



## YCS BLT Agenda/Minutes October 22, 2018



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

<b>Location: Library</b>	<b>Date: 10/19/18</b>	<b>Time: 3:30 - 5:00</b>
<b>Facilitator: Rachael Smith</b>		<b>Timekeeper: Marnee Sweeney</b>
<b>Process Observer: Lisa Young</b>		<b>Recorder: Carrine Esenwien</b>

### A. Welcome

#### Ground Rules/Meeting Evaluation/Role Assignments

- A. Use the 5 Step Process to Analyze Key Data Sources and Plan Implementation
- B. Develop BLT - DLT and BLT – TBT Communication
- C. Develop Preliminary Agenda for Next Meeting
- D. Evaluate Meeting (Parking Lot / Plus-Delta-Rx)

#### 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**

**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>K - Excused Hours: 271.05, Unexcused Hours 987.61, Percent Absent 8.83</b></p> <p><b>1- Excused Hours: 214.96, Unexcused Hours 448.75, Percent Absent 5.57</b></p> <p><b>2- Excused Hours: 286.94, Unexcused Hours 445.61, Percent Absent 5.47</b></p> <p><b>3- Excused Hours: 76.82, Unexcused Hours 278.23, Percent Absent 3.03</b></p> <p><b>4- Excused Hours: 217.84, Unexcused Hours 309.50, Percent Absent 5.02</b></p> <p><b>5- Excused Hours: 69.07, Unexcused Hours 97.52, Percent Absent 2.45</b></p> <p><b>6- Excused Hours: 54.53, Unexcused Hours 258.08, Percent Absent 4.15</b></p> <p><b>7- Excused Hours: 69.31, Unexcused Hours 109.34, Percent Absent 4.57</b></p> <p><b>8- Excused Hours: 80.99, Unexcused Hours 90.73, Percent Absent 4.69</b></p> <p><b>Adult Implementation:</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> When students are tardy or absent, they are missing out on reinforcement of skills, and the learning of new skills. These children are falling behind and left trying to play catch up. Kindergarten-2nd grade has the highest percentages-possibly because the students are too little to get themselves up and moving in the morning, or because the parents do not realize how important school is at this age. Third grade has the AIR test which was stressed to parents at the beginning of the year. This could explain their low percentage of absences. Fifth grade offers incentives, 6th-8th grade students come to school more possibly because they want to see their friends.</p> <p><b>Adult Performance:</b> Teachers cannot teach the children if they are not here to receive the information.</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</li> </ul>	<p>Reach out to the parents and share attendance data, and explain the School Report Card to them. Literacy Night.</p>

desired results?		
<b>Step 4: Establish district-wide implementation and monitoring actions/tasks for Step 3</b> <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>		<b>Parent meetings about report card data and attendance. Give kids certificates and possibly do something on announcements. Literacy night topic can include early literacy connection to attendance. Make data available to parents.</b>
<b>Step 5: Define Adult and Student Data for Review at Next Meeting</b> <ul style="list-style-type: none"> <li>• What does the post-data look like?</li> <li>• What proved to be successful?</li> </ul>		<b>Gather attendance and tardy data from September 15th and on to be analyzed. Check RIMP and lowest 20%, and Success children's attendance/tardy data. Grade level teams are to come up with incentives to improve student attendance and timeliness.</b>

Notes from meeting:

Kindergarten

- double any grade level
- More than expected
- Why? PreK not mandatory or full time. May not realize how important kindergarten attendance is. Kids not responsible, parents are. Sickness may be factor being first year in K.
- Missing AM work/site words/skills
- Same students missing - many times kids that are already struggling.

First

- Missed bus - don't bring
- Running late/slept in
- Missing AM work - refinement of skills
- Many times same students missing over and over
- Often times, lower students

Second

- 2A seems to have most
- 1 family with 2 students contributes to absences often
- Sometimes parents keep home for school functions (pictures, field trips)
- Tardy kids often come after 10

Third

- Data is one of lowest
- Stress put on attendance for AIR test and TGRG consequences
- Not as many tardies
- One teacher sends DOJO message to ask why kids not at school

Fifth

- Not a lot absences/tardies in general
- 2 students in particular contribute
- Transportation is an issue
- Able to use AM time for intervention
- Teachers offer incentives for academics, which kids can earn when in attendance

## Sixth

- Beginning of school year was bad. Since beginning, not many absences. Would like to look at after September 15
- Leaving early is an issue. Often times is kids that are struggling
- When leave early, had to put in place strategies for make up work (Masterson, folders, 1-1)

## Seventh/Eighth

- Incentive for school = social
- 2 students had 50% of absences
- Health issues may contribute
- Up late gaming
- Hairstyles
- Avoid school functions
- Tardies not really issue. Often the kids are here before 9

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