

SLT Meeting

October 12, 2017

Present: Aracelis Castellano-Folkes, Sara Stone, Kiran Adams-Sivera, Xaymara Rosado, Tonya Culley, Larry Lee, Melinda Gennaro, Sharon Chisom

Absent: Maritza Arce

Guests: Shyquana Bennet, Walkiria Santana, Robin Sampson

Start Time: 3:15pm

Welcome

Approving minutes and reminder to review, approve, and sign by-laws.

Teacher's Report

Ms. Rosado spoke about our school as a showcase school: Number Talks is being showcased. We get to visit other showcase schools. Showcases will occur on Nov. 2nd, Feb. 1st, and April 18th. It's an opportunity to have schools visit our school and we visit other schools to see the best practices and learn from peers. At our school, we are focusing on Number Talks and we are visiting schools to learn more about Student-Led Conferences. This can be incorporated into classrooms as early as kindergarten. Students present data and their classwork to their family members. We are developing it further this year with the support of Robin Sampson from the Leader in Me. Pre-k: students can use movement to learn lessons in their classrooms. Teachers that visit other schools are selected by grade-level and then they are responsible for turn-keying the information from those schools.

Teachers also provided feedback to the principal and several next steps were recommended to address teacher retention. Teachers reported about the CEP-Action Plan and proposed updates as stated on the agenda.

Ms. Adams spoke about making a change to 5e from the CEP, and suggested the parent co-chair and one PTA parent attend a Lighthouse meeting at our school. She explained that in doing this, parents can turn-key information to other parents so that they are informed about what happens at the Lighthouse meeting and the up-to-date goings-on at our school and how teachers and administration are working hard to build community and make improvements throughout the school year.

Ms. Stone suggested we make a change to 5e on the CEP by ensuring that PTA and SLT parents are informed about agendas and minutes from both the SLT and PTA meetings. This should improve communication.

Ms. Castellano agreed to the proposals to update the CEP given by the teachers.

Parent Co-Chair –

We replaced Maria for a new parent co-chair – Larry nominated himself.

UFT Member –

UFT member's name has been removed from the CEP, she has since retired. The UFT will hold an election to decide on the new member.

Parent Suggests:

Parents are interested in knowing more about the Measureable Results Survey given to the staff, students, and parents by the Leader in Me. There is a concern about the teacher retention thus as a response Robin Sampson from the Leader in Me was invited to the school to address the issue. One way to address this concern is by the updates to the Supportive Learning Environment which is part of section 5 of the CEP. Teacher retention is replaced with this new term. We are addressing the CEP by looking at Section 5E: We developed a needs assessment to support the teachers and staff. We do this through the action plan; for example, inviting the co-chair and one PTA parent to observe a Lighthouse meeting where teachers are collaborating to improve our school through various committees. Teachers want to feel more supported, so parents are encouraged to observe the Lighthouse meeting and turn-key ideas to the parents during the PTA meeting. Parents are also encouraged to observe and talk to another Leader in Me Lighthouse Team with support from the Leader in Me coach. Parents suggest changing acronyms on the CEP for clarifying parent understanding.

Teachers are requesting more support from parents because we know it's something we can work on and it's one reason we know that teachers are unhappy. Therefore, action teams were created to support teacher happiness and quality of work. Other reasons teachers are leaving are because of family changes, moving, parent relations, teaching was too demanding, etc. Parents are requesting data about teacher retention in our district and compare it to other districts. Our school does not have that data; however, our school wants to keep teachers and it takes time to maintain teachers and continuously train new teachers, therefore more professional development opportunities are given to train teachers. Administrators are implementing and revising the professional development plan and hoping to see a 5% increase in teacher ratings. Our Aps and coaches are collaborating to create PDs based on teacher feedback and on what's needed from the DOE.

A parent stated that we only covered one topic during the Open Classrooms. In response, a teacher said a variety of topics are shown – every month we have a different topic.

Ms. Santana:

Tomorrow, Friday, October 13th is her last day, she is willing to support the school at further times. She thanks the principal, assistant principals, parents, teachers and staff for their support.

Ms. Shyquana Bennet:

Ms. Bennet will be stepping in Ms. Santana's absence. She will be more present and available to help in both the elementary and middle school.

PTA Report – Larry:

Teacher retention is the topic of concern at the PTA meetings. Parents want to address the CEP goals.

Guest Speaker: Robin Sampson from The Leader in Me:

SLT invited Robin Sampson from the Leader in Me to discuss the survey as part of our CEP work. Ms. Sampson is our school's coach for the Leader in Me program. She was invited to respond to the concern over teacher retention; she acknowledges teacher retention and ways our school can address it. She provides next step; for example, one way to do this is to rebrand our school to keep teachers and grow on student development. What is leadership? – It's not about position, it's about choice. Leadership is tied with communication and culture – Academic, Culture, Life skills/Leadership. Therefore, she suggests addressing more than numerical data and proposed teachers be assessed differently from the DOE learning environment survey. Ms. Sampson presented The Measureable Results Assessment in response to parents' input and concern. It was conducted to gather information about the feelings of employees. The Measureable Results Assessment is a tool to collect data about self. It's based on leadership, culture, and academics. The difference between the learning environments survey given by the DOE and the measureable results assessment is that this assessment addresses the feelings of the person taking the survey. This benefits teacher retention because it shows the teachers feelings and needs. Example questions were shown to the group. There are student, staff, and parent versions, all populations are invited to take the assessment, which can be distributed in multiple ways via email, paper, etc.

The data is calculated and based on the results and in response to the teachers, the administration has made data-driven decisions. For instance, the leadership environment action teams are a place where we could go deeper into this work as it involves addressing the needs of the teachers. The administration will work on revising action plans based on teacher feedback. This assessment makes social emotional learning quantitative as opposed to qualitative. The administration can work with this data and help to foster teacher support through professional development opportunities. Another component to be considered is parent engagement and parent-teacher communication, and we can deal with teacher support there. For example, parents could create a parent Lighthouse team as well. This could help teachers be acknowledged by parents which would be appreciated. Ms. Sampson suggests visiting and observing another Leader in me Lighthouse team at another school.

Closing of the meeting and Next Steps for November Agenda:

Enrollment has been an issue therefore staff has been posting flyers and calling to enroll students for pre-K to 5th grade. We need a solid 20 students to enroll otherwise there will be a budget cut. We will get that money back. We have gotten five (5) new students in the last few days. We have implemented an action plan to encourage enrollment and will revisit it with Public Relations Action Team to discuss new ideas to promote enrollment in our school. We are determined to boost our numbers and keep our school in a good place. We have been very proactive. We are encouraging parents to help out the school

and promote enrollment as well. We have until Oct. 31st to increase our numbers of students.

End time: 5:00pm