

CLEARVIEW

LOCAL SCHOOLS

District Leadership Team Meeting

May 15th 2024



AGENDA



- 1. Welcome!**
- 2. Opening Activity**
- 3. DLT Norms**
- 4. Levels of Educational Discussion**
- 5. Curriculum Department Focus and Framework**
- 6. BLT/TBT Reflection Activity**
- 7. OIP District Goals Activity**
- 8. Key Initiatives Activity**
- 9. Break**
- 10. State of the Schools – Control the Narrative**
- 11. OST Data Review**
- 12. Branching Minds – MTSS Demo**
- 13. Afternoon = BLT Meetings**

WELCOME CLEARVIEW DLT MEMBERS!!



Central Office:

Jerome Davis Paul Kish

CHS:

**Noeleen Rothacker
Carolyn Kazel
Jason Steadman
Kellie Alston
Joanie Keppler
Wendie Hutsenpiller
Jacob Ward
Mark Majoras
Lurlene West
Derrick Walter**

DMS:

**Laura Manning
Kari Cooley
Amber McEwen
Jenny McMahon
Jen Smercina
Molly Streator
Molly Klonk**

VES:

**Lynne Stark
Jackie Michalek
Jenn Anderson
Kelly Stephenson
Stephanie Leonhardt
Jamie Dodson
Sally Roule
Kelly Schenk**

DLT is about shared leadership!



WELCOME TO OUR FRIENDS FROM SST2



Dr. David Bowlin



Melissa Wagner



Kate Hamilton



OPENING ACTIVITY: THE CONNECTION TOWER

THE CONNCECTION TOWER

Directions: PART 1

1. Gather in the mixed groups identified to the right
2. Each group will receive a stack of index cards
3. As a group identify as many similarities or things that you have in common. What connects you?
4. At least two in the group must share the connection
5. Must be non-Clearview. Ex: We both work in the same school district – no good
6. Examples: same college; same city of residence; same favorite sports team; same hobby; same talent; etc.
7. Write each individual connection on an index card and stack the cards.

Rothacker
Majoras
Klonk
McEwen
Leonhardt

1

Michalek
Hutsenpiller
Schenk
Keppler
Dillon

2

Steadman
Roule
Alston
West
Cooley
Dodson

3

Stark
Walters
Streator
Stephenson
Smercina
Wagner

4

McMahon
Kazel
Anderson
Ward
Bollin

5

OPENING ACTIVITY: THE CONNECTION TOWER

THE CONNCECTION TOWER

Directions: PART 2

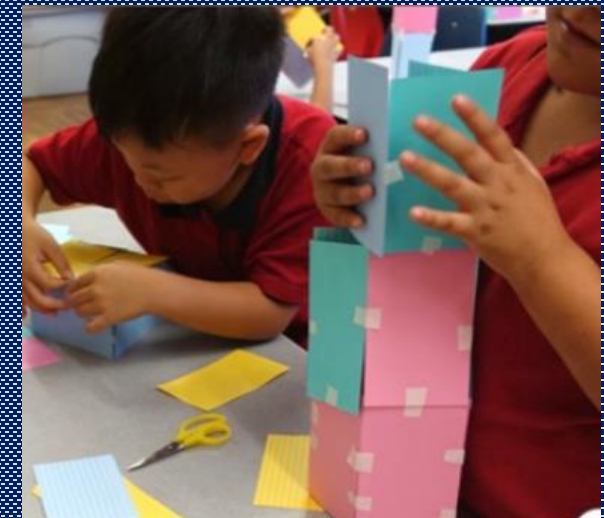
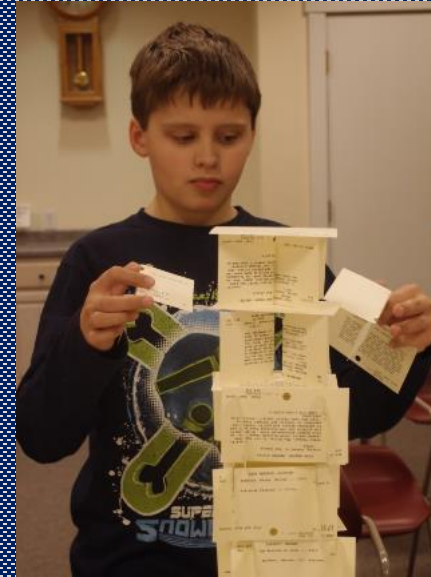
1. After the time limit to create your index connector cards has expired:
2. A separate clock will be posted
3. Teams will then attempt to build the tallest free standing structure using the connector cards only
4. Cards can be bent, folded, cut, etc.
5. No other props or accessories such as tape, glue, or pencils, etc. can be used
6. Tallest structure wins!!



