



FREDERICK C. WRIGHT, *Principal*

ERICA PALEY, *Assistant Principal*

144-39 Gravett Rd., Queens, NY 11367

MARLIN VELLON, *Assistant Principal*

SHEILAH PAPA, *Assistant Principal*

718-793-2130

School Leadership Team Agenda

April 19, 2021

3:36PM

1. Group Roles: Attendance: Erica Paley, Fred Wright, Heather Dailey, Theo Kaides, Barbara Malik, Jennifer Maier, Anita Fontebao, Anorwara Aana, Jessica Lopez, Natalie Bausone, Nicole Poepke, Sheila Papa, Rosanna Schweiger (came later)
 - a. Facilitator: Erica
 - b. Chairperson: Barbara
 - c. Secretary: Heather
 - d. Time Keeper: Rosanna
 - e. Financial Liaison: Theo
2. Approve Minutes: Minutes approved Moved to approve: Anita and second Theo
3. SEL Check In & Celebrations
 - a. Jennifer kid committed to Binghamton
 - b. Kids coming back
 - c. Summer Rising
 - d. Testing ready to go
 - e. Grant for technology
 - f. Submitting teachers to be tenured
 - g. Letter about addressing Anti-Asian Violence, and we had meetings and are making an action plan. District level will be hosting a town hall. And will have a town hall at 219. We don't have a Chinese SLT member and we want to have their voice. We want to see if Anti-Asian violence is keeping students from coming to school.
4. COVID Update:
 - a. Two new quarantines, building not closed.
 - b. Teachers vaccinated are not having to Quarantine.
 - c. Updated numbers for square footage. Tricky Lunch room areas. Rescinded the 3 ft rule temporarily.
 - d. Summer Rising, in person
 - e. Testing for COVID will increase to 40% this week,
 - f. Made go bags for isolation rooms or ER visit so they can access PPE easily
5. NYC State Testing:
 - a. Had to opt in,
 - b. Still getting last minute
 - c. 60 kids remote coming in Wed to take the test.
 - d. If a child is remote they will get accommodation.
 - e. Thursday for in person school class.
 - f. It gets tricky because there cant be any internet tech in the testing rooms. Remote may have asynchronous work. In person in the morning may not have normal schedule, but will be back to usual in afternoon.
 - g. If the plan works for ELA they will troubleshoot for MATH and Science.
 - h. They will follow up with people who don't show or are sick to see if they are okay with an opt- out and if not they will figure out how to accommodate make up tests.
6. Summer Rising:

- a. 7 weeks ends Aug 20, Middle, 8/8,
- b. We will not have Summer Rising at our schools
- c. 4-5 hours a day UFT is in the morning so academics in the morning. CBO will run the afternoon programming. They may be able to attend the other school CBO. Mon-Thur lunch to 6PM. 8:30-6PM managed by CBOs.
- d. We will have traditional Horizon program, 4,4 days and will be at a school that is running Summer Rising.
- e. Will do our best to include staff from our school there is hope that they can attend Summer Rising in the afternoon but there will probably be no disability staff there and its not certain if kids who are not enrolled at that school can attend the After School program at a school they aren't enrolled in or if they will have to enroll there.
- f. Will share as we know more.
- g. Will probably have Town Hall for Summer stuff.

7. 2021-2022 CEP Data

- a. Root cause analysis
- b. Goal setting: we have access. We can work on goals now and we can submit by June 15th. Most goals were rolled over. We have to have goals in all 5 categories. See chart. Attendance is our biggest issue.
- c. We don't have to use old data and we can use a different measurement.
- d. We want to go down in red and up in green
- e. Theo has pointed out that remote learners may make up part of the RED %.
- f. The tests for Math is normed across the state. ELA test cant make sense without writing and ELA is used to direct instruction and this year is meaningless as an aggregate to make goals. Iready is a better measure to utilize to focus instruction and goals. Iready has language accessibility too. This guides intervention.
- g. Mr. Wright prefers to use in school data to make goals for our kids.
- h. Do test scores on ELA change the funding tied to students with IEPs? Funding is allocated by other things, Title 1, ELL, SWD.
- i. Jennifer suggestion: LLI would it be plausible to have an designated MATH enrichment person like Barbara does literacy work.
- j. After school or before group could help as well to make sure that the students that we need to target are able to show up. Usually the kids that need the enrichment aren't always able to access the programs.
- k. Perhaps a remote enrichment that we can carry over from COVID. This allows for parents to access this on a schedule that works for the family. May not have to have a child choose enrichment vs. soccer practice for example. What might be easier to access remote or in person depending on Elem or Mid.
- l. If you are absence 10% of the time you are chronically absent. We are 97% overall. 9% at risk. Was 12% at the start.
- m. Wanted Latinx students to be at 10% but they are at 18%. Much of this is about tech issues and student non-compliance.
- n. Students in Temporary housing, Foster care, homeless, shelter, doubled up.
 - a. Depending on reason our goal may not change but the intervention might.
 - b. More in person will help meet our goals.
 - c. School aid sends an absent list and they do outreach as needed based on daily absents.
 - d. When the school closes they get an uptick in absences for remote.

