

## SLT MEETING MINUTES

Meeting date: April 13, 2022

### In attendance:

1. Emel Topbas-Mejia
2. Chris Jennings
3. Marissa Pashley
4. Katie O'Connor
5. Conor Doyle
6. Jen Bennion (PTO Observer)
7. Einat Lev
8. Karima Khawja
9. Christina Harvey
10. Liliana Nunez
11. Gwen Kingsberry
12. Joy Waitkus
13. Melissa Velasco

### I. Welcome

### II. Review and Approval of March 2022 Minutes Minuted Approved in Full

### III. Review of Old Business

#### a. SLT Workshop

Principal Emel Topbas-Mejia said Crystal Lindsay, DOE point person who reviews CEPs every year, could host a 187-specific workshops. Members agreed to meet in the first week of May if possible.

#### b. Covid Update

Isolation period has changed to 5 days. Students can return on day 6 if fever free. Waiting for updates on pre-k.

#### c. IEP planning for next year

Members discussed various concerns about this issue. Key points:

1. Set up subcommittee (Karima Khawja and Chris Jennings)
2. Get estimates of numbers and needs (Jennings)
3. There are concerns about special ed programming in IS (Katie O'Connor)
4. Can faculty with special ed licenses be leveraged in the building? (O'Connor)
5. Some ICT teachers are being pulled to to SETTS, is this "best practice"? (Jennings)
6. Kelly Deaddio (special education teacher) should be invited to provide more information (Mejia-Topbas)

Mejia-Topbas: I know there are questions about programming with ICT but we also want to focus on the instructional delivery and the impact on student learning on our students with IEPs. So if we could merge those inquiries together:

How is ICT impacting the learning of students with IEPs?

How is SETTS impacting student learning?

What are the resources our SETTS teacher might need to support reading and math?

#### **IV. New Business**

##### **a. CEP Monitoring and Planning**

Members discussed the problems with data gathering because of pandemic.

Mejia-Topbas said areas of concentration for this school year were based on old state given pre-Covid. We don't have to be bound by standardized exams for showing improvement for student learning.

30% of students took test in 2021 during hybrid learning

120 opted out of the ELA exam in grades 3-8 2022

1. ELA Assessments: (Marissa Pashley and Melissa Velasco presented)

Fountas and Pinnell:

- It's a better assessment tool because it is not timed,

- individualized and provides a running record as kids are assessed 3x per year.
- It shows instructional and independent reading levels
- The faculty is in favor of this assessment.
- AP Nilda Marrerro could also provide baseline data from pre-pandemic.
- It's time consuming: 40 minutes-hour per book/per hour. The teachers take a lot of notes and it drives a lot of the IEP writing for the IEP reports.

Acadience:

Did not give a clear depiction because its timed and text were above grade level.

O'Connor asked if F and P assessments can be used in IS since there are issues with the other data, and it would provide a consistent assessment of K-8.

Mejia-Topbas: The running record is the teacher's document and then we have all grades where we are tracking the letter levels for all grades for all three benchmarks (beginning, mid and end) so we can track growth during the year and over time.

Jennings: Asked for a commitment from administration so teachers can have time to administer F and P in the IS.

## 2. Math Assessments:

State exam, I-REady and performance tasks and portfolio pieces are the main assessments.

K-5: Envision is used K-5, assessments are used at the end of every chapter but usually adjusted by the grade teachers.

IS: More varied, classroom tests, performance tasks, portfolio pieces and I-ready. It's more teacher-created assessments.

I-ready is only assessment that covers all the grades

6-8 uses Houghton Mifflin

O'Connor noted that I-Ready is used consistently in K-8. It's a good learning tool and for gathering data but it's on a computer, self-led and very time consuming. Some kids can take 4-6 class periods. So the validity of that data is questionable. I do think it's the most valuable for school-wide data and there should be bigger conversations for the math teachers on the IS team.

Meijia Topbas: Let's find pre-pandemic F & P and F&P for this year. For math let's pull I-Ready and Envision.

She said one approach is to have grade-level teams look at samples (high, medium low) to look at meet, meeting and mastering benchmarks, and look at trends this way. We don't have to look at every single child but to look at trends and patterns. We can look at (anonymous) student Envision work.

b. Learning Environment Surveys (tabled)

c. Student Interviews (tabled)

## **V. Plan for Next Meeting**

Ms. Lindsay (data training session)

I-Ready Math Data

F&P Data

Do data analysis before then

## **VI. Garden**

Joy Waitkus brought up message about the garden from PTO-garden co-chair, Camila Otero, in regards for funding for the pond and garden. She asked if Federal Funds could be used to fund the pond and garden since area is used for outdoor learning and is important to the science curriculum.

[https://docs.google.com/presentation/d/1pJqfw\\_IYBkzY\\_6LERZPtct2bc1CWxm8OAZRx2Wkb-F4/edit#slide=id.gbcc37d4d70\\_0\\_13](https://docs.google.com/presentation/d/1pJqfw_IYBkzY_6LERZPtct2bc1CWxm8OAZRx2Wkb-F4/edit#slide=id.gbcc37d4d70_0_13)

Gwen Kingsberry asked behalf of PTO if the school could do more to fund the pond and garden because eventually the parents who do so much to support it will eventually leave the school.

Meijia-Topbas said there are two issues: Physical maintenance, , and how it is being embedded into the curriculum.

There are restrictions with Federal Funds. When we see the new budget, we should see if we can use Fair Student Funding to support the capital improvement.

## **VII. Subcommittee Reports (tabled)**

**Next Meeting: May 11 at 7 a.m.**