAT?

WHEN?

HOW?

We start with WHY:

To enrich the lives of our students through the power of education

WHAT:

Curricular State Standards

WHEN:

Curricular Maps Outline Schedule of When Standards are Taught

HOW:

The Resources, Strategies, and Activities Used to Teach the Standards

Assessment

Analysis

Intervention



CLEARVIEW CURRICULUM FOCUS



Relationships First

- Promote strategies to place priority on building positive relationships with students - identify families, likes, dislikes, learning traits, strengths, and weaknesses. Build Rapport.

Active, Engaged, and Innovative

- Identify and promote research based instructional strategies by continually sharing best practice and providing continual opportunities for professional development.
- Support and promote teachers in efforts to develop creative, active lesson plans to engage students in the learning process.
- Establish a PLN, Personal Learning Network. Collaborate, connect, and share with colleagues in Clearview Schools and around the world.
- 21st Century Skills - Creativity, Collaboration, Critical Thinking, and Communication. Prepare students for the world of tomorrow.

Student Growth

- Identify and analyze assessment data to ensure students are making significant growth.
- Identify and implement intervention strategies to assist students that are not making growth.

OHIO IMPROVEMENT PROCESS



What are we doing here??

Clearview DLT

Vincent BLT

Durling BLT

CHS BLT

TBT

TBT

TBT

TBT

TBT

TBT

TBT

TBT

TBT

TBT

TBT

TBT

TBT

TBT

TBT

TBT

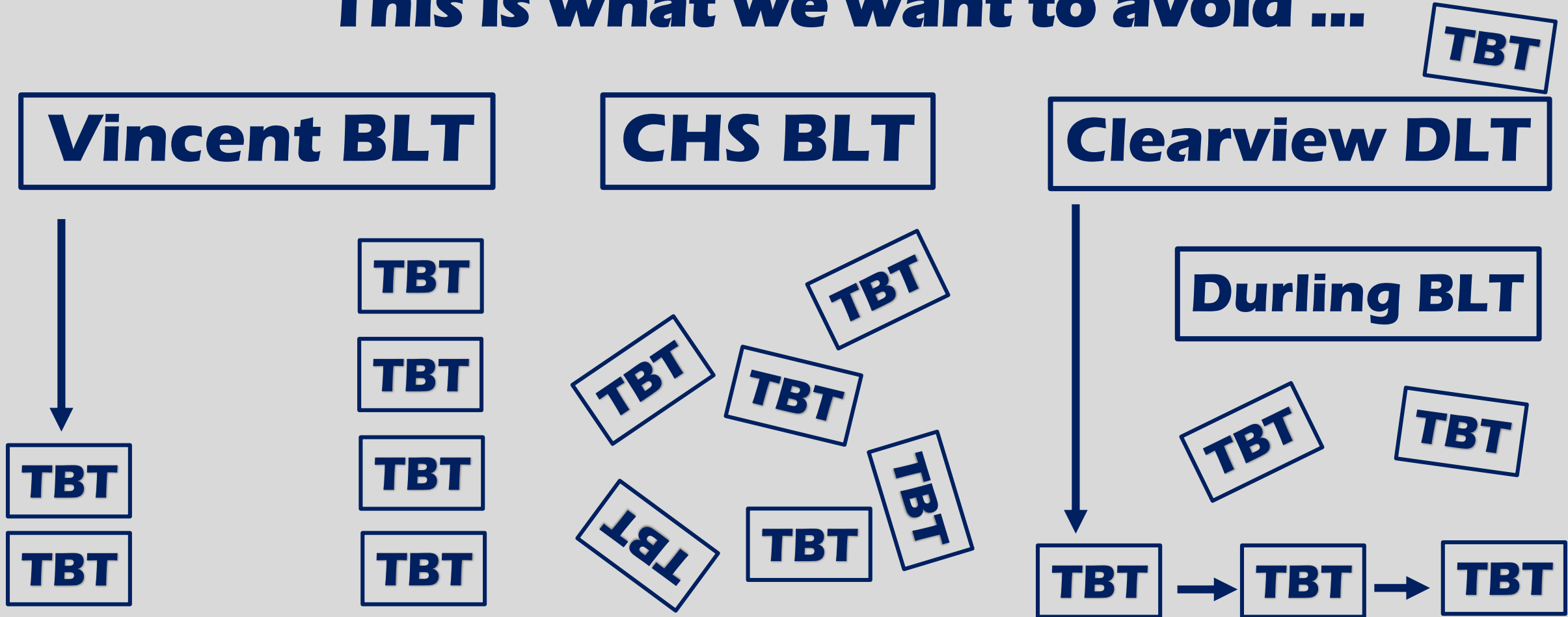
TBT

TBT

OHIO IMPROVEMENT PROCESS



This is what we want to avoid ...