8. Parent Association Update

- a. May election SLT and PA election, Nicole, Anita and Jessica. Kat will run for President. Treasurer and VP will be open.

- b. Discussing TAW week and NJHS steering art nights. Sent out talent show survey.
- c. CEC and CCSE elections.
- d. Wanted to bake cupcakes to bring to the school for staff? Cant do it due to COVID.
- e. Explore ideas to send to staff as a treat.
- f. T-shirt order and pick up

9. Agenda for Next Meeting

- a. CEP goals
- b. Summer updates
- c. Graduation ideas, polls

10. Meeting Adjourned 5:01PM

<https://tinyurl.com/psms219SLT>

Rosanna

You are viewing Erica Paley's screen View Options

ESSA Data from 2019-2020

ESSA = Every Student Succeeds Act

Student Group	Composite Performance Index (CPI)	Student Growth (MGP)	Combined (CPI/Growth)	English Language Proficiency	ELA/Math Progress	Chronic Absenteeism
All Students	Level 4	Level 4	Level 4	Level 4	Level 4	Level 1
Asian	Level 4	Level 4	Level 4	Level 4	Level 4	Level 3
African American	Level 2	Level 2	Level 2		Level 2	Level 4
Economically Disadvantaged	Level 4	Level 4	Level 4	Level 4	Level 4	Level 3
English Language Learners	Level 4	Level 4	Level 4	Level 4	Level 2	Level 3
Hispanic	Level 3	Level 4	Level 3	Level 4	Level 3	Level 1
Students with Disabilities	Level 4	Level 3	Level 4	Level 2	Level 2	Level 1
White	Level 3	Level 3	Level 3		Level 3	Level 4

Unmute Start Video Participants 14 Chat 3 Share Screen Reactions Leave

Erica Paley
Jordan Dailey
Barbara Malik
Theodoros K...
Frederick Wri...
Jennifer Maier

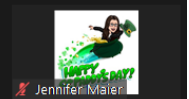
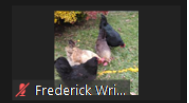
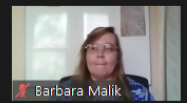
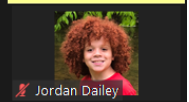
Math Goals

- By June 2021, there will be a 3% increase, from 63% to 66% of All Students achieving at Level 3 & 4, as measured by NYS Math Exam Results."
- By June, 2021, there will be a .05 increase in proficiency level, from 2.85 to 2.9 of Students with Disabilities as measured by NYS Math Exam Results.
- By June, 2021, there will be a .1 increase in proficiency level, from 3.01 to 3.11 of the English Language Learners, as measured by NYS Math Exam Results.
- By June, 2021, the percent at level 3 & 4 for black students will increase 5%, from 53% to 58%, as measured by NYS Math Exam Results.

****We kept these goals from the 2019-2020 school year, since we did not have the Math exam in the Spring of 2020.**

Draft of District Math Goal:

By June 2021, we will expand our "Strong Roots" and advance equity in mathematics by strengthening our data systems and core instruction through professional learning that promote deep learning and student agency in both blended and remote learning environments resulting in the development and implementation of virtual learning laboratory schools and in a 3% decrease in the achievement gap of targeted subgroups as measured on the NYS Mathematics assessment.

