

# School Leadership Team Meeting

Wednesday, January 18, 2023, 3-4:45 pm

*Agenda + Minutes*

Members	New Members/Non-Voting Members
<ul style="list-style-type: none"><li>● Joanna Cohen, Principal</li><li>● Davina Benaderet/Cynthia Thaler, PTA Co-Presidents</li><li>● Laurie Tamis, Parent</li><li>● Caitlin Gallagher, Parent</li><li>● Jill Davitt, Parent</li><li>● Tali Horowitz, Parent</li><li>● Jennifer Tirado, Teacher</li><li>● Marissa Bateman, Teacher</li><li>● Tamara Chebar, Teacher</li><li>● Peg Galella, UFT Rep/Teacher</li></ul>	<ul style="list-style-type: none"><li>● Jenny May-Reddy, PSACC</li></ul>

- Welcome (3-3:15 pm)
  - Opener: Where and when would you time travel, if it were possible?
- Feedback on Family Mornings (3:15-3:25 pm)
  - Several parents attended meeting
    - fantastic, so civilized. Great to see the little details - like seeing how Kindergartener goes into class.
    - Very cute - show and tell, relaxed and well-organized. Kids without parents seemed totally fine. Nice that it was fewer people
    - Manageable, great experience, not too many people, everyone there in good, happy mood (those without parents present). Teacher prepared kids ahead of time that some parents would be there and some wouldn't, so that was helpful
    - (Ms J: Was some crying in preK and K)
  - Teachers
    - (3rd) Positive, went well, class went a week late (1/13), 7 families - most had one parent, some 2. Invited parents to be part of morning routine (hello time, morning work, responsive classroom -share, schedule, game)
    - (4th) Followed morning routine - play 2 songs while kids enter, greeting, game, took kids along on a tour. Felt very civilized, not overwhelming with too many people
    - (1st) had prepped kids before hand, parents part of morning routine, was really nice
  - Ms Joanna thinking about having a parent coffee after the visits so parents can meet each other, and maybe buy some gear, maybe PTA can fund coffee?
- Looking at our CEP Goal for Math (3:25-3:45 pm)
  - *By June 2023, the percent of 5th graders performing at or above grade level will increase by 10% to 90%, as a result of a focus on multiplication fact fluency.*
  - Current 5th grade math data
    - 79.1% on grade level on 2022 NYS Math Test
    - 79% on grade level on BOY Star Math

- Adaptive assessment - computer based - if kids are doing well, will give them increasingly challenging questions and will show which standards, at which grade level, students have mastered
  - Various reports - includes content from previous grade levels that older grade teachers haven't taught (eg: 3rd grade doesn't do addition/subtraction)
    - Helpful for finding missing building blocks
    - Helpful to compare beg and mid year - most made progress
- Hear from Ed Schulz, 5th grade math teacher (was on SLT last year)
  - Fact Fluency work with 5th grade
    - lots of different factors with math proficiency - low hanging fruit = fact fluency
    - 5th grade expectation - kids know multiplication facts up to 12x12
      - $\frac{2}{3}$  of year is based off of knowing those facts
      - Eg: Adding and subtracting denominators based on common multiples
      - Plan: focus more heavily on fact fluency (in Zearn)
      - Lots of 5th graders don't know multiplication facts by heart and makes everything harder
      - 1 day a week (Fluency Fridays or Fact Fridays) and will dedicate a portion of each lesson on facts - will differentiate based on kids (some might need practice in just one area)
      - Good resources like multiplication bingo, etc
      - Align activities whether in person or online - eg: 10 facts in lower grades and upper grades harder
      - Strategies for kids who have memorization challenges (eg: distributive property, don't know 9x7, but know 10x7 so subtract)
    - What are goals for all grades to support 5th grade?
      - 4th grade = part of HW assignment and speed quiz every week, and use charts
      - Want comprehensive plan across grades so that it's uniform and so they're sharing resources
      - Assessments will help identify what kids know and then can have corresponding activities to help them learn that are engaging
    - Next steps:
      - Communicated to parents with menu of options
      - What skills parents should know (eg: 10 + facts, doubles, etc) AND ways to practice
      - Ways to communicate:
        - Via weekly newsletter from Ms. Joanna (eg: way to support your kid this week) - eg: 15 min/week
        - Family Math Night where kids can show games to parents, so parents can learn and can ask general questions
    - Pedagogical question - if you know addition, do you automatically know subtraction and if you know multiplication then know

division? Typically yes, but need to make the connection explicit and hit it from both angles