OHIO IMPROVEMENT PROCESS



Unstructured

Broken Lines of Communication

People working in isolation

No focus on instructional improvement



OHIO IMPROVEMENT PROCESS



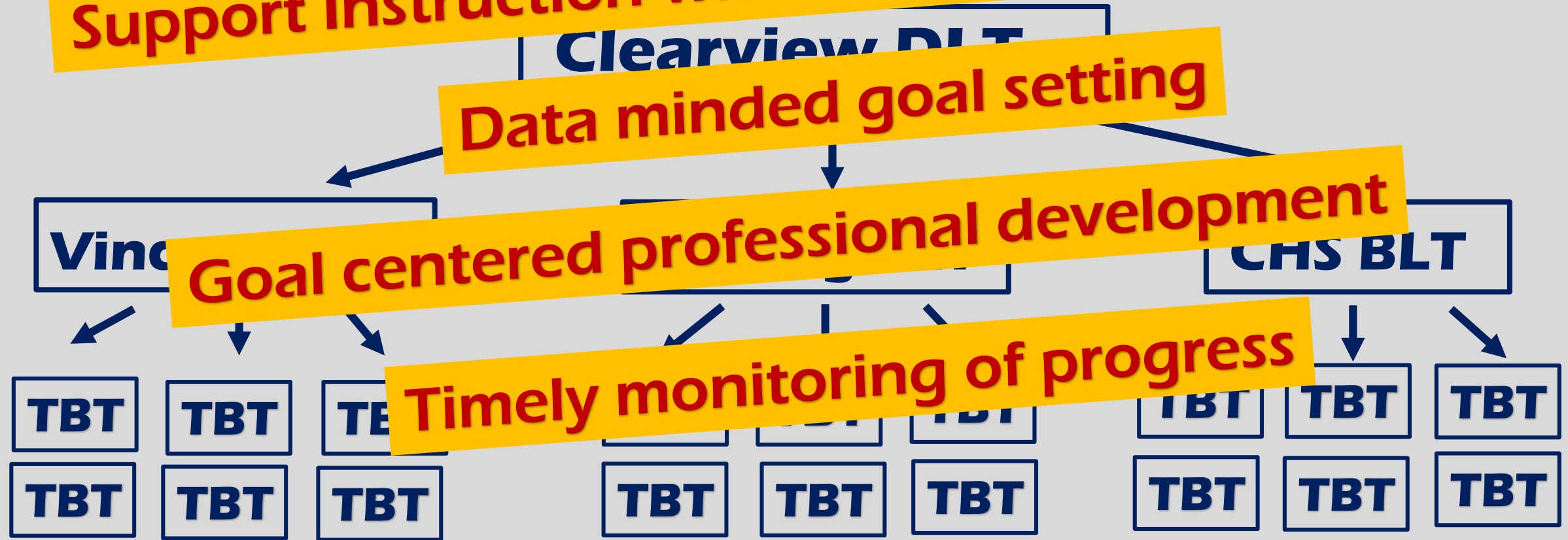
What are we doing?

Support Instruction within the district through...

Data minded goal setting

Goal centered professional development

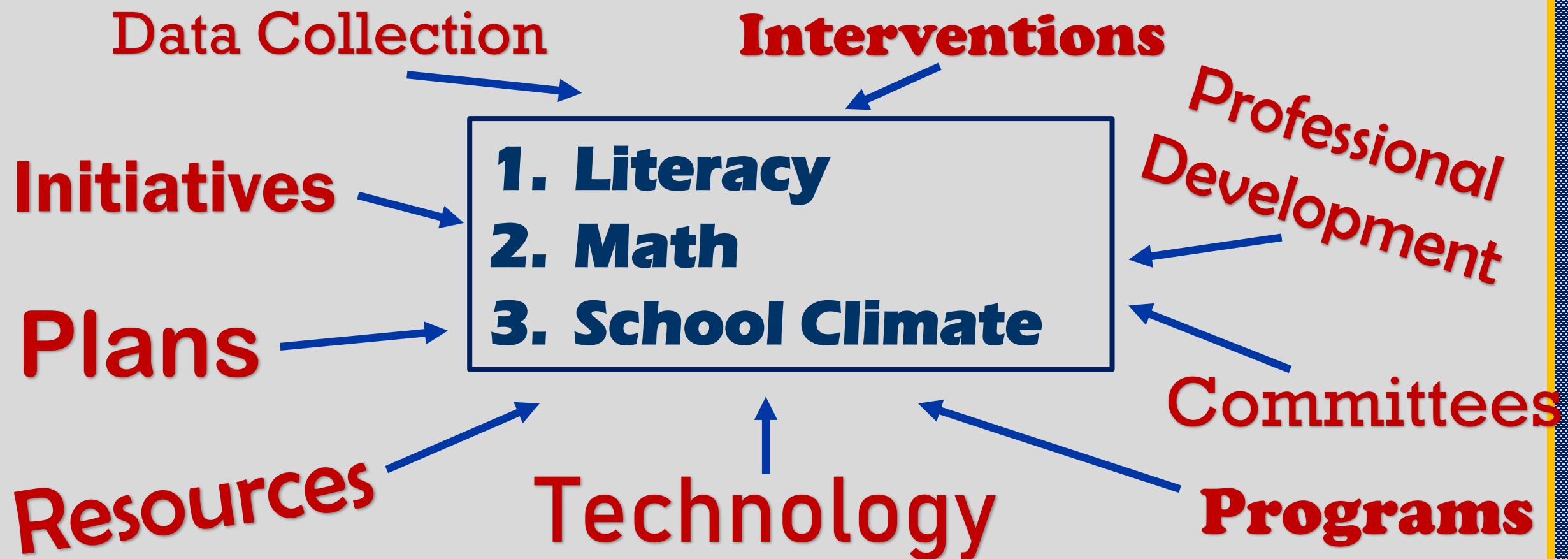
Timely monitoring of progress



OHIO IMPROVEMENT PROCESS DISTRICT GOALS



Clearview OIP goals revolve around improvements in student academic achievement and school climate:





OHIO IMPROVEMENT PROCESS **DISTRICT GOALS**

Clearview OIP goals revolve around improvements in student academic achievement and school climate:

First Task:

Identify one example from each that best exemplifies how your building is currently addressing improvements in these areas:

- 1. Literacy - ??????**
- 2. Math - ??????**
- 3. School Climate - ??????**

**Help
The
New
People!**

BLT PURPOSE

The purpose of a Building Leadership Team, as defined by the Ohio Leadership Advisory Council, is to:

- Support **improvement in instructional practice** on a school-wide basis
- **Establish priorities** for instruction and achievement
- Support the effective and ongoing use of **data** to monitor adult follow-through and student progress.



OIP 5 Step Process



CLEAVIEW RECOGNITION BY OLAC



Ohio Leadership
Advisory Council





BLT PURPOSE

Assessing the productivity of your BLT ...

