



## School Leadership Team Meeting November 17, 2020

### ATTENDANCE:

(virtually via Zoom Application)

#### School Staff:

- Robin Edmonds (Principal)
- Stephanie Santos, SLT Chair (Teacher)
- Amy Dulsky Little (UFT Representative)
- Janilda Valentin (Teacher)
- Kendall Bayer (Teacher)

#### Parent Representatives:

- Lucy Mendieta, PTA President (Parent)
- Michelle Bell (Parent)
- Carolyn Coffey (Parent)
- Kaiesha Scarbrough (Parent)
- Soraya (Erickson) Gonzalez (Parent)

Meeting Start Time: 7:10am

### OBJECTIVES AND GOALS OF THE SLT:

**Robin:** Review the Comprehensive Educational Plan and goals. The majority of the drop downs (*regarding available measurable programs*) limits you to state metrics as opposed to school metrics. The CEP is a lengthy document and is completed at end of year in preparation for next year. Goals from Last year were kept intact. Things to keep in mind this year - blended versus home learning. What can we do to work towards these goals given the situation and that it might be different?

*Conversation re: measurable programs and metrics took place prior to appointment of secretary.*

### GOALS IN ELA AND MATH:

**Robin:** Increasing students in levels 3 and 4 or decreasing the 2's and 3's was the only option to select as a goal from 2 years ago - the last full testing year. We looked at parent surveys, student rigors and classroom behavior and safety. 100% of the parents felt safe. 70% of the students felt safe. We looked at behavioral and emotional escalation and increasing support for students in crisis. We also looked at students who needed special support and special attention.

What are the most important things to work on in SLT and what are our measures? We need to gather information as a school to respond to the needs of students. Fountas and Pinell running records for english and Spanish for comprehension, fluency, reading, language and growth.

**Michelle:** What measures can we use if we are not using the state measures?

**Robin:** iReady (adaptive diagnostics) is a non-biased grading system. We are 2/3 of the way doing an initial diagnostic with the kids to have an idea of what adjustments we need to make. The system breaks reading and math and groups by different types of students' profiles to close gaps. These are preliminary pieces of data that are informative.

**Kaiesha:** How is iReady Not biased? It doesn't seem like it doesn't have inherent biased since it doesn't take into account the scope of the situation.



**Continued.**

**Robin:** The diagnostics tries to adapt to the students learning capability.

**Michelle:** Every measure has an element of biased (from a measurement standpoint). In terms of validity and reliability, we want to pick something that is actually measuring accurately. We want to be certain it is consistently at measure, given the factors of language, discrimination, etc. We want to see a breakdown of the tools that we're using (in the school).

**Robin:** There's a correlation of the iReady and test results that show the validity. The iReady diagnostics will take about 2 class periods and some kids are scoring higher. iReady has 4 components including diagnostics and progress monitoring (quick quiz). If the child is struggling in a subject, iReady will give the child additional components for the areas that can use improvement.

**Michelle:** iReady is only in english. How do we measure for spanish dominant speakers? They won't have the same support as in the classroom. How will we address the students that have a hard time doing independent learning?

The CEP is about the state progress measure as opposed to the measure of the individual school. The different types of projects and portfolio pieces, and assessments for learning, are conversations to have. iReady and other tools connect to the state data in different ways.

**Kaiesha:** Fountas was troublesome in the Baltimore school system. iReady (in math) does not have the capability of showing the student's work.

**Robin:** In the CEP the state only recognizes a few key tools that can be used – iReady is one of those tools. The reading approach that we take is not in whole language – we take a phonemic approach.

**Kaiesha:** A parent previously mentioned in the PTA Meeting that the Zoom links were a problem. Has this been looked at?

**Robin:** We can't set-up in our system for the teachers to consistently transfer rights to other teachers that are not in the same subject (and not in the same Zoom).

#### **NEXT MEETING:**

**Robin:** We will begin to look at and focus on ELA goals.

Meeting End Time: 8:08am