

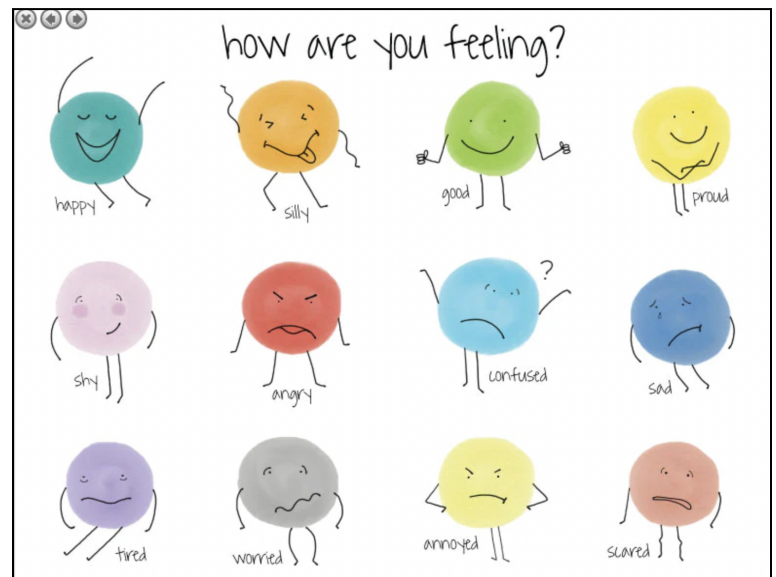
School Leadership Team Meeting

Wednesday, October 11, 2023, 3-5:30 pm

Agenda + Minutes

Members	Non-Voting Members	Absent/Non-Attendance
<ul style="list-style-type: none"> Joanna Cohen, Principal Mike Lew, PTA Co-President Cynthia Thaler, PTA Co-President Leah Holzer, Parent Rika Wilcox, Parent Jill Davitt, Parent Tali Horowitz, Parent Marissa Bateman, Staff Gary Proulx, Staff Michele Dente, Staff Rashad St Edwards, Staff Gary DiFranco or Peg Galella, UFT Co-Chapter Leaders 	<ul style="list-style-type: none"> Eunice Lee, PSACC 	

- Welcome/Warm Up (7 minutes)
 - How are you feeling?
 - Facilitator: Joanna
 - Recorder: Tali
 - Timekeeper: Gary
- Israel-Gaza War (20 minutes)
 - Discuss our school response
 - In past we've done things for Ukraine
 - What would be developmentally appropriate for Israel/Gaza and in keeping with our core values - compassion and community?



- Ms Joanna's newsletter really outstanding
 - Possible messages:
 - We are in support of people who are suffering
 - We are anti-war
 - Older grades having discussions about this - also many students have family in Israel or Palestine
 - Want to make sure kids know that they're safe (developmentally appropriate)
 - 2nd grade - there are students whose whole family is in Israel - maybe a peace walk for whole school, holding up signs that say "peace" or "be kind" → nothing specifically about any countries

- Peace walk is similar to doing something we did after Uvalde shootings and anti-gun violence
 - Did peace walks under Eve too - only for upper grades
- **Plan:** Do a peace walk during morning, invite families, make clear in messaging that this is a peace walk, only peace signs, no political messages and that not all kids know about this from a developmental perspective
 - Sponsored by SLT
 - Peace Walk on Tuesday Morning Oct 24 @9am around the block once
 - Prep: Messaging to parents and teachers?
 - Messaging to teachers in Sunday Scoop
 - Messaging to parents in Wednesday note - Jill + Marissa to send draft to Joanna by early next week
 - Joanna to see if we would need NYPD if we cross a street which will determine route
 - Curricular tie-ins for Peace Walk - [Digital Citizenship Week](#) (Oct 16 - 20) + Respect for All Oct 30
- Major School Updates, con't from last meeting
 - Literacy Curriculum (10 minutes)
 - [Scarborough's Reading Rope](#)
 - [Recipe for Reading](#) - word recognition strand
 - 3rd year of using at PS 107 (also added Heggardy in K, 1 and some 2nd grade intervention)
 - [Wit + Wisdom](#) - language strand
 - NYCDOE - gave districts 3 choices and districts then had to choose one for everyone. Thankfully, D 15 was able to get exception and PS 107 = Wit+ Wisdom because not a bilingual program
 - Teacher feedback: very time-consuming.
 - 2nd grade learning about topic sentence + supporting details
 - Lots of group work which is great, and learning how to organize info
 - Content based - focused on same content area and reading and writing about that (eg: animals)
 - Big change, but teaching how to write complete sentences, vocabulary (eg: migration)
 - Challenging for them, but will get the hang of it
 - More explicit teaching - very different from TC (which was lots of independent reading and writing) - now teacher is center stage. Reminds him of math - up to lesson 10 and really likes it
 - Excited about how much richer teaching and learning will be with upcoming classes who have had this experience and speaking the same language
 - Upper grades do 90 min (lower grades break it up)
 - Kids miss independent reading as do teachers (to gather themselves)