- Math Magic (PTA request) - challenging because parents now weren't around in earlier days, so would be helpful to share activity repositories → Mr Ed will share! Cynthia can put parents in touch with Ed
  - Maybe add school-based fluency test?
  - The standardized test goal of improving by 10% might be too ambitious in one year → focus on fluency because idea is that fluency will help a lot
- Chancellor's Landmark Schools (3:45-4:15 pm)
  - Background: Mayor is dyslexic and struggled with reading, and so made this a priority. Last year schools asked to identify a phonics program (first time ever) and also started making plans for how reading and writing will be taught district wide.
    - Always had "reading wars" in US and discussion on dire state of literacy in US.
    - Last 20 years, most schools have adopted a Balanced Literacy Approach which is supposed to be some instruction in how to decode and instruction in comprehension and other word attack strategies
      - In last few years learned that it's not working and that reading scores on NAPE (national) and State have remained stagnant
      - American Public Media Report in 2019 wrote big report on Teachers College Reading and Writing units of study and report was damning
        - Joanna had studied with Lucy Calkins, founder of this approach, and her old school had 30% reading at level and so were in discussion over how to address and then pandemic happened → because parents got front row seat to how their kids were being taught, parents got to observe that their kids not learning to read or write so lot more conversation about this in mainstream media about "science of reading"
        - Fountas and Pinnell and book leveling system is not accurate
        - Bobby Carroll - State Assembly person also had dyslexia, and had to leave NYC schools. He approached Joanna (he's on literacy advisory council for city) and they were looking for school in district to take on science of reading work. Also met with someone named Jason Borges (dir of NYC literacy collaborative in DOE) - they want to have schools piloting more structured reading programs - Chancellor Landmark Schools
        - Will be a gradual process and will be felt mostly in primary grades - K-1 (and some 2)
          - Already have daily phonics instruction (30 - 40 min)
          - Will have more explicit writing instruction - eg: what are the parts of a sentence, how do you use punctuation, will be much more explicit

- Hope is that by time they reach 2nd and 3rd grade they'll be strong decoders - readers. Can transition from learning to read, to reading to learn
    - New Superintendent, Rafael Alvarez, wants to know that what everyone is doing is based on research
  - [What is the Science of Reading?](#)
    - Settled body of research that shows how kids learn to read
  - Watch: [The Science of Reading, a top-level primer](#) (many teachers have been trained in this)
  - What does this mean for 107?
    - Orton-Gillingham training for teachers - for anyone who wants!
    - Heggerty phonemic awareness training for K/1 - teaches kids to manipulate sounds separate from printed text
    - Identifying struggling 3rd-5th grade students for intervention support - trying to figure out now who will be providing that support (city may be providing), already received \$50K from Bobby Carroll office - half of which is paying for the trainings and will use other part for part-time intervention teacher (they might provide a morning program).
      - Intervention will start this school year
    - The Writing Revolution training for 2 staff members
    - Purchase of more decodable readers for K/1 students
    - Gradual shifts in the lower grades to more structured reading and writing work
  - Writing Revolution - not a curriculum - benefit is that it will make strong writers even better. Teaches them how to make their ideas even more complex in a very structured way. 5th grade writing teacher (Mike) and Gina 2nd grade teacher will be attending training. Looking at ways to teach grammar and syntax
  - Feb 9 - press conference. PS 295 will also be participating
    - Schools will most likely have to make these changes in the future, so exciting to be getting a lot of support

Questions:

- Equity piece - if it's very successful at PS 107, is that actually applicable to other schools?
  - Have other pilots throughout city
- Only helping struggling readers?
  - Will help strong readers become better spellers, writers, etc
  - Goal is to NOT return to rote learning, goal is for richer literacy
    - Independent reading where kids will be at or above their reading levels
  - Does PS 107 have higher special ed #'s?
    - Not really, most schools have about 20% of IEPS and we have just a bit above. All schools getting pressure to decrease referrals and that's another hope with this program
- Other School Updates (4:15-4:45 pm)
  - COVID notifications
    - City no longer requires principals to notify anyone about covid cases, but PS 107 has made decision to keep notifying families (about their classes) and staff
  - Parent Workshop Series: live streaming help?

- Jenn has a meeting owl that might be helpful (360 camera)
  - Can ask questions by un-muting
- Science updates
  - Billion Oyster Project
    - 4th grade teacher Amber got training, she and Ed are growing oysters. Amber will write 2 curriculum for lower and upper grades
  - NYU Neuroscience
    - Reem (parent head of STEM committee) connected Joanna with staff member there - they will meet with 5th graders (hopefully to align with STEM day) and will talk about how their brain works and trying to tailor to neurodiversity work and will help with learning and study strategies
  - Sustainability work - would be great goal for school to adopt - everything fits into that, including upcoming field trips for 4th and 5th graders
  - Field Trips
    - Science teacher Abby has big job with curriculum for 2-5
    - Tiny Scientist residency with K-1
  - Joanna's hope and plan for next year = full time science teacher. Some of state literacy \$ will take some of the pressure off
  - Jenn happy to have any other visitors come to her class and learn from what they're doing - in response for kids who don't have hydroponics or other science focus in their class
    - Are there other ways to share those resources?
    - Note- we don't always see everything that's happening in their classroom, no need to feel shortchanged. Science-related field trips also happening a lot more now too.
- Upcoming Meetings
  - February 15, 2023
  - March 15, 2023
  - April 19, 2023,
  - May 17, 2023
  - June 21, 2023