- 1. Are your BLT meetings calendared for the school year? When are they?**
- 2. Who is responsible for creating the agenda? How is it created?**
- 3. What topics will be consistently listed and addressed on your BLT agenda? What will be reoccurring?**
- 4. Does a BLT member take notes from the meeting? Who?**
- 5. Are the notes from your BLT meetings shared with all building colleagues? How?**
- 6. How does your BLT plan to support the improvement of instructional practice?**
- 7. Is there an instructional practice or strategy that will be a focus for 2023-24?**
- 8. How does your BLT plan to monitor your Key Initiatives (priorities) needed to impact instruction and student academic achievement? Discuss ...**
- 9. What data and reference materials will consistently be brought to BLT meetings for review?**
- 10. How do you plan to support TBTs in the 2023-24 school year?**

**Send Answers
To me via
Google Docs**



STATE OF THE SCHOOLS

Assess the start of the 2023-24 school year in your building by discussing and answering the following questions ...

- 1. Identify the most significant positive in your building at this point in the school year. Why do you define it so?**
- 2. Identify the biggest challenge at this point in the school year. What is being done to address this challenge?**



VES - DMS - CHS –

Answers on Whiteboard

Take a current snapshot



CLEARVIEW DLT MEETING 9/27/23

**BREAK
TIME!**

10:00 minutes

AFTERNOON BLT MEETING

Each afternoon of the DLT meeting days will serve as individual time for each BLT to meet.

What does your BLT plan to accomplish this afternoon?

Share with the DLT

OST DATA REVIEW



	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
3rd Grade ELA	63.5	65.8	49.6	62		38	53	49
3rd Grade Math	63.5	71.7	64.2	61		29	42	51
4th Grade ELA	53.6	56.1	61.9	52		33	50	52
4th Grade Math	56.4	62.6	66	52		34	38	62
5th Grade ELA	66.1	60.2	64.9	69		63	44	45
5th Grade Math	43.5	39.8	42.7	39		14	30	21
5th Grade Science	81.5	67.3	71	62		39	52	52
6th Grade ELA	44.1	61.8	57.1	44		28	47	39
6th Grade Math	54.2	69.2	57.1	60		16	45	31
7th Grade ELA	53.8	56.9	61.4	63		55	51	62
7th Grade Math	53.1	39.8	39.4	35		26	24	45
8th Grade ELA	40.4	36.3	35.9	53		36	50	43
8th Grade Math	35.7	51.4	52.8	64		11	31	18
8th Grade Science	61	60.7	47.2	60		31	58	40
Algebra	25.3	49.7	54.2	36		19	23	37
Biology	66.2	61.3	66.4	47		46	36	44
English I	46.1	46.8	61	48				
English II	49.3	52.1	62.2	49		49	40	42
Geometry	44.6	42.2	50.8	30		15	28	24
Government	56.9	70.6	76	68		38	44	61
US History	71.6	65.7	75	74		52	50	59