- 2nd grade - kids still picking books that they want - sometimes takes them 2-3 days to do one lesson and need to build kids' stamina
 - Lots of focus on phonics in 2nd grade so need to balance those needs too
 - Current state ELA scores are in the 80s, curious to see if there will be growth
 - Theme for each module - 4th grade is "what does it mean to have a great heart" - it's a literal and figurative lesson (starts with Clara Barton and Anne Frank, and then talking about a broken hearted boy whose dog died, very clever and rich) → as a grade help each other
 - Parent question: do W&W HW - which is reading same text a few times in a row for fluency? OR just allow kids to read on their own? Goal is HW is only taking 5 min, so kids should read for fluency and then read for pleasure
- Science Teacher (5 minutes)
 - Full-time Science teacher, Crystal Barnes!
 - Former classroom teacher with a passion for Science
 - 2nd grade has Science 1x/week
 - 3rd-5th grades have Science 2x/week
 - Doing Billion Oyster project (she's been doing it for years) - her focus is on climate justice
 - Kids love her!
- Family Mornings (3 minutes)
 - 3 opportunities throughout the year to visit classrooms, October/January/May
 - Classes split in half, visits on consecutive Thursdays/Fridays
 - Smaller groups better, and doing consecutive days so that parents can have same experiences
 - October 26 and 27 (5th grade only doing Oct 27)
 - January 18 and 19
 - May 16 and 17
- Comprehensive Education Plan (CEP) Updates (15 minutes) - note: CEP written by last year's SLT
 - Literacy Goal
 - Based on DOE Priority, *All students learn to read well*
 - By June 2024, Kindergarten students at or above grade level on the Acadience Reading Phoneme Segmentation Fluency subtest will reach 90%
 - Data indicated students really struggling with this subtest, hence the goal and now doing explicit instruction
 - All oral - say a word like "hat" and kids say words that rhyme with "hat"
 - Say a word like "red" and kids get their "choppers" out and break it up - r/e/d - or say "pin" and remove the "p" sound to say "in" → no writing, all verbal word play
 - Opportunities to show parents how to help?

- Test this year will be administered mid-year for K & 1
 - Last year found that even upper grade kids struggled with this
 - Teacher take-aways: lots of kids can read, and they do it from context, but struggle with decoding
 - Kids can read, but struggle with sounding out and then writing
 - These activities have to be done daily to really work well
- Current Data
 - None thus far; skill is assessed first mid-year
 - We chose this goal because last year's K students struggled especially with PSF because we were not teaching it explicitly
- Why is phoneme segmentation important?: *Phoneme segmentation is essential in developing reading and spelling skills. In order to write or type words, children must: break the word down into its component sounds • select the letters that represent these sounds. Children who have strong phonemic awareness skills demonstrate stronger literacy growth.*
- We are now explicitly teaching phoneme segmentation using Heggerty Phonemic Awareness curriculum, 10 minutes daily in all K-1 classrooms (see a [video](#) of a Kindergarten teacher teaching a Heggerty lesson)
- Parent Workshop topic on literacy?
 - Parent workshop on new math program (Marissa's note to kids - we're exposing you to lots of strategies in hopes you choose the one that works for you)
 - Every workshop goal: What's my kid learning? How can I support?
 - Literacy Workshop - show the difference between TC and WW - could show visual (Heidi has one - how we used to teach, how we're teaching now)
 - "The Talk" - sex education expert presentation to parents again (she's doing a residency with the 5th grade this year)
 - Joanna will send out survey to the parents asking what they'd like
- Afterschool support - sometimes kids getting help but aren't able to explain how they did their work later → suggestion to Pamela - let after school teachers know they can write a note on the HW saying "needed extra help" or etc OR that it's okay for kids not to complete their HW
 - Some teachers assign the "helper" pages too → recommend to teachers to send home those helper/explainer pages too for parental support
- Yearlong SLT Equity Study (15 minutes)
 - Introduction
 - A couple of years ago - PS 107 was an overflow site for PS 124, so had about 11 3rd graders + siblings who were in temporary housing. Admin/staff discussion about what must it feel like to be a kid in temporary housing sitting next to a kid going to Paris for Spring Break. How do you build welcoming community for all?
 - Last year, more disciplinary issues for kids who are "one of the only" either racially, socio-economically, etc
 - How do we make sure everyone feels a part of the community here?

- What resources do the adults need for better understanding all the members of our community?
 - Why Are All the Black Kids Sitting Together in the Cafeteria by Beverly Daniel Tatum
- Particularly Black and Brown students have identified feeling alone and noting that others don't look like them
- Resources
 - Ensure that students of color are in the same class? To build comfort and confidence
 - Formulate a parent survey - work with Christine from parent DEI committee - how can I know my blind spots unless I ask? Could be a parent led place to avoid projecting a need, so we can be better informed.
 - There's also a student DEI group - 3-5th graders could respond to these types of questions
 - Will find a text to read as group for next time
- Next Steps (10 minutes)
 - Marissa + Jill will write copy for Peace Walk by Sunday, 10/15
- Adjournment
- Next Meeting: **Wednesday, November 8, 2023**