



YCS BLT Agenda/Minutes February 25, 2019



Attendance	9/24/18 8:30-10:00	10/22/18 3:30-5:00	12/3/18 12:00 - 2:00	1/28/19 8:30-10:00	2/25/19 3:30-5:00	3/25/19 3:30-5:00	5/20/18 8:30-10:00
Meeting Dates: 2018-2019							
Member Names							
Kerry Bettross - 3rd	X	X	X	X	X		
Greg Dobrowolski - Principal	X	X	X		X		
Carrine Esenwein - 2nd	X	X	X	X	X		
Cheriese Farkas - K	X	X	X	X	X		
Amy Glaser - SI Coach	X	X	X		X		
Michelle Johnson - Treasurer		X	X	X			
Gina Kief - K-2 Lit. Coach		X		X	X		
Linda Mancini - 1st	X	X	X	X	X		
Jolene Morello - 7th & 8th	X	X	X	X	X		
Erin Rivello - Art	X		X	X	X		
Melissa Smith - 1st		X	X	X	X		
Rachael Smith - Director	X	X	X	X			
Marnee Sweeney - 5th	X	X	X	X	X		
Carie Watson - LC Coach		X		X	X		
Yvonne West - 6th	X	X	X	X	X		
Lisa Young -ESC		X		X	X		

Location: Library	Date: 2/25/19	Time: 3:30 - 5:00
Facilitator: Amy Glaser		Timekeeper: Marnee Sweeney
Process Observer:		Recorder: Carrien Esenwein

Ground Rules/Meeting Evaluation/Role Assignments

- ★ Begin and end on time and stay fully engaged
- ★ Contribute equally
- ★ Listen and respect others' opinions and perspectives
- ★ Manage devices appropriately
- ★ Maintain positive tone
- ★ Offer solutions

Agenda

- 8:30 - 8:35 Review ground rules and agenda
8:35 - 9:35 Five Step Process Review and Model
9:35 - 10:15 Identify goals and action steps for attendance; Identify data for next meeting
10:15 - 10:30 Process Observer and once around the table

B. District and Building Data Review

<p>Step 1: Collect and Chart Adult Implementation and Student Performance Data</p> <ul style="list-style-type: none">• What data have been collected by TBTs, BLT members or other building personnel?• What are the student performance outcomes?• What are the adult implementation outcomes? (Assessment Data, TBT Reports, Adult Implementation-walk throughs)	<p>Student Learning: Teachers brought different STARS reports Kindergarten data: median scores KA 565 KB 590 KC 607 KD 673 KE 566</p> <p>K: They struggle with different skills across the grade.</p> <table><thead><tr><th></th><th>Median Score</th><th># of students</th></tr></thead><tbody><tr><td>1: 1A:</td><td>77</td><td>15</td></tr><tr><td>1C:</td><td>104</td><td>16</td></tr><tr><td>1D:</td><td>91</td><td>15</td></tr><tr><td>2: 2A:</td><td>224</td><td>14</td></tr><tr><td>2B:</td><td>285</td><td>14</td></tr><tr><td>2C:</td><td>201</td><td>14</td></tr><tr><td>2D:</td><td>246</td><td>14</td></tr><tr><td>3: 3A:</td><td>383</td><td>17</td></tr><tr><td>3B:</td><td>297</td><td>15</td></tr><tr><td>3C:</td><td>246</td><td>14</td></tr><tr><td>5: 5A:</td><td>457</td><td>14</td></tr><tr><td>5B:</td><td>491</td><td>14</td></tr><tr><td>6: 6A:</td><td>486</td><td>16</td></tr><tr><td>6B:</td><td>478</td><td>16</td></tr><tr><td>7:</td><td>701</td><td>16</td></tr><tr><td>8:</td><td>886</td><td>15</td></tr></tbody></table> <p>Adult Implementation:</p>		Median Score	# of students	1: 1A:	77	15	1C:	104	16	1D:	91	15	2: 2A:	224	14	2B:	285	14	2C:	201	14	2D:	246	14	3: 3A:	383	17	3B:	297	15	3C:	246	14	5: 5A:	457	14	5B:	491	14	6: 6A:	486	16	6B:	478	16	7:	701	16	8:	886	15
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<p>Step 2: Analyze Adult Implementation and Student Performance Relative to the Data</p> <ul style="list-style-type: none">• What does the data tell you about the students' learning?• What does the data tell you about adult performance within and across grade levels; subject areas?• What instructional strategies were successful?• Are there areas in which teams are not seeing expected progress?• Are students demonstrating common strengths and weaknesses?• Are there patterns, trends, and urgent needs?	<p>Student Learning: Areas of Weakness K: letter recognition, sounds, rhyming, syllables 1: Phonological Awareness 2: Non-fiction, context clues, text evidence 3: Non-fiction, compare/contrast texts, understanding the characteristics of non-fiction, author's purpose 5 Plot, vocabulary, theme, comparing characters 6: citing evidence, theme, figurative language 7: Text comparison, author's purpose 8: 9th grade skills</p> <p>Adult Performance: We agree that our students are not getting the instruction that they need because of the tardies and absences.</p>																																																			
<p>Step 3: Review and/or Refine the District Focused Action Steps Relative to the Data and TBT Needs</p> <ul style="list-style-type: none">• What changes to the plan need to be made to	<p>RIMPs lowest 20%, K-12 phonics/ Rubric F&P, spelling patterns, running records</p>																																																			

ensure fidelity of implementation and to achieve the desired results?		
Step 4: Establish district-wide implementation and monitoring actions/tasks for Step 3 <ul style="list-style-type: none"> • What does the DLT need to change to ensure district-wide implementation? • How will the DLT ensure consistent delivery of supports? • What will administrators observe in the classrooms? (Students & Adults) 		
Step 5: Define Adult and Student Data for Review at Next Meeting <ul style="list-style-type: none"> • What does the post-data look like? • What proved to be successful? 		We are all going to get the correct reports and bring them to the next meeting Look at grade band, lowest 3 students per grade level, and get 4th grade data.

Notes from meeting: There was some confusion as to what report to bring to the meeting.

Notes on Mission/Vision:

Ideas from Grade level meetings for vision/mission from September BLT meeting:

Vision

Educate, Succeed, Prepare, Empower, Self control, Life skills,

Youngstown Community School will educate and empower every child in order for them to succeed in the future.

Mission

Youngstown Community School

Small class size

Personal attention/ One on one time/ Individualized

Literacy collaborative

Productive members of society

Value the daily classroom learning activities

Vision and Mission should include Pre K all through secondary