YCS BLT Agenda/Minutes
March 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	X	
Greg Dobrowolski - Principal	X	X	X		X	X	
Carrine Esenwein - 2nd	X	X	X	X	X		
Cheriese Farkas - K	X	X	X	X	X	X	
Amy Glaser - SI Coach	X	X	X		X	X	
Michelle Johnson - Treasurer		X	X	X		X	
Gina Kief - K-2 Lit. Coach		X		X	X	X	
Linda Mancini - 1st	X	X	X	X	X	X	
Jolene Morello - 7th & 8th	X	X	X	X	X	X	
Erin Rivello - Art	X		X	X	X	X	
Melissa Smith - 1st		X	X	X	X		
Rachael Smith - Director	X	X	X	X		X	
Marnee Sweeney - 5th	X	X	X	X	X	X	
Carie Watson - LC Coach		X		X	X	X	
Yvonne West - 6th	X	X	X	X	X	X	
Lisa Young -ESC		X		X	X		

Location: Library	**Date: 3/25/19**	**Time: 3:30 - 5:00**
Facilitator: Rachael Smith		**Timekeeper: Marnee Sweeney**
Process Observer: Erin Rivello		**Recorder: Carie Watson**

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
3:30 - 3:45 Review ground rules and agenda
3:45 - 4:00 Five Step Process Review and Model
4:00 - 4:45 Identify goals and action steps
4:45 - 5:00 Process Observer and once around the table

B. District and Building Data Review

Step 1: Collect and Chart Adult Implementation and Student Performance Data ● 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)		**Student Learning:Teachers brought in February Stars testing Data** **STAR Reading Data** **K** **7/57 on track in September** **32/57 on track now** **1: 27/47 at or above benchmark** **2: 27/56 at or above benchmark** **3: 49% at or above grade level** **4: 10/42 at or above grade level** **5: 32% at or above benchmark** **6: 7/32 at or above grade level** **7: 25% at or above grade level** **8: 50% at or above grade level** **Adult Implementation:**
Step 2: Analyze Adult Implementation and Student Performance Relative to the Data ● 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?		**Student Learning:**

Grade	Successes	Challenges
K	-Showing growth even if off track -Those on track came to Kindergarten with knowledge	-Identify letters -Identify letter sounds -Attendance
1	-Parent involvement brings greater success -Intervention	-Rimp plan kids: high frequency words, long and short vowels -Attendance
2	-Accuracy when reading -Good interest in nonfiction -LLI adjustments	-Classroom Management -Transferring sight words to writing -Inferencing -Summarizing -Grammar -Comprehension
3	-Compare and Contrast -Character Traits	-Comprehension: details, supporting details, main idea, looking for evidence, sequencing

		-Retell beg, mid, and end -Motivation -Phonemic awareness
4	**-Listen to stories vs. reading it** **-Sequencing beg, mid, and end** **-Text features**	**-Compare and contrast** **-Point of view** **-Flashbacks** **-Text features** **-Nonfiction cause and effect** **-Details**
5	**-LC** **-Work ethic of many students** **-Stamina**	**-Comprehension: informational text** **-Choice of trying and or caring** **-Work to be done vs. working for accuracy** **-Don't return homework** **-Time not used wisely**
6	**-Good kids who love to read and write** **-Good kids actually want to be there** **-Strong writers**	**-Attendance** **-Focus** **-Context clues for vocabulary** **-Limited interests**
7	**-Most can read for understanding** **-Some are good students with a good work ethic**	**-A lot of low kids** **-Don't like reading** **-Won't even read the passage and guess on the questions** **-Lack of motivation** **-Limited interests** **-Some are ready to drop out**
8	**-Like reading** **-Ready to move on** **-Thematic concepts**	**-Only 1 or 2 low students** **-Vocabulary** **-Some are ready to drop out**

Adult Performance: **We continue to see attendance as a factor in our student' successes. The AM interventions and LLI are moving us in the right direction. Motivation, lack of interest, and a poor attitude continue to be a challenge.**

Step 3: Review and/or Refine the District Focused Action Steps Relative to the Data and TBT Needs ● What changes to the plan need to be made to ensure fidelity of implementation and to achieve the desired results?		**Moving forward, we may want to consider taking a hard line at attendance. Consider not allowing students with a certain deficiency in attendance to return. We need to have a plan and consistently stick to it. We need to build our libraries to have books of interest to our students. In grades K-2, not waiting until we see the red flag and try to get attendance under control**

		before it becomes too big of a problem. Some ideas for making this happen are weekly incentives, home reports so that families can see a visual. We are looking for a way to give positive incentives for students who are here. We may want to start a recruiting committee to help get more students. Screening of these new students may help. We are also looking for more extracurriculars to offer students. Academic challenges such as Math 24 may be an exciting addition.
Step 4: Establish district-wide implementation and monitoring actions/tasks for Step 3 ● 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 ● What does the post-data look like? ● What proved to be successful?		We will be brining Star data from September to compare with April's data. The growth report was suggested as a great piece of data.