

## **2018 - 19 SLT Meeting Minutes**

**Meeting dates: Sept. 13, Oct. 4, Nov. 1, Dec. 6, Jan. 3, Feb. 7, Mar. 7, Apr. 4, May 2, June 5**

**ALL MEETINGS WILL BE IN ROOM 313**

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**7 March 2019**

**School Leadership Team meeting**

**Attending: Akeela, Peter, Shannon (secretary), Noemi, Mara, Dyanthe, Elinor, Matt, Emily, Chelsea, Lindsey (chair), Jenny (PTA)**

### **Agenda:**

- **Community Day**
- **Literacy Documents for families**
- **Teacher Differentiation Survey results and noticings**
- **Library Update**

### **Community Day Update:**

- Staff unanimously agreed to wait for next fall for Community Day
- Plan it now with SLT
- Diversity Committee is working to partner with Akerman
- Teaching for Tolerance and Erica Hart (from Maple Street) are in the mix
- Broadening topics, ie: gender, identity
- This partnership would move into next year and Community Day

### **Literacy Documents:**

- Dyanthe would like help deciding which document would be most helpful to share with families.
- The intention is to communicate.
- Each are different: maybe all 3 but given in a rolling fashion (1. Overview 2. Tips 3. Levels)
- Tie them into the conferences coming up?
- Include in beginning of the year literature to have a sense of how school works for years to come?
- We don't want parents to speak of levels with students. Document needs info about philosophy of levels.
- All parents interested in children's reading. Presentation is key. Clarity for all.
- Students are in room for conferences. We need to be careful how to roll it out.
- These are good resources for teachers. They can share with outside services.
- In the same way that the Handbook is given for parents to reference as needed.
- Overview of philosophy and programs is key.
- In K some kids are pre-reading so how to include them.

- Transparency is a helpful lense. Changing the culture of thinking. Educate students/families about all different learners and that these levels are not a grade or diagnosis of moral worth. Withholding info is uncomfortable.
- School's philosophy is that they don't use levels whole heartedly because they don't agree with leveled systems. Maybe relabeling to be less tiered would help (ie: giraffe reading group).
- Focusing on what each student is working on rather than level. Notice what they're doing well and what to work on next and the movement in their abilities.
- Let's get it out. More discussion slows us down. Talking about it with families may highlight what's needed and how to frame it.
- Teachers need to see it and feel comfortable first.
- Putting the discussion on Business with staff. Dyanthe will write email to parents.
- Curriculum night in April in time to roll it out before summer. Or will parents want to talk to teachers after info is given? April gives 2 months before summer, if parents need to discuss with teachers.

### **Teacher Differentiation Survey results and noticings:**

- So helpful. So Specific. We can find what we can help with.
- Thank the teachers for their work! Let them know it will be in the CEP.
- Not everyone answered all the questions. Everyone answered last question.
- Dyanthe organized answers into sections.
- Let teachers respond to each other's answers for survey. Let them see similarities.
- Teachers were asking to learn more from their colleagues. Teachers are asking for more space and more time. Is there a way to find a system with more collaboration for teachers? Intervisitations (teachers observing others) are put in place but logistically doesn't happen.
- Parents can help. For example, finding workshops such as Orton-Gillingham or helping to organize the book room.
- Staff was requested. Advocating on district level/ aligning with other schools for support. Campaigning to District 1. The new Literacy Coach was a DOE initiative and school had no choice in who and how it was implemented. There is a learning curve as to how to make it work for us.
- Specifics were asked for PD: math, handmade games, more content, more tips & strategies. Our PDs are unique: culture building but needs balance with techniques. It might be helpful to have outside input around specific topics. Next PDs are going to focus on writing, math, reading, looking at student work. One content each.
- What's realistic for trainings? In the summer, it costs money for the teacher. If going during the year, it doesn't cost but you miss many days of school. Foundations, for example, is a DOE contracted vendor. Special Educators are being sent to PD. Maybe parents could help putting together a list of PD resources. "Per Session" has been paid to teachers for summer PD, if we know ahead of time.
- Do we want to allocate funds in a different way? We have a high teacher salary for more experienced teachers in this school. Almost penalized for having less turn around and more experience.
- Can be complicated but can PTA help? PTA can not raise more than they already do each year. In current landscape, can PTA fund a consultant? Yes. We have already..

- Special Service Coordinator could alleviate a lot of stress and add support in a lot of different ways.
- If teachers want help, they have to advocate for themselves. Let's formulate healthy habits.

### **Library Update:**

- Star does not have funding. Principal is trying for funding.
- District office does not have funding.
- Cheryll will be half time here and half at another school.
- We will need support from district office to know how to allocate her time under that model.
- Can we share something with Star to off-set Cheryll's salary? Thinking creatively.
- Cheryll, with PTA, is planning a parent workshop on technology literacy for next month or following.
- Cheryll is doing a diversity audit of all the books.
- Will Cheryll stay? She wants to stay part-time!

### **New business:**

- 2 schools were put on a state list in error [CPE 1(Elementary) & Ice (Middle)]: penalized for opting-out. Families would be counted as a 1 on state tests to show rates of opt-out. Our kids do well on the science test so maybe that is why we weren't put on. There is a lot of uncertainty as to what will happen to the opt-out movement.
- 2/3 in cafeteria instead of classroom? Need to discuss structural changes made and 50 min recess.

