

SLT Minutes: September 14, 2017
Members: All members present
Start time: 3:00pm

What is SLT?:

SLT is an advisory board responsible for the CEP. We do this through the collaboration and communication. It is editable, but we get feedback from parents, teachers, and staff.

Bylaws:

- We have them from the previous SLT but will change for this year.

Agreement:

- Choose to be present
- We may need clarification
- The habits – habit 5 (seek first to understand to be understood) is critical. We should all download the habits.
- Direct communication or talk to co-chairs. We hear from all stakeholders before we come to an agreement.

CEP Goals:

- The CEP is currently in draft state and has been submitted to the Superintendent for feedback. The SLT broadly reviewed the goals of the CEP. Given the length of the document, there was insufficient time for members to review in detail. A request was made by parent members to receive an iPlan login to review the draft. Administration advised the logins are not yet available and they are working to obtain them. Parents expressed an interest to add the topic of improving teacher retention to the CEP. This was not resolved at the meeting and will require follow-up.

Setting dates for date and time:

- The time is set from 3-4:30pm. Teachers feel that right now there's too much work for teachers to extend the meeting time. Subcommittees (30 hours, 300 dollars of accumulation which can be here and outside). Dates and times were set from bylaws from last year. It's expected that we read the chancellors regulations. It's part of our responsibility as SLT members.

Parent-Teacher Ratio:

- We are to have the same number of teachers to parents. Currently, we are at 5 parents and 5 staff members including Ms. Castellano. We are set at 5 and 5, we don't need anyone on either side. After today Ms. Raza is gone and Ms. Torre is a guest speaker.

Guest Speaker-Torre-Recess:

Ms. Torre (10 min)

Ms. Torre: Update on recess:

- It's off to a good start; thanks to the teachers. We have a partnership with e3. Best practices and serving students with co-founder. E3 promotes movement and prevents problems at recess. We hired two new coaches one is the same as last year. We did a project this summer. Coaches have been professional and proactive in working with us. We have three stations outside run by an E3 coach. Each class has a group number; 1, 2, or 3. We have a jungle gym, sports station, and a game station. The middle of the yard is free game station (hula-hoops, chalk, jump ropes). Coaches know how to facilitate games with students that they know how to play. The idea now is that kids are rotating through these stations. Group 1 is at station 3 with Mr. Jeffrey, we ask students to stay at their station and do their best. Kids need to know what is outside and what they are choosing. They need to understand that there are activities at each station. The only thing they know is the jungle gym, but that's not true. K-1 has been great. They have had many experiences with hula-hoops, for example. We have been practicing silent transitions. Safety is a concern. We do this throughout the building – it's a safety precaution and respectful to classes in session. When kids come to lunch they come silently. Kids need to hear direction, if it's too loud it's not safe. Every child lines up for lunch silently but they are not required to stay silent during their lunch while eating. If students are silent for 3 minutes, transitions go much smoother. We are not implementing a silent recess or silent lunch. It's critical that students are on time and on schedule because we are on a finite amount of time. We also want to be respectful to Mott Hall when it comes to the noise during transitions. So far, it's been working, students have been connecting with coaches, and playing with them. Coaches are changing things up when students aren't interested.

Question/Answer Portion:

Parent: Are kids in the same group every day?

Students are grouped by class, equal groups. Same group every day.

Parent: Can kids choose so they can play with friends from other classes?

I don't want to say yet because we don't know how it will go this year. Some parents want kids to stay in the same group, other don't. I'm interested in doing what's best for our kids.

Ms. Castellano: Changes happened because of feedback from kids, parents, teachers, etc. You can choose from four sports or choose from a games station. We have expanded options. Given more choice. We were able to do this because we planned strategically with the coaches. The free play gives options to the students too. We are worried about safety. We have taken all summer to plan this well, it's well thought out. I'm concerned about the teachers, how do we help the teachers? Silent transitions seem to help them because students are coming back with less arguments and drama. At lunch they have to listen during the transition, not during the recess. We have teachers at lunch, we work around contracts to make it possible.