OST DATA REVIEW

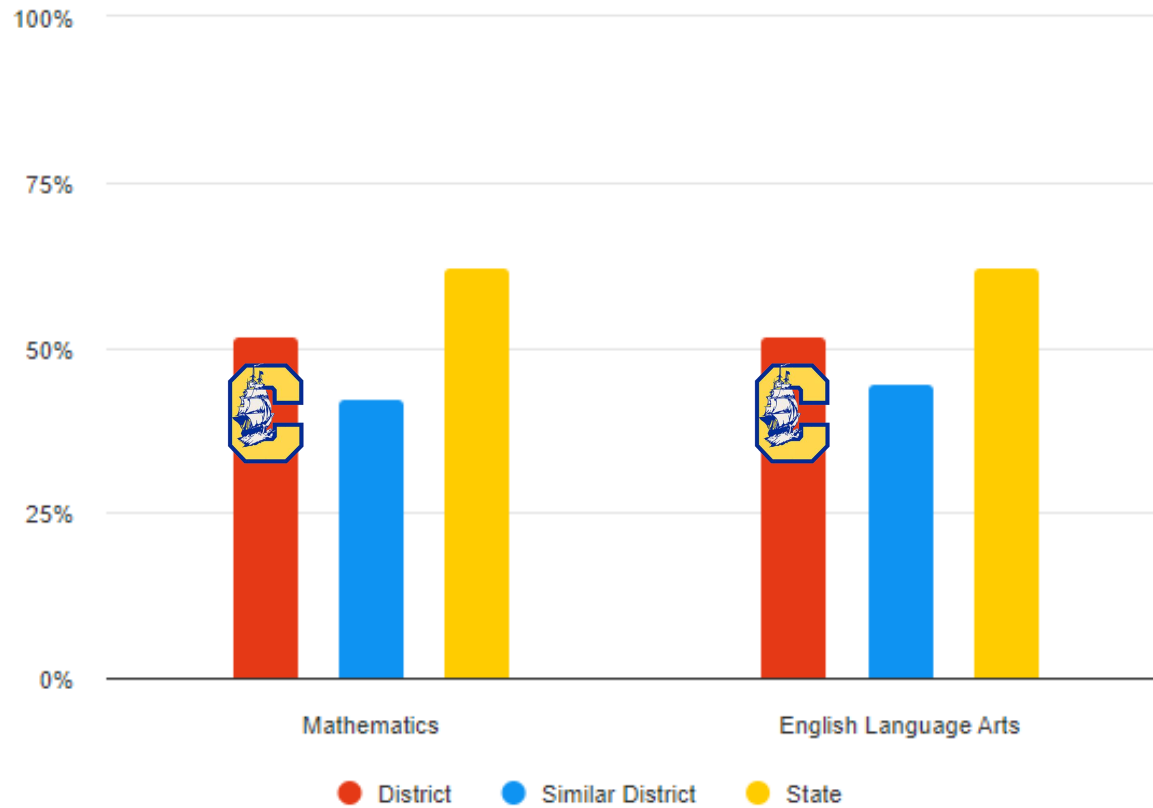


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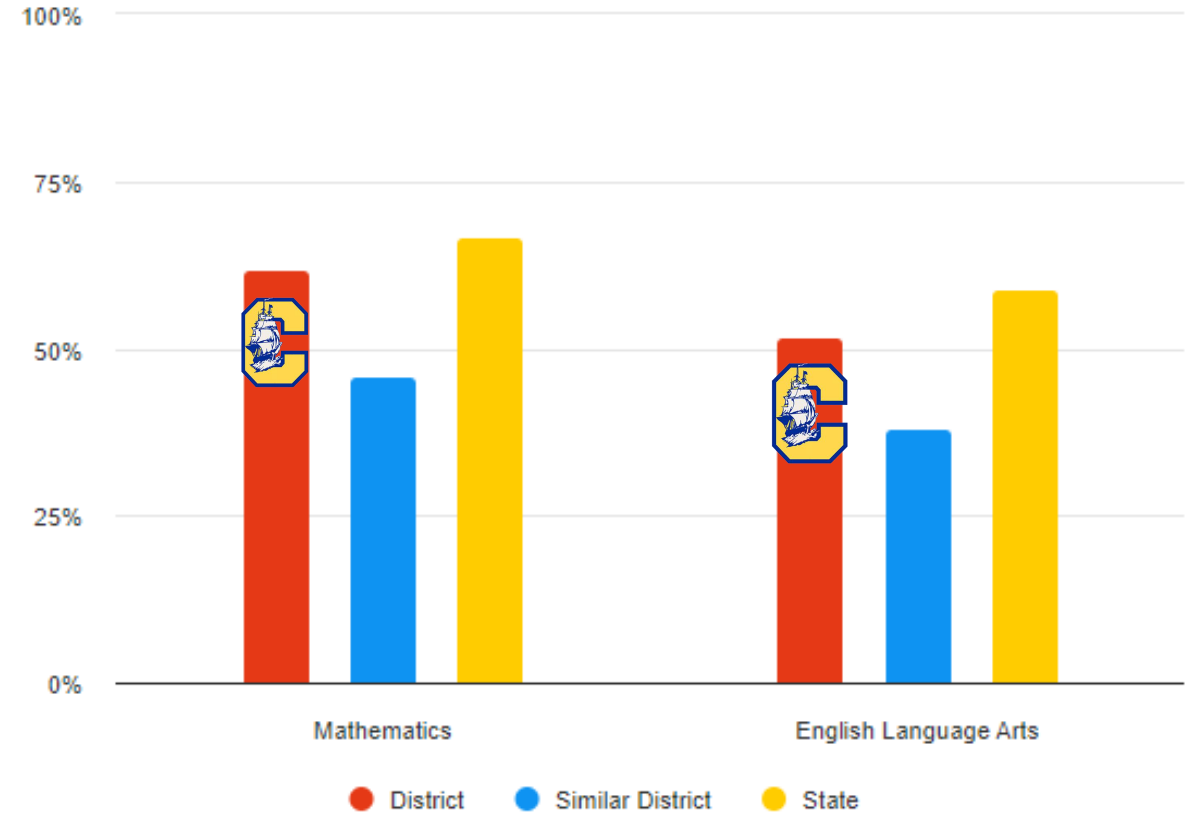


