



## YCS BLT Agenda/Minutes January 28, 2019



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

<b>Location: Library</b>	<b>Date: 1/28/19</b>	<b>Time: 8:30-10:00</b>
<b>Facilitator: Rachael Smith</b>		<b>Timekeeper: Marnee Sweeney</b>
<b>Process Observer: Lisa</b>		<b>Recorder: Carrine Esenwein</b>

### 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><b>Step 1: Collect and Chart Adult Implementation and Student Performance Data</b></p> <ul style="list-style-type: none"> <li>• What data have been collected by TBTs, BLT members or other building personnel?</li> <li>• What are the student performance outcomes?</li> <li>• What are the adult implementation outcomes? (Assessment Data, TBT Reports, Adult Implementation-walk throughs)</li> </ul>	<p><b>Student Learning:</b></p> <p><b>Adult Implementation:</b>  <b>K - Excused Hours: 806.79, Unexcused Hours 2170.74</b></p> <p><b>1- Excused Hours: 796.44, Unexcused Hours 1201.41</b></p> <p><b>2- Excused Hours: 730.48, Unexcused Hours 1384.78</b></p> <p><b>3- Excused Hours: 324.76, Unexcused Hours 823.67</b></p> <p><b>4- Excused Hours: 580.04, Unexcused Hours 807.42</b></p> <p><b>5- Excused Hours: 236.91, Unexcused Hours 309.04</b></p> <p><b>6- Excused Hours: 162.25, Unexcused Hours 629.85</b></p> <p><b>7- Excused Hours: 131.82, Unexcused Hours 301.34</b></p> <p><b>8- Excused Hours: 169.83, Unexcused Hours 329.08</b></p>
<p><b>Step 2: Analyze Adult Implementation and Student Performance Relative to the Data</b></p> <ul style="list-style-type: none"> <li>• What does the data tell you about the students' learning?</li> <li>• What does the data tell you about adult performance within and across grade levels; subject areas?</li> <li>• What instructional strategies were successful?</li> <li>• Are there areas in which teams are not seeing expected progress?</li> <li>• Are students demonstrating common strengths and weaknesses?</li> <li>• Are there patterns, trends, and urgent needs?</li> </ul>	<p><b>Student Learning:</b> Students aren't here to get their interventions in the morning and they are missing a lot of instruction so they are not improving academically.</p> <p><b>Adult Performance:</b> Teachers are unable to teach the children who are not in school.</p>
<p><b>Step 3: Review and/or Refine the District Focused Action Steps Relative to the Data and TBT Needs</b></p> <ul style="list-style-type: none"> <li>• What changes to the plan need to be made to ensure fidelity of implementation and to achieve the desired results?</li> </ul>	<p><b>We need to rethink the scoop to the top idea. The children who come every day are getting discouraged and angry that their class isn't getting any scoops because of the frequent tardies and absences.</b></p> <p><b>We also need to think of rewards for those children who do come to school every day-they deserve to be rewarded for doing the correct thing.</b></p>
<p><b>Step 4: Establish district-wide implementation and monitoring actions/tasks for Step 3</b></p> <ul style="list-style-type: none"> <li>• What does the DLT need to change to ensure district-wide implementation?</li> <li>• How will the DLT ensure consistent delivery of supports?</li> <li>• What will administrators observe in the classrooms? (Students &amp; Adults)</li> </ul>	<p><b>Incentives for parents to get their kids to school- gas cards, store gift cards.</b></p> <p><b>Attach an attendance stipulation for field trips and food giveaways</b></p>
<p><b>Step 5: Define Adult and Student Data for Review at Next Meeting</b></p>	<p><b>Bring STARS Reading data to next meeting; 1 or 2 areas of need</b></p>

<ul style="list-style-type: none"><li>• What does the post-data look like?</li><li>• What proved to be successful?</li></ul>		
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Notes from meeting:

Strategies that will be implemented

- “One Call” on Sunday to remind parents to send kids to school.
- Offer incentives to students- within grade level or school wide (certificates, ice cream, trinkets, “lock in” for 7th/8th grade etc.)
- Possible incentives for parents.
- Kathy Krusel to call the parents of students who are absent/tardy earlier.
- Teachers contact one parent of a student who is chronically absent.
- Students who had a high rate of absences in the lower grades continue that pattern as they move up to the next grade level.

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