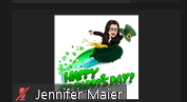
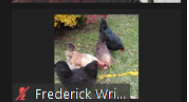
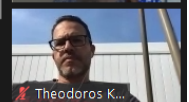
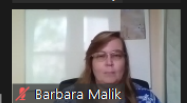
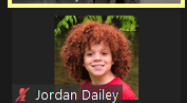
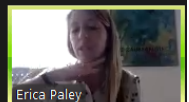


Chat

iReady Data Overview

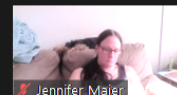
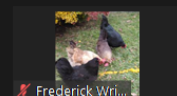
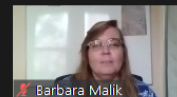
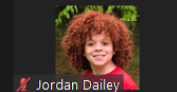
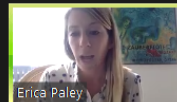
	BOY	MOY	EOY
2019-2020	20% 28% 52%	18% 25% 57%	N/A
2020-2021	21% 34% 46%	20% 24% 56%	

Given this data, what are your thoughts? What should our goals be?



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Start Date	End Date	Action Step
10/05/2020	10/30/2020	Administering the iReady Diagnostic Assessment in Math
11/02/2020	11/09/2020	Creating targeted instructional groups based on this data, for small groups/1:1 instruction - in each classroom for Tier 3 students.
11/02/2020	01/29/2021	Assigning lessons and targeted instruction for all Tier 2 and Tier 1 students in iReady, along with 30 minutes per day of instructional practice.
11/16/2020	12/18/2020	Parent Workshops and Videos for supporting math instruction, skills, and strategies at home with students.
01/04/2021	01/29/2021	Administering the iReady MOY assessment in Math
09/21/2020	01/29/2021	Providing professional development and support to teachers around mathematical strategies and routines, tools for instruction, best practices with remote and in-person learning. Targeted instructional support for teachers based on walkthroughs and observations with feedback given to each teacher in a timely manner.

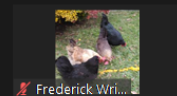
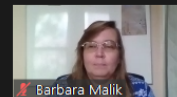
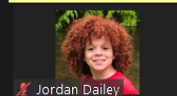
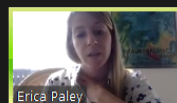


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February to June

Directions: Indicate the progressive action steps the school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. Note: First and second quarter progress monitoring results should be used to inform action plans for the second half of the school year.

Start Date	End Date	Action Step
02/01/2021	02/11/2021	Reviewing data from MOY assessment: Creating targeted instructional groups based on this data, for small groups/1:1 instruction - in each classroom for Tier 3 students; Assigning lessons and targeted instruction for all Tier 2 and Tier 1 students in iReady, along with 30 minutes per day of instructional practice.
02/01/2021	05/28/2021	Providing parent workshops and support around test-taking strategies, math practices and skills, at-home support and intervention.
06/04/2021	06/25/2021	Administer the iReady EOY assessment to all students, in Math.



Chat

Let's look at the Insight Data...

- ❑ Our District/School goal is for students to be at a 95% attendance rate or higher.
- ❑ Chronically Absenteeism = Absent 10% of the school year/18 days.

All Students

Click any tile below to see the students included in the group.

Attendance

97% is your school's year-to-date average attendance rate

9% of students are at risk of being chronically absent

For individual student info, go to the School Climate Report. For school-wide attendance info, go to Attendance and Chronic Absenteeism.

Subgroup

(Clear Filters)

Students with Disabilities x

96% is your school's year-to-date average attendance rate filtered by Students with Disabilities

10% of students are at risk of being chronically absent filtered by Students with Disabilities

All Students

Click any tile below to see the students included in the group.

Attendance

97% is your school's year-to-date average attendance rate

9% of students are at risk of being chronically absent

For individual student info, go to the School Climate Report. For school-wide attendance info, go to Attendance and Chronic Absenteeism.

Subgroup

(Clear Filters)

In Temp Housing x

95% is your school's year-to-date average attendance rate filtered by In Temp Housing

18% of students are at risk of being chronically absent filtered by In Temp Housing

All Students

Click any tile below to see the students included in the group.

Attendance

97% is your school's year-to-date average attendance rate

9% of students are at risk of being chronically absent

For individual student info, go to the School Climate Report. For school-wide attendance info, go to Attendance and Chronic Absenteeism.

Subgroup

(Clear Filters)

Hispanic or Latinx x

95% is your school's year-to-date average attendance rate filtered by Hispanic or Latinx

14% of students are at risk of being chronically absent filtered by Hispanic or Latinx