OST DATA REVIEW

GRADE 3



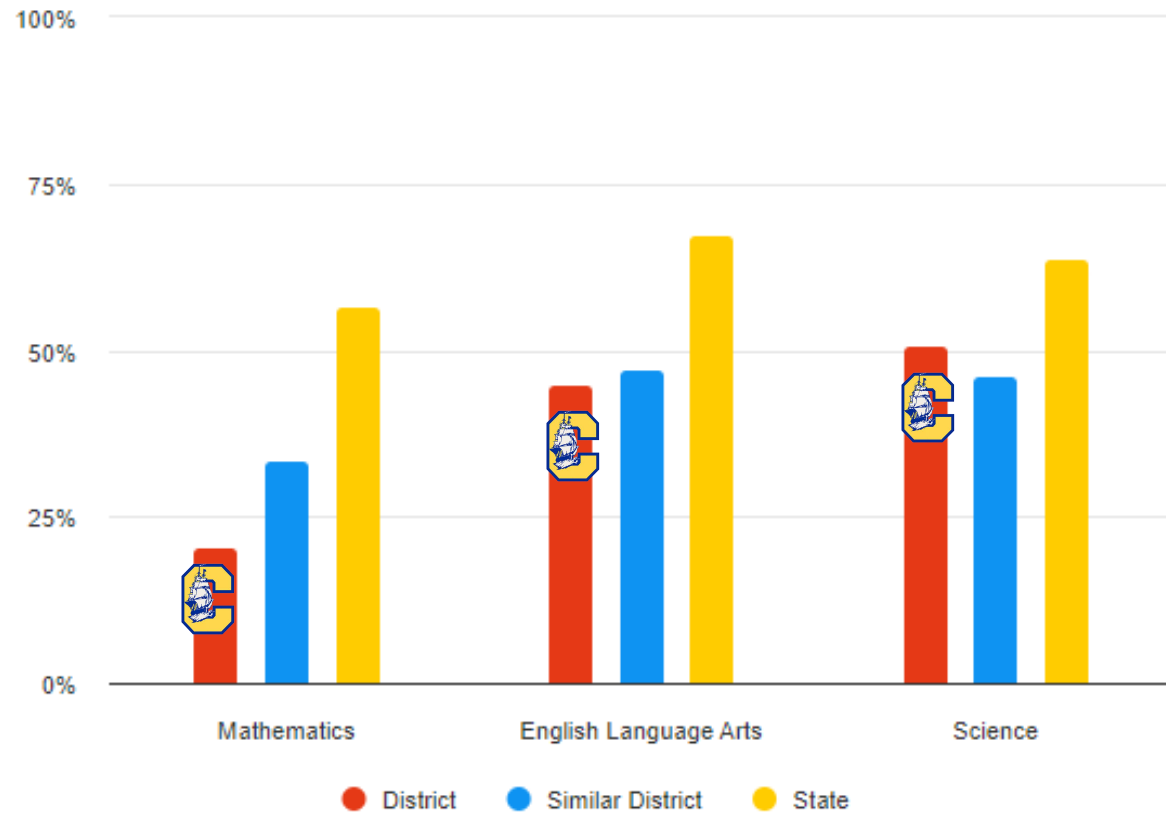
GRADE 4



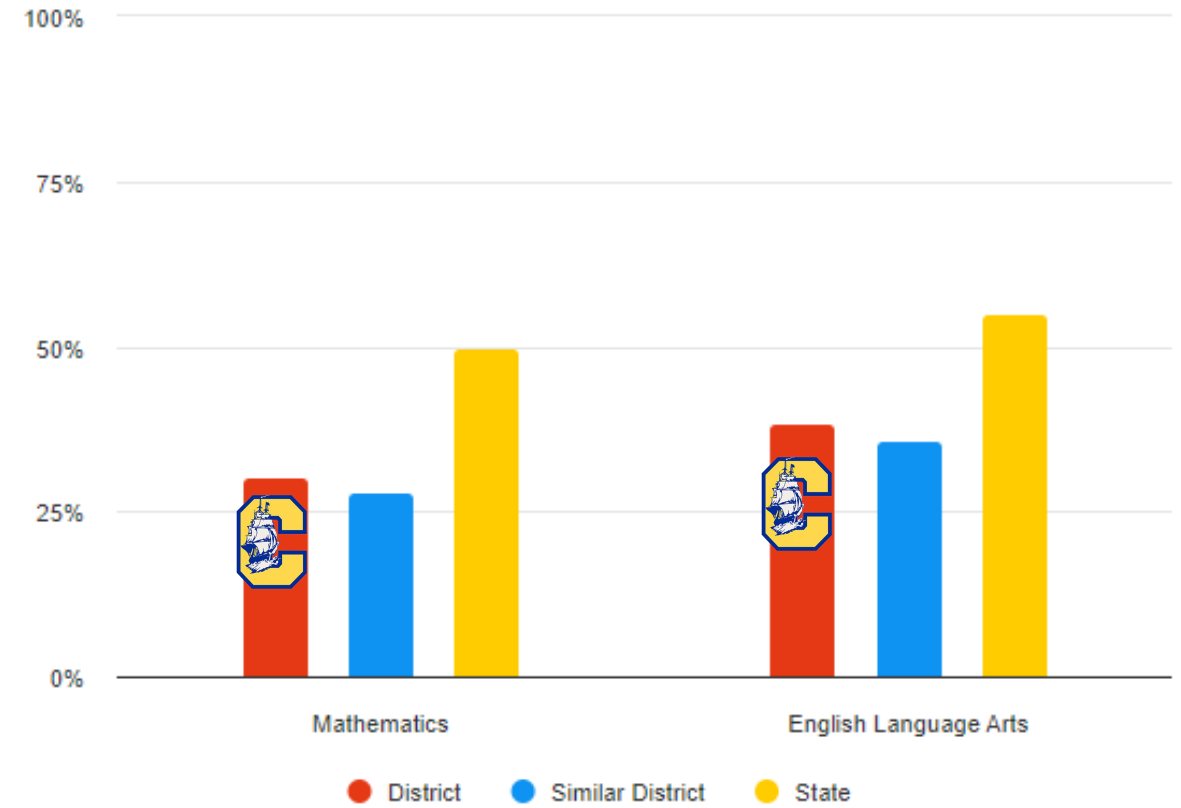


OST DATA REVIEW

GRADE 5



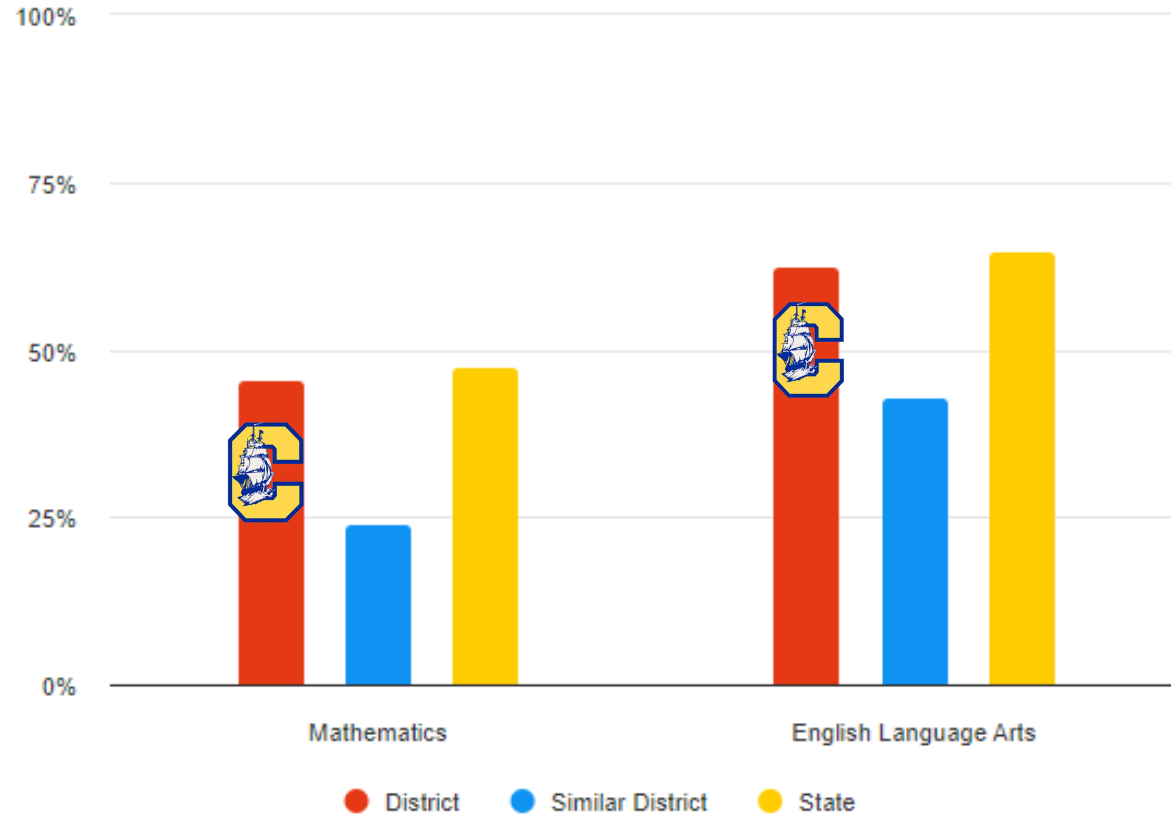
GRADE 6



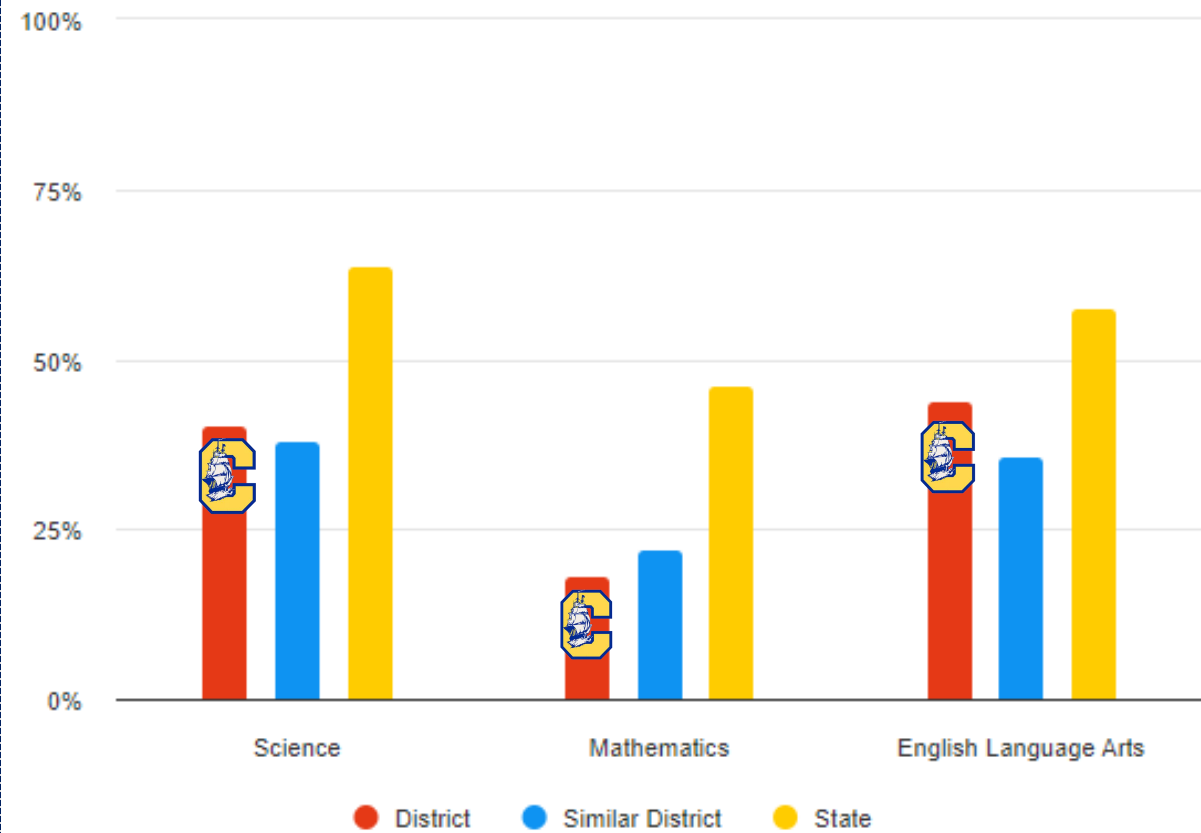


OST DATA REVIEW

GRADE 7



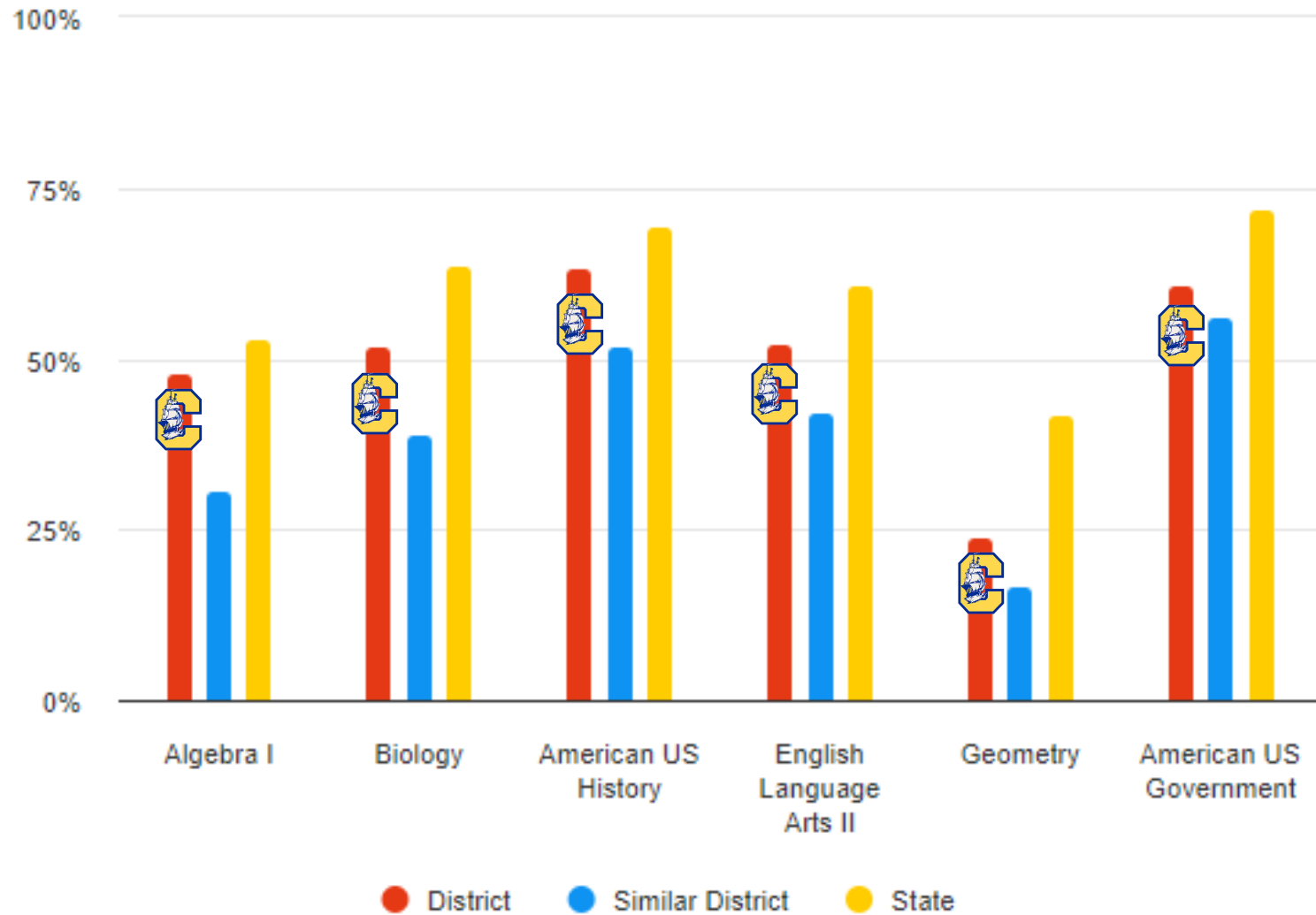
GRADE 8



OST DATA REVIEW



HIGH SCHOOL





BARRIERS TO LEARNING

Reflect on the experiences, instruction, interventions, and work conducted with the students at your school.

What are your students main Barriers to Learning?

Prior Failures

Confidence

Cultural

Attendance

Poverty

Social Emotional

Resources

Depression

Instruction

Motivation

Disabilities

Home Issues

Phycological

Prior Knowledge

Poor Literacy Skills



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What are your students main Barriers to Learning?

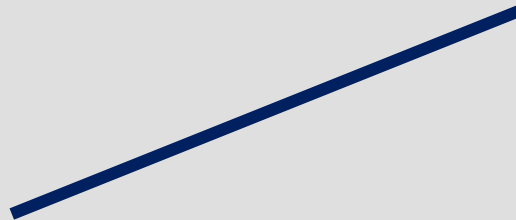
