



YCS BLT Agenda/Minutes December 3, 2018



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

Location: Library	Date: 12/3/18	Time: 12:00 - 2:00
Facilitator: Rachael Smith		Timekeeper: Marnee Sweeney
Process Observer: Rachael Smith		Recorder: Amy Glaser

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

- 12:00 - 12:05** Review ground rules and agenda
- 12:05 - 12:30** Share grade level strategies
- 12:30 - 1:30** Five Step Process Review and Model
- 1:30 - 1:45** Identify goals and action steps
- 1:45 - 2:00** 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:
Attendance Data:**

	All from 9/15	RIMP students	SA6 students
K	395 days	200 days 35/37 students	36 days 8 students
1	270 days	165 days 26/27 students	48 days 9 students
2	303 days	312 days 42/43 students	37 days 13 students
3	222 days	217 (159 partial) days 34/36 students	105 days 24 students
4	217 days		54 days 14 students
5	90 days		85 days 14 students
6	118 days		21 days 6 students
7	57 days		
8	37 days		

		1030
days	386 days	
students	88 students	137

		Adult Implementation:
Step 2: Analyze Adult Implementation and Student Performance Relative to the Data <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? 		Student Learning: Students who are on a RIMP have a high rate of tardies and/or absences. K-2 students have no control over attending school. There are 9 extreme cases in K. Students miss school for a variety of reasons- sickness, transportation from parents, home issues, don't want to go or school is too difficult. There's a decrease in total absences in 7th and 8th. Students want to be at school to socialize. Adult Performance: Parent meeting was held during SA6 afterschool event. The objective was to explain to parents the importance of being in school and HB 410. Not a good turnout.
Step 3: Review and/or Refine the District Focused Action Steps Relative to the Data and TBT Needs <ul style="list-style-type: none"> • What changes to the plan need to be made to ensure fidelity of implementation and to achieve the desired results? 		Strategies that will be implemented <ul style="list-style-type: none"> • "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.
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) 		<ul style="list-style-type: none"> • Start implementing suggestions to reduce tardies /absences • Determine the cost of incentives • Continue tracking attendance
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? 		<ul style="list-style-type: none"> • Attendance data • Third grade AIR literacy scores

Notes from meeting:

*Need representative from 4th grade

*LC PD was occurring at the same time. Two BLT members couldn't attend.

*Carrine Esenwein was late due to unforeseen circumstances.

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