Teachers haven't received complaints after lunch. The students seem to be having fun.

Parent: How many teachers are in there? How are you able to get there?

Teachers have to have duty free lunch. We worked with contracts. Some of the middle school teachers are in agreement to do this. With that willingness, we are able to do this.

Establish Roles:

Duties of each role are...

- Co-chairs: Creating agendas, work with the principal, etc.
- Secretary: Take notes, posted in SLT board within two weeks.
- Timekeeper: To keep us on track with time
- Set up and cleaner: people that can get in a little early to set up and stay after to help clean up.

Roles were established:

Co-chair:

Ms. Stone

Co-chair from parents:

Maria

Secretary:

Ms. Adams

Time Keeper:

Ms. Rosado

Melinda is the parent/alternate time keeper.

Set-up/Cleaner:

Melinda

Principal's Report:

CEP Goals

School's budget

Ms. Castellano:

- There was a 5% increase in ELA and 5% in Math. Congratulates the teachers and parents.
The information is public.

What is CGI?

Cognitive guided instruction (guided math basically) . They are word problems from two days. They based it off visual and then verbal skills. Kind of like the exemplar, but a little different.

Are you expanding what you're doing?

Yes. We are taking number talks and expanding it to 8th grade. The teachers having been training for two years. We are going to expand and go deeper into the content so that they bring the scores up. It's all about training the teachers.

We didn't meet the goals from last year?

We did... ELA Math we met 64%. Ms. Anelly thinks we need to meet 70%. Leader in Me grant helps make proficiency goals which helps them do better on state test. We are tracking growth, benchmarking, we tweak the curriculum and teaching to help students grow. The middle school grades did not meet goals.

Ms. Castellano reviews goals:

Ms. Castellano review a number of goals for this upcoming school year:

- Page. 14 – Benchmarks:
 - Math: Same math assessment, three times a year (CGI), this is how we track math.
 - Literacy: MOSL is twice a year. It is attached to the running records. was 60% now we are at 65%. At some point to we want to meet 80% proficiency.
 - Growth comprehension for math.

- Page 15: *Ms. C reads the goal aloud* – Schoolwide Incidents and Safety:
 - We met that goal. Higher incidents dropped.
 - A = lower infractions. Pushing, shoving, calling each other names.
 - These incidents are bogging down the ORES reports, they are minor incidents. We started training the teachers on conflict resolutions.
 - B is for upper grades, but it's the same thing.
 - Leader in Me is driving the work for us. We have started but you'll see more of that soon.

- Page 18: *Ms. C reads the goal aloud*
 - Changed it from 50% to 40%
 - If we increased incrementally, 5%, 5%, 5%, each year we will eventually make our goal.

Page 22: *Ms. C reads goal aloud* – Danielson Framework and teacher ratings:

- This came from the other sets of data, a graph and a pie – which showed the highest rates for teacher and areas of growth. 3B and 3D are the areas of growth
- Attached to observation schedule.

Page 25: *Ms. C reads goal aloud* – Informing Parents:

- Informing parents through workshops.
- Better informed the parents are, the more they can help the teachers.
- It has to be measureable and achievable, so it's around literacy. Last year it was around the website, but that was hard to track. We couldn't figure out how many people are reading the website.
- One area we can measure is how we can get parents involved through literacy.
- Looking at progress reports, workshops, school-wide event on literacy,

- On page 26 is the action plan, for example we could host a literacy event, we might add scholastic or Barnes and Nobles. We decide what that looks like...
- Parent input: Thinks an event is a great idea as opposed to workshops.

Question/Answer Portion: What does everyone think?

Parents want to reflect or discuss this further.

We can write down “events” without being specific, but it’s your job to come up with a new calendar and we need your help reaching out to parents. Please look at events that we already have planned for the year. We already have a lot of events, so maybe we want to switch something because we already have a plan.