Prior Failures

Attendance

Motivation

Home Issues

Prior Knowledge



TIME FOR MIXED GROUPS!!

Reorganize in the mixed groups listed to the right:

Identify one of the barriers to learning and discuss ideas on how it can be addressed.

Generate two to three ideas.

Each group will pick a different barrier.

Group 1:

Kari Cooley
Lynne Stark
Joanie Keppler
Jamie Dodson
Amber McEwen

Group 3:

Noeleen Rothacker
Molly Klonk
Jenn Anderson
Jackie Michalek
Carolyn Kazel

Group 2:

Jenny McMahon
Stephanie Leonhardt
Kellie Alston
Kelly Schenk
Molly Streator

Group 4:

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BARRIERS TO LEARNING

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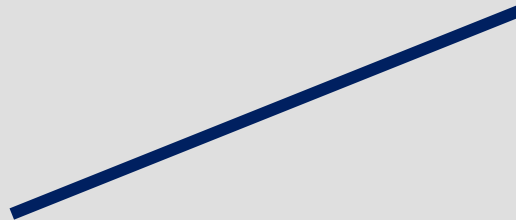
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Attendance

Motivation

Home Issues

Prior Knowledge



OHIO IMPROVEMENT PROCESS - KEY INITIATIVES



Vincent Elementary

1. MTSS

Academic Interventions
Behavior (to include PBIS tier 2)

2. MATH

Create Math The Vincent Way
Fact fluency

3. WRITING

Increase students' application of
vocabulary
Collect and analyze student work
samples to ensure growth
with the Vincent Way of
Writing.

Durling Middle

1. MTSS

Academic

- Update training and involvement
for all staff
- Familiarize all staff with Tier 1,2,3
level interventions using the
appropriate intervention in
and out of the classroom.

Behavior

- Implementation of the Behavior
Matrix to improve minor and
major behavior infractions

2. CORE CONTENT

- Vertical Alignment
- Common Language Vertically
- Critical Thinking/Expanding DOK

KEY INITIATIVES FOR 2023-24

Clearview High

1. PBIS

- School wide buy-in from
staff/students w/RCA House
system
- Increased staff/student
celebrations

