



**YCS BLT Agenda/Minutes
September 24, 3018**



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

Location: Library	Date: 9/24/18	Time: 8:30-10:00
Facilitator: Rachael Smith		Timekeeper:
Process Observer:		Recorder:

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:

- 8:30 - 8:45 Review ground rules and agenda**
- 8:45 - 9:00 Five Step Process Review and Model**
- 9:00 - 9:45 Identify goals and action steps**
- 9:45 - 10:00 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:</p> <p>Adult Implementation:</p> <ul style="list-style-type: none"> • Did not go through 5 step process today. Used as time to discuss the process and expectations. • Discussed the 5 step process in depth and discussed expectations for BLT members. <ul style="list-style-type: none"> ◦ Take info back to grade level teams (TBTs), share grade level data, determine school trends, determine interventions to put in place • Discussed focusing on subgroups RIMPs and lowest 20% and target interventions • In the past, team felt that they looked at too much data. Collected a lot but really did not see results because the focus was too big. Discussed focusing on smaller pieces to make bigger impact • Need to be more positive with one another and within teams. Need to support each other and know that we are all here for the same purpose. Do not assign blame or point fingers. We need to be honest with our data and determine next steps based on data.
<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:</p> <p>Adult Performance:</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 ensure fidelity of implementation and to achieve the desired results? 		
<p>Step 4: Establish district-wide implementation and monitoring actions/tasks for Step 3</p> <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) 		
<p>Step 5: Define Adult and Student Data for Review at Next Meeting</p> <ul style="list-style-type: none"> • What does the post-data look like? • What proved to be successful? 		<ul style="list-style-type: none"> • Will look at attendance data through 5 step process. • Rachael will get data from Dianne • Grade level reps will get information from teams about causes and potential solutions. • Need to share percentages of how we get our report card grade with team • Need to share Chronic Absenteeism with team • Discuss potential changes to K SBR with K team

		(possibly moving to 4, 3, 2, 1). Cheriiese discussed with team how the SBR has changed over the last 10+ years. Have always been skill based.
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YCS Goals and Action Steps:

- Rachael will work on wording and language and share through a google doc.
- Attendance
- Academic
 - Specific for reading (possible grade bands)
 - Specific for math (possible grade bands)
- Possible climate goal (looking at behaviors, adult climate). This is on hold until the next meeting.