OPENING ACTIVITY:

Classroom Applications?

- How can this activity be used in class? ...
- What can be placed on the cards by cooperative groups?
- Additions / alterations to how we played??



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.

You may be assigned to ask a question to a presenter!!



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.

LEVELS OF EDUCATIONAL DISCUSSION



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



Dr. Douglass Reeves

**Our personal opinions cannot
alone drive decision making**





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

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

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OHIO IMPROVEMENT PROCESS



What are we doing here??

Clearview DLT

Support Instruction within the district

Durling BLT

CHS BLT

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OHIO IMPROVEMENT PROCESS



This is what we want to avoid ...

TBT

Unstructured

Variant BLT

CU

Clearview DLT

Broken Lines of Communication

People working in isolation

Durling BLT

No focus on instructional improvement

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TBT

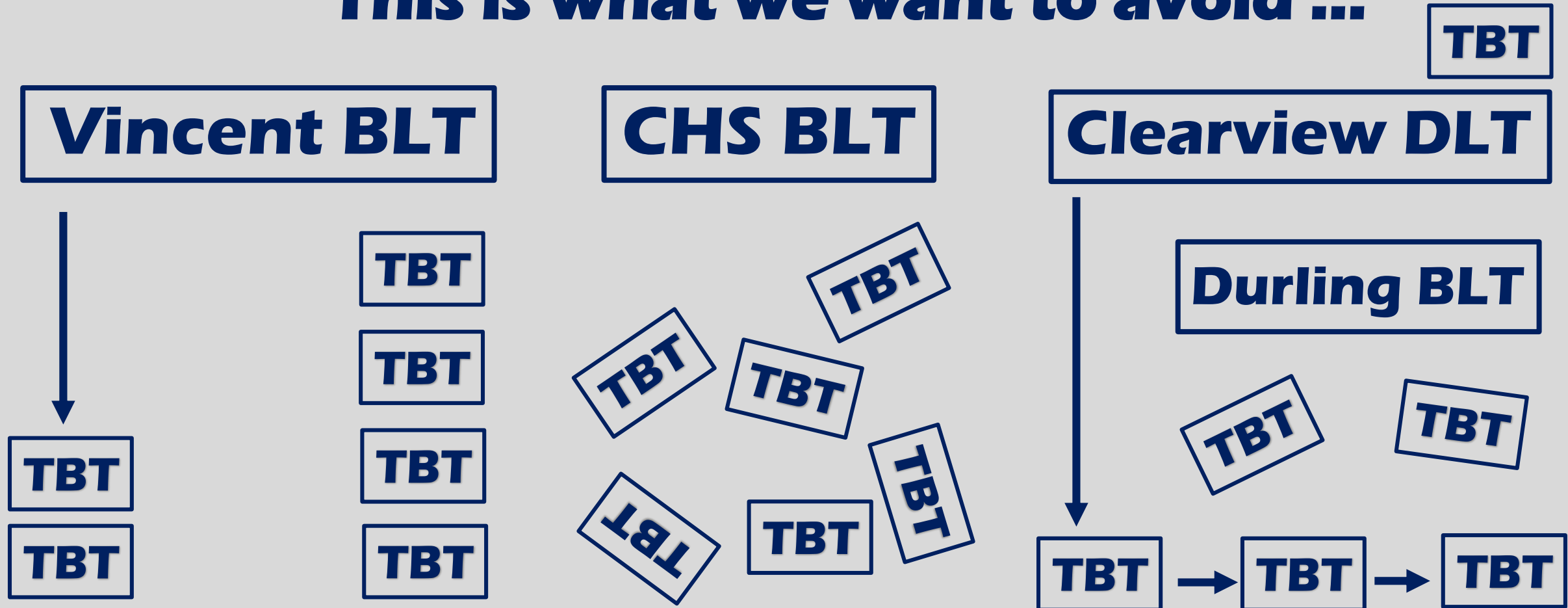
TBT

TBT

OHIO IMPROVEMENT PROCESS