### **Agenda for April:**

- CEP work & Signature Page
- Opt-Out School Update
- Library Update
- Literacy Documents Update
- Media For Young Children with Tina

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**7 February 2019**

**School Leadership Team meeting**

**Attending: Akeela, Peter (chair), Shannon (secretary), Noemi, Mara, Dyanthe, Elinor, Matt, Emily, Lindsey, Cheryl (as guest presenter), Jenny (PTA)**

Agenda...

-Library plans for next year

-Differentiation Survey

**-Information Literacy (technology in the classroom)**

[both above with Cheryl]

**-Literacy at TNS**

**-New Business**

**-Library plans for next year:**

- Before this year, both STAR and TNS contributed to Cheryl's salary. STAR let Cheryl know at the end of last year that they could not contribute any longer. Due to lateness of news, DOE agreed to pay for STAR's portion. Cheryl was excessed, 50% DOE and 50% TNS. DOE may no longer pay 50% to Cheryl. TNS is committed to the library and Cheryl but what will it look like if the DOE does not pay? Cheryl presented the history of the situation and how it currently lies.
- We should not underestimate the opportunity to have a shared space between two very different schools. In a shared space, that the districts expects to cohabitate, a unilateral taking off the line for library does not support that expectation.
- Dyanthe will consider these new ideas: library committee and bringing in the superintendent. First, Darlene needs to confirm that the DOE will not fund 50%.

**-Differentiation Survey:**

- Keep the five different parts. Leave off the question about tools. Add the introduction. The last question is most important. Let's highlight successes and challenges.

**-Information Literacy (technology in the classroom)**

- 4/5s feels like a huge opening into this conversation for students but not yet in 2/3s. Structurally how can we address this? TNS seems to be chasing the problem as opposed to early intervention that builds through grades.

- Can we structure conversation with the library? Introduce at the beginning of the year with a visit to the library. Staff can discuss this with the 4/5s and bring back that conversation to the SLT. First 6 weeks of school could be a time to scaffold this.
- This can be added to the CPE in order to add the ideas to the function of the school. And the PD committee could work to connect with Cheryl and communicate better between classrooms and grade bands.
- It is good that it lives with Cheryl. Great resource for collaboration.

**-Literacy at TNS:**

- Three documents were shared surrounding Literacy at TNS.
- Literacy letter was confusing. Other documents were clear.
- Dyanthe will create a document with columns for comments.
- Mid-march goal to disseminate.

**-New Business**

- DOE looks at CPE 2x/year... revisions need to be made
- Creating the CPE for next year needs to start now.

***-Next Meeting Agenda:***

***Literacy Documents, Library Update, Differentiation Survey, CPE work***

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**3 January 2019**

**School Leadership Team meeting**

**Attending: Akeela, Peter, Shannon (secretary), Noemi, Mara, Dyanthe, Elinor (until 9A), Matt, Emily (until 9a), Chelsea, Lindsey (chair)**

**Parent Visitor: Jenny Ulloa**

**Today's Agenda:**

**Solidifying Agendas & Meeting Minutes Posted**

- ❑ Secretary will clean up the minutes and post to SLT for approval by Monday. And a summary will be posted on the TNS website that week.

### **Looking over the survey for teachers written by Differentiation Small Group**

- ❑ For measurement, the more specific the better. If left open the response will be open.
- ❑ The tools portion could be broken down. We can also follow up, if necessary.
- ❑ Leaving it open could highlight patterns where many could talk a lot about one but not others. This is to just broaden the understanding as a group. Short and simple is manageable on both ends.
- ❑ Let's use Monday business time for explaining it and administering on Feb 4th being careful to make teachers feel supported not interrogated. We can remind the teachers about what was asked and answered in the School Quality Guide.
- ❑ Akeela will create the Google Survey.

### **Literacy at TNS in response to parent turn-out at SLT and Morning Hour**

- ❑ Being mindful of TNS approaches and values, looking at how Balanced Literacy can reach every child.
- ❑ Is this a miscommunication piece or are parents grasping at something that is not based on lack of communication?
- ❑ Discussion of reformatting Conferences (Parent vs. Family and timing) and Written Reports (adding checklists and/or continuums). Being more direct around each child's challenges.

### **Community Day**

- ❑ Always lived with SLT. Making the building better. We are not a Title I school so we rely on families to make the school beautiful and useful. Last year it didn't happen. Do we want one this year? Should it be the pest problem or leave that to the DOE? We could do follow up cleaning. It's a question for teachers. They will be in the building. They all have different levels of comfortability. It can be whenever we decide.
- ❑ Put in business to ask teachers needs.
- ❑ Doing one each year or pushing one to early next year?
- ❑ DOE exterminator worked in 3 star rooms and 4 TNS rooms over winter break.
- ❑ Encouraging teachers to know that classrooms closing up holes makes a problem in another room that is not closed up.

- ❑ It is school wide. Leaky sinks are a water source for the roaches, as well. The PTA room needs a lot of help, too