

PS/IS 187 School Leadership Team Meeting Minutes

December 11th, 2024 - 3:30 - 5:30

Parent Representatives

1. Joy Waitkus/Co Chair SLT – Elected Parent Rep - Co-Chair
2. Olympia Kazi- PTO Elementary Co- Vice President
3. Jaci Czarnecki Thompson- Elected Parent Rep
4. Michael Opest - Elected Parent Rep

Staff Representatives

1. Elizabeth Ruiz Seymour – UFT Chapter Leader
2. Emel Topbas-Mejia- Principal
3. Jessica Mitchell - 4th Grade General Education Teacher - Co- Chair
4. Victor Tergiline - Music Teacher IS
5. Jomary Montesdeoca - 3rd Grade Special Education Teacher
6. Marie Marricco - 5th Grade General Education Teacher

1. Welcome & Introductions

2. Review and Approval of November Minutes

a. Joy Waitkus motioned to approve. Mike Opest seconded, followed by unanimous approval by the remaining members.

3. Principal's Updates - Planning for Class Size Compliance

a. The Chancellor announced that all schools in NYC will be “held harmless”. 187 no longer has to return funding since we are under enrolled. School is reviewing the funding available to be used for the remainder of the school year.

b. Rezo Grant A - Mark Levine (Man. Borough Pres) is offering a Capital Improvement Grant that is due in January. We will be applying. The grant covers physical improvements & technology updates.

c. Class size Compliance - The current expectation that 40% of the NYC schools will be in compliance for the 2024-2025 school year and 60% in compliance for the 2025-2026 school year. Not all schools are expected to be at 60% compliance. We can apply for additional

funding (reviewed and approved by a team composed of UFT, CSA & DOE members). If we don't reach compliance, we can apply for an exemption. The exemption criteria are still being worked on (space , over enrolled, license area shortages, severe economic distress)

d. Class size requirements are as follows: grades K-3 20 students, grades 4-8 23 students, grades 9-12 25 students

e. For the 2025 -2026 school year, principals can create plans to increase their school's compliance with the law. We can submit an application as an SLT. The plans must be designed without a reduction in programming. We can receive full or partial funding.

f. Sample Strategies (fully program existing instructional space, utilize multi session programming, repurpose space, virtual learning (HS only) - reallocate funding, use new funding stream, add 6th paid coverage & courses (middle school & high school), consider all resources available in budget (FSF), rebalance classes, maximize teacher programming, add 6th paid coverage (IS & HS), all individual at school level who hold teaching license

g. Each school received a pre-populated application. During this meeting Emel reviewed the application with SLT in order to work together to complete and brainstorm potential ideas. We have a deficit of 10 classrooms and need them to be in compliance. Schools are encouraged to focus on a plan for the 2025-2026 school year. An annex seems to be our most realistic and probable option for future years.

4. Review MAP Baseline Data

- a. Subcommittees met to explore the MAP data (literacy & math)
- b. Subcommittees shared trends/strengths/weaknesses/questions & potential action steps.
- c. ELA - We noticed a stark contrast between 3rd and 4th grades, perhaps explained by the difference in IEPs between grades (28% and 16%, respectively). There was a significant improvement in 4th and 5th grades, with a 6th grade trailing off a bit. We attributed that to the possibility of new 6th-graders coming into the school. We had a larger question about how ESL students with IEPs could be represented in the data. We also wondered if there is a connection between the vocabulary portion and students' familiarity with nonfiction texts, which might give them a broader range of vocabulary than fiction.
- d. Math - Overall, in mathematics, the majority of students are performing at levels > 60th percentile. We noticed that students in upper perform strongly in number and operations, the areas in need of most growth are measurement & data & geometry. However, those strands were strong in early/primary grades. We have questions about how SWD could be represented in the data. The team had questions about the gaps in curricula (ie...students in 4th are expected to know how to use a ruler...when is that introduced?). Parents in the group expressed their support of IXL at home, their children seem to like it. As part of the action plan to address some of the gaps...can teachers assign skills around math strands/concepts that are not explicitly taught as a support?

5. Finalize Parent Surveys on School Culture -

- a. Jaci created the Safe Learning Environment survey as a Google Form. The SLT reviewed and revised the form. We will have it translated into other languages. Team determined that it will be shared on January 6th and data will be reviewed in February. It will be shared with a link, QR code, and backpacked home.

6. LGBTQIA Writers in Support Update

a. Joy shared updates from her call with Lambda Literary. The organization shared that the applications open in September (the team should check in with them in August), so the 2024-2025 SLT will have to work on applying next year.

7. Planning for Next Meeting - January 8th

a. We will have MAP baseline data gathered to engage for data analysis in order to revise SMART Goals & Action Plan on CEP.