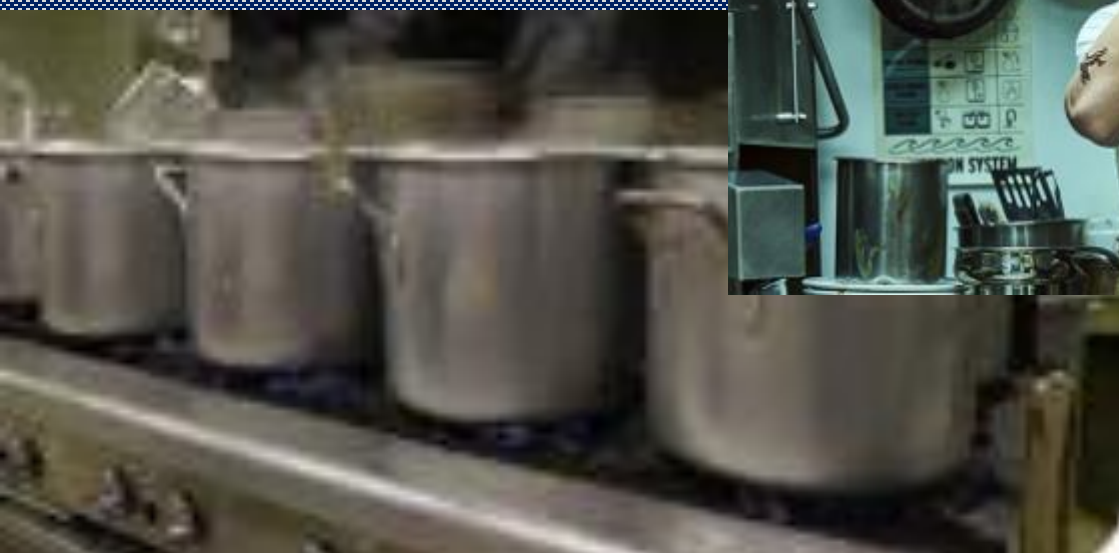
2. MTSS

- Identify the process at the high
school
- Academics
- Behavior

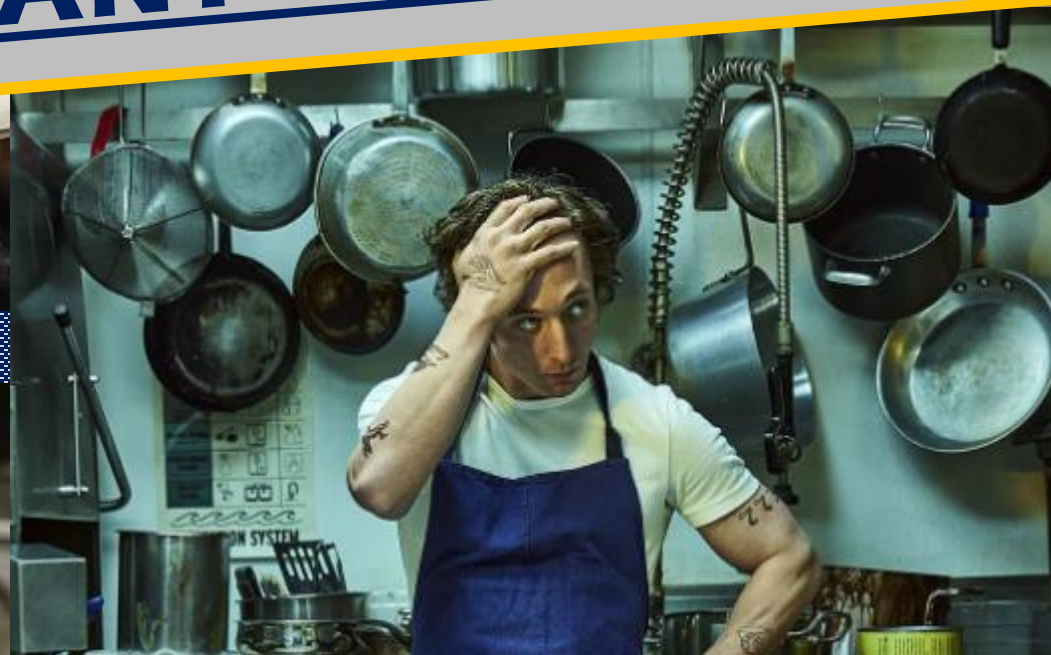
3. DOK

- Focus on DOK
- Increase use of differentiation
w/instruction and
assessment

Narrow the focus!



TOO MANY POTS ON THE STOVE!!



OHIO IMPROVEMENT PROCESS - KEY INITIATIVES



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MTSS - MULTI TIERED SYSTEM OF SUPPORT

Clearview MTSS Building Flowchart

Behavior

Building: Vincent

Tier 1:

Teaching of SAIL expectations using lesson plan checklist
Booster sessions of expectations in January with same lesson plan checklist
Video teaching of school wide expectations
Character Ed Assemblies
Clipper Cash Cabin
Start Your Day the Vincent Way
School and Classroom Vision/Mission
Zones of Regulation
Active Supervision
WEBS points in Dojo/Celebrations
Monthly guidance lessons

Benchmarks for Tier 2:
SWIS referrals/suspensions
Zones of Regulation (K/1)

Tier 2:

Guided SEL instruction during WIN and Start Your Day the Vincent Way
Check In/Check Out - Relationship building
Teacher partner
Counselor groups
Social worker - relationship with parents
Individual Behavior Plan
Scheduled Breaks?

Benchmarks for Tier 3:
CICO data

Tier 3:

Behavior plans

Further Referral Process:

Clearview MTSS Building Flowchart

Behavior

Building: CHS

Tier 1:

student handbook
teacher modeling appropriate behavior
class meetings (discuss expectations)
effective pep rallies
school counselors
connections
open door policy with teachers
peer mentoring
enrichment experience
caught being good drawing
take 10
SSS class
talk to SRO
review of SAIL (update)
videos teaching behavior/expectations
zones of regulation
student handbook
students to understand the why

Benchmarks for Tier 2:
SWISS major office referrals -greater than 3 (defiance)
Passing number of classes
Meetings with parents
Attendance

Tier 2:

alternatives to suspension
teach conflict resolution
meeting with parents and teachers
meetings with students
wrap around services
teach de-escalating
peer mediation
counselor/Doris
check-in/referral to counselor
FBA/BIP
task chart

Benchmarks for Tier 3:
SWISS major office referrals-greater than 3
Passing number of classes
Meetings with parents
Attendance
Duration of time on Tier 2

Tier 3:

FBA/BIP
wrap around services
meeting w/parents
outside agency referral
Anger management
Conflict resolution

Further Referral Process:
Looking at Least Restrictive Environments

MTSS - MULTI TIERED SYSTEM OF SUPPORT

Identifying MTSS in your building for 2023-24:

- 1. Who will serve on that committee for 23-24?**
- 2. How often will the MTSS Committee meet? When?**
- 3. How will students get referred to the MTSS Committee?**
- 4. How do you plan to utilize the MTSS flowcharts?**
- 5. What is your plan to document MTSS information?**

Add to the DLT Google Doc