Suggestions from members:

- We could do a literacy fair or event as opposed to the spring fair. It would be nice to have at least one teacher and one parent.
- Subcommittee could be called: The Community-Literacy Project
- We have to think of point people and contact the vendors. How do we get the parents to be involved in this event? Maybe we could have children as authors corner, etc.
- Tie it together where children bring back their learning into the classroom.

Subcommittee Establishment:

Skip deciding now and send an e-mail to co-chairs.

Subcommittee establishment examples, responsibilities, and suggestions:

- Community Literacy Project
- Math night committee (set up, applications, goody bags, manning the stations, volunteers, children apply for positions).
- We all have to take on something. For example, the principal buys things; teachers: run things, set up games; parents: goody bags, promoting the event, child applications, etc.
- 7 habits are strong at this school. Maybe an event where 7 habits come to life. How can we incorporate those? 7 habits are overt during the Leadership Day.
- At this point we don’t have to commit ourselves to a subcommittee but we have started the discussion.

PTA Report: Larry

Larry:

- First Board meeting is this evening.
- General PTA meeting is the Sept. 20th.
- Larry speaks about getting a translator: PTA will pay for translator. Ms. Castellano said she will follow up because she believed the funding was sent. Ms. Scanlon will attend the PTA meeting.
- Bridge the communication between parents and staff members: Ms. Castellano says that if parents need help understanding the curriculum, we will do workshops, specifically on

the bridges curriculum. Larry would like for Ms. Torre to attend meeting next week. Ms. Castellano also explains that we held an SLT meet and greet for the first time to improve communication. It's gives us an opportunity to clarify things. I want to bridge the communication; we are getting a lot of questions.

Topic changes to the meeting minutes

- The minutes come to the principal first for approval. Then all members approve the minutes. Minutes are posted on the first floor of the school by the secretary. A copy of the draft minutes are handed out at the PTA meetings and Maria can give a report of the minutes to the PTA.

Next Steps for October Agenda and Debrief:

Closing of the meeting:

- Inform yourselves about SLT and what it is about.
- Read the bylaws by next week so we can approve them.
- List your name, position, and contact info (your emails).

Question/Answer:

When do we talk about adding an item to the CEP?

The amount of goals is already set out. We can just revise the language of the goals. It has to be attainable, if not it's not worth the time and effort. If you have an idea, please speak to me about it and we have to think about if it can happen.

Teacher retention – Where would it fit under the CEP?

Action plan. We want teachers to be effective and highly effective. It could be a topic that gets brought up in the Lighthouse Team. Under the action plan, we bring it forth and in the Lighthouse Team we can discuss it there. Lighthouse Team teachers can create the survey and share the findings with the SLT teachers. The major factors that are impacting the school - 7 of the teachers left the DOE. Life events seems to be the biggest reason.

Are there exit-interviews?

No, but I (Ms. Castellano) speak to them. The DOE has their own way of dealing with this. At our school, seven resigned, three left due to the middle school truncation situation which was brought up at the end of last year; and two were transfers due to living closer to home. My strategy is to ask the candidate where they live in proximity of the school in the interview. The last one was a lateral move – he was trained to be a supervisor, he wanted to move up and move to another school and move forward with their career. I also think that teachers are impacted by teacher retention, but also parents are affected. I've been told by teachers that another factor may be a need for parent appreciation of teachers.

Ms. Raza: Sometimes the parent may not go to discuss matters with the teacher, but goes directly to the principal. Many issues can be resolved between teachers and parents without having to go to the principal or superintendent. It would be nice if they spoke to us first. This will help build trust between parents and teachers.

Ms. Castellano: When parents go to the principal or above it makes the teacher uncomfortable.

Maybe the survey can go with community ties?
This could be placed under the action plan section.

Is there a way to get parents into more events?
It's usually as simple as food vs. no food...,etc.

Time is up.
(CEP goals were not taken from the room, only bylaws)

For the next meeting:

- We are supposed to vote to go overtime.
- Use the binders to keep all materials.

End time: 5:00pm