This is what we want to avoid ...



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.

Quiz Time!!



Go to **Kahoot.com**
Use the Code Below:

Kahoot!

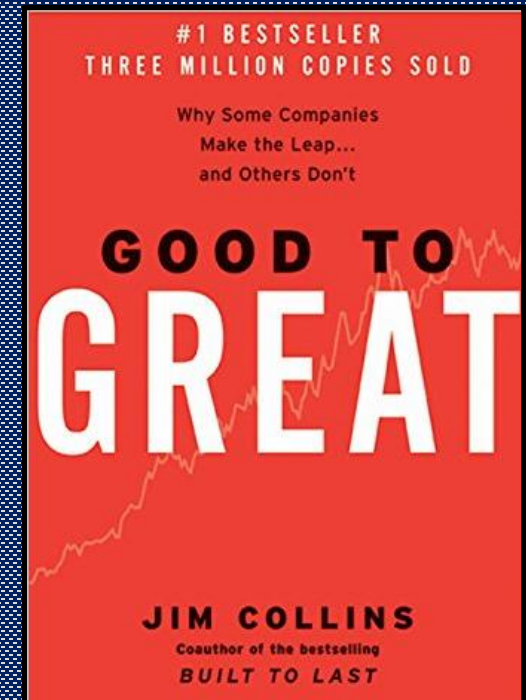
BLT REFLECTION ACTIVITY

BLT Reflection Activity

A “stop doing” list is a list of things you or your company are *not* going to do. It’s a counter-intuitive technique for identifying **productive vs non-productive practices**.

Reflect back on the work of your BLT and the practices you engaged in for the 23-24 school year. Identify actions that were ineffective, counter productive, and/or hindered your team from progress. The actions may have even taken you further from your goals.

Identify up to three.



USE DOCUMENT EMAILED TO PRINCIPALS

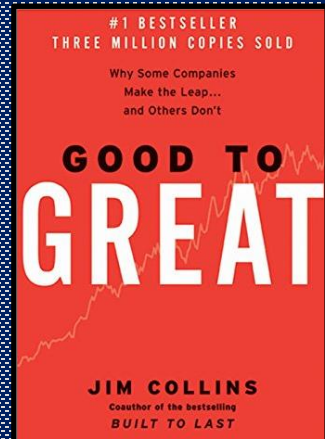


TBT REFLECTION ACTIVITY

TBT Reflection Activity

Answer the following questions as it pertains to the work of your Teacher Based Teams within the building ...

1. How are TBTs notified of team/meeting expectations?
2. How are TBT members assigned roles for meetings?
3. Are the TBT meeting roles consistent within your building?
4. What is the process for ensuring that TBTs maintain an instructional focus?
5. How is TBT progress monitored within your building?

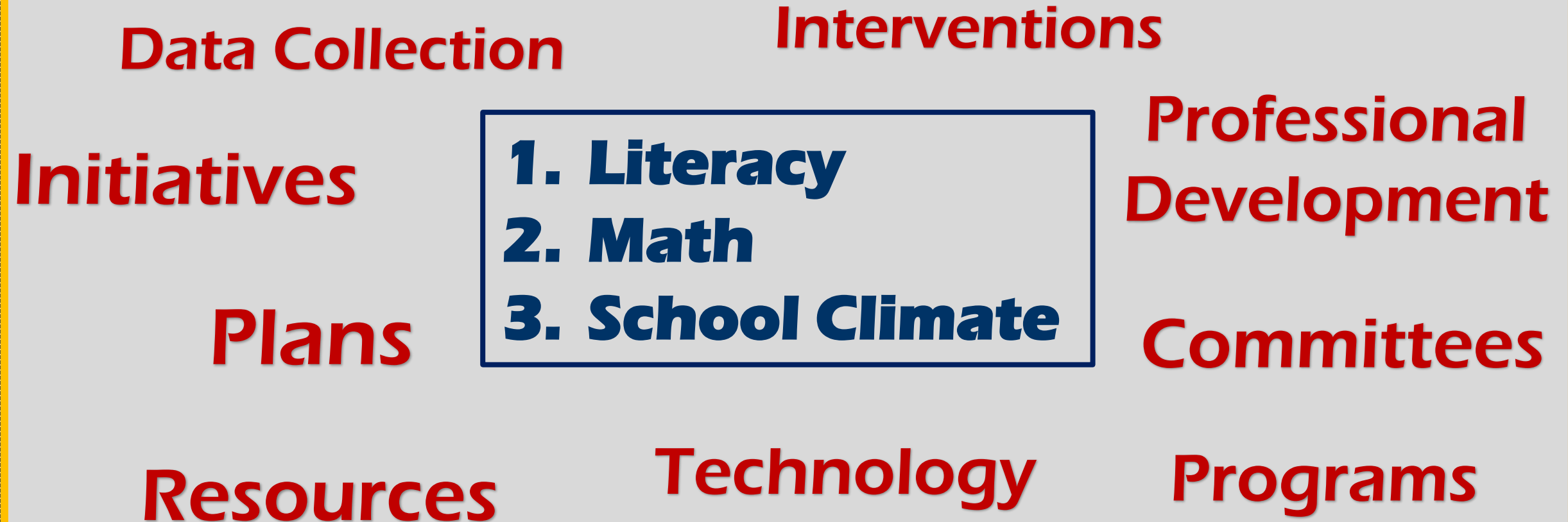


USE DOCUMENT EMAILED TO PRINCIPALS

OHIO IMPROVEMENT PROCESS **DISTRICT GOALS**



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



OHIO IMPROVEMENT PROCESS DISTRICT GOALS



What has made the **MOST IMPACT** in 2023-24?

Connect 3 outside topics in RED to one of the District Goals in the Box in BLUE

Data Collection

Interventions

Initiatives

**Professional
Development**

Plans

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

Like so ...

Resources

Technology Programs

OHIO IMPROVEMENT PROCESS DISTRICT GOALS



What has made the **MOST IMPACT** in 2023-24?

Connect 3 outside topics in **RED** to one of the District Goals in the Box in **BLUE**

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Interventions

Initiatives

1. Literacy

2. Math

3. School Climate

**Professional
Development**

Plans

Committees

Resources

Technology

Programs

OHIO IMPROVEMENT PROCESS DISTRICT GOALS



What has made the **MOST IMPACT** in 2023-24?

Connect 3 outside topics in **RED** to one of the District Goals in the Box in **BLUE**

Data Collection

Interventions

Initiatives

Professional

1. What is it?

2. Math

Plan

Professional Development

2. How is it making an impact?

Committees

Technology

Programs

Resources

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!!

Narrow the focus!



WHY??!!

Avoid Initiative Overload!

OHIO IMPROVEMENT PROCESS - KEY INITIATIVES



Rate progress of each number AND bullet point: 5 being fully implemented

Rating 1-5

Vincent Elementary

1. MTSS

Academic Interventions
Behavior (to include PBIS tie)

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
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Writing.

Rating 1-5

Durling Middle

1. MTSS

Academic Interventions
-L... involvement

-Family involvement in Tier 1,2,3
Interventions using the
appropriate interventions
and out of the

Behavior
-Implementation of
Math interventions
Behavior

2. C...
...ent
...ge Vertically
...Expanding DOK

Rating 1-5

Clearview High

1. PBIS

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

OHIO IMPROVEMENT PROCESS - KEY INITIATIVES



Vincent Elementary

1.

2.

3.

Durling Middle

1.

2.

**KEY
INITIATIVES FOR
2023-24**

Clearview High

1.

2.

3.

Narrow the focus!



LOOKING FORWARD ...

In reflection with your 2023-24 Key Initiatives, identify Initiatives that you plan to identify for the 2024-25 school year.





LOOKING FORWARD ...

Key Initiatives

Considerations:

- **BLT Reflection**
- **Consider Impact Activity**
- **Identify 2 or 3**
- **Instructional in Focus**
- **Consider School Needs**
- **Connected to District Goals**





CLEARVIEW DLT MEETING 3/13/24

**BREAK
TIME!**

10:00 minutes

STATE OF THE SCHOOLS



Darin Rowell EdD
Executive & Team Success

**HOW LEADERS
CAN CONTROL
THE NARRATIVE**

STATE OF THE SCHOOLS



Here Ye' Here Ye' Read All About It!

Answer the following questions ...

- 1. How does your school share the good news and celebrations about your school?**
- 2. How does your school share the news about the academic accomplishments of students?**
- 3. How does your school share the news about the accomplishments of staff?**
- 4. What communication forums do you use?**
- 5. How often do these communications go out?**

Answers on Whiteboard



OST DATA REVIEW



| | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
|-------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 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 | 38 |
| 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 | 52 |
| 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 | 13 |
| 5th Grade Science | 81.5 | 67.3 | 71 | 62 | | 39 | 52 | 52 | 59 |
| 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 | 19 |
| 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 | 25 |
| 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 | 21 |
| 8th Grade Science | 61 | 60.7 | 47.2 | 60 | | 31 | 58 | 40 | 50 |
| Algebra | 25.3 | 49.7 | 54.2 | 36 | | 19 | 23 | 37 | 29 |
| Biology | 66.2 | 61.3 | 66.4 | 47 | | 46 | 36 | 44 | 62 |
| 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 | 16 |
| Government | 56.9 | 70.6 | 76 | 68 | | 38 | 44 | 61 | 59 |
| US History | 71.6 | 65.7 | 75 | 74 | | 52 | 50 | 59 | 58 |

OST DATA REVIEW

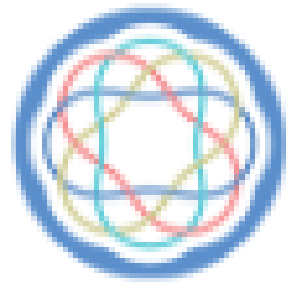


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| 4th Grade Math | 56.4 | 62.6 | 66 | 52 | | 34 | 38 | 62 | 52 |
| 5th Grade ELA | 66.1 | 60.2 | 64.9 | 69 | | 63 | 44 | 45 | |
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| Government | 56.9 | 70.6 | 76 | 68 | | 38 | 45 | 61 | 59 |
| US History | 71.6 | 65.7 | 75 | 74 | | 52 | 50 | 59 | 58 |



MTSS IN CLEARVIEW

Branching Minds - A platform designed to support Multi-Tiered System of Supports (MTSS) by integrating data for student progress monitoring, identifying learning challenges, and recommending interventions.



BRANCHING
MINDS

DEMO