

School 17 SBPT Minutes

Minutes from monthly School Based Planning Team meetings.

Date *

MM DD YYYY

04 / 22 / 2021

Facilitator *

Eleanor Coonce

Minutes *

Hezir Aguero

Present *

- Hezir Aguero
- Kyra Bradley
- Roberto Chavez
- Nancy Coddington
- Eleanor Coonce
- Bill Cronmiller
- Caterina Leone-Mannino
- Elaine Martinez
- Katherine Prest
- Nyla Saunders
- Audrey Sowell
- Kat Wing
- Other: Mr. Chavez texted and excused himself; he has an appointment.

Previous Minutes Approved? *

Yes

No

Other:

Agenda Approved? *

Yes

No

Other: Standing agenda was approved with additions: PLI, Voluntary Transfer and SCEP

PD Approvals *

There was a discussion about teaching staff Spanish as a PD. Ms. Leone explained that this is an idea that could be explored if we can tailor it to professional growth, not conversational/personal vocabulary.

June 8th is the deadline for submitting our balance of hours. Ms. Coddington sent an email on how to check your credits in TNL.

The last ones are one more session of Middle School PD and what is left of the Anti-Racist one.

Staff Updates *

Ms. Pierce's leave is extended until Monday 4/26. Bob Laboy comes back on Monday, too

On September, all staff will be expected to return to the building unless they have a medical accommodation or an FMLA that keeps them at home. That will be a district-wide practice, even for teachers who will be teaching students who are attending remotely only.

Budget/Staffing updates:

Ms. Leone will learn more at the District's Staffing (Budget) meeting tomorrow - and will learn in which ways we may be impacted by overall district displacements. There is a possibility of impact in the positions where we currently have itinerant teachers. We are asking for increased allocations for P.E. (where we were previously cut) and some middle-school positions.

ILT Updates *

Based on the letter sent by the Superintendent, all students are defaulted to return to school in person unless their families opt-out to remote learning. The deadline for this is May 7th.

Upon returning, the instructional plan for the Fall is that we will require 3-foot social distance, except for areas such as music, cafeteria and gym. There will further discussions on this to make sure we follow the CDC guidelines.

As we keep looking at the question of who is doing the work in the classroom? This question will guide our discussions for next year's SCEP. Based on recent observations across the building, the four general areas of growth are

*co-planning / the use of the second adult in the room

*language scaffolding & translanguaging

*student engagement

*and, assessment practices

Note: (BOCES will be offering the High Impact Co-planning PD next Wed)

There are different grade levels piloting the use of Standards Trackers for quarter 4 and their input will be used for designing a school-wide system/practice over the summer. The system will be incorporated into the School Level Living Contract. So the more they get used now and the more input we can gather, the smoother its use in the 2021 school year.

Parent Engagement

Ms. Coonce reported that they had a Garden & Health Eating parent engagement event on Monday 4/19/21.

There is a Family cookbook that was put together; it was sent out to families that participated. It is available digitally.

The next parent engagement event will be in late May and it will be a pampering event.

We need to get parents in for the SCEP plan (the equity interviews and the preparation).

Community Support/Student Engagement *

As we look to tightening up our processes for attendance/SEL/support outreach, we are looking at providing Teacher focus groups, Provider focus groups, Families focus groups based on their experience with the community school coordination vs direct-external referral.

We will be doing some cross-testing in the fall. We will do this as part of their MOU (memorandum of understanding) review for each of our agencies. We will be asking them to reflect on how the current referral tracking system is going and how the referral process is being done. We have not tracked how successful individual referrals have been, but want to add this as a metric. We want to test out our success rate - not just how many kids are connected, but also what impact is that having in our success (i.e. improvement in attendance?? coursework? etc.). We will be revising the data tracking mechanism over the summer to prepare for next year.

We want to consider the use of the COVID tracker for in-person learning and if that is practice we want to continue, moving forward. We have come a long way.

DISCUSSION: Ms. Martinez brought up the concerns of staff in regards to the COVID Form that is currently in use: it puts an additional burden of staff's already limited time. Ms. Leone explained that the information tracked in the COVID form this year used to be captured during team meetings. Right now, we have no metrics of how we impact our kids. This is why we created the form to see where each kid is, particularly during COVID. Ms. Leone acknowledged that part of the exhaustion teachers are feeling with the COVID form is in part due to all the intensive planning that takes place daily to make concurrent learning in addition to collaborating with other teachers. It has shifted the work to teachers instead of to the students. After a 40 minute teacher directed lesson, the kids still don't complete the work and this compounds the feeling of exhaustion and fruitlessness.

The SBPT further discussed what the implications of the District's plan is shaping out to be in regards to concurrent teaching vs. separating virtual from in-person, etc. Some of the conversations were around:

The proposed idea is for the district to have a virtual school that is done as a system, not school-by-school. So that the kids will be enrolled in our school, but they are instructed virtually by teachers who teach virtually only

Low-floor, high-ceiling idea: how to make every kid successful

Hot Topics/Current Issues *

☐ Voluntary Transfer Process, Interview Schedule and Questions:

- * Ms. Leone shared the schedule.
- * ILT has done the second round screening. In other words, they reached out to everyone who applied and asked them to: Tell us a little bit about yourself, Why are interested in School 17, and 'Here is the SLLC - Please review it and provide your reflections and insights.'
- * Friday from 2:30 - 6:00pm we have a round of interviews with all the applicants for SPED. Tuesday, a few applicants in the elementary and elementary bilingual areas will be interviewed. Ms. Leone explained that we have vacancies, technically, in the positions that are currently filled by subs that are not certified. If a certified teacher selects to transfer in, it pushes out a sub because the position is posted as a vacancy. Finally for ENL, we have two applicants interviewing on Wednesday.
- * We had a lot of people volunteer for the process, but we only need about 5 people to help with the interviews.

DISCUSSION: Ms. Bradley asked if we have openings in the areas where we are interviewing. Ms. Leone explained that we do not, at the moment, but that we could have people who are displaced at the district's level which will, in turn, affect our building. Ms. Leone reviewed the transfer process and the importance of us ranking staff in each tenure area; specifically, how displacement and seniority in the building take place.

- * Ms. Leone created a Google Form for those helping with the interviews to use, the questions were updated and the interviews will take place via MS Teams. The form should automatically tally people's points and ease the ranking process. Ms. Leone went over the questions for the SBPT staff to become familiar with it.
- * The link to the interview document and schedule were shared with the SBPT to review asap. Ms. Leone presented the questions that will be asked; questions were added or traded to reflect the learning from the Anti-Racist PD and our focus on Restoration, Collaboration, Equity, SEL and Trauma Informed practices. Once we start, the process cannot be changed for a year; all questions stay the same for any and all interviews.

DISCUSSION: Ms. Sowell asked for clarification on the idea that uncertified teachers in our building could be bumped by incoming tenured teachers. Ms. Leone explained that this possibility is part of the NYS tenure rules; however, understanding the new funding that was given to the District (to be used in the next two years), principals are advocating that schools have discretion in the decision-making of how the funds will be allocated within their buildings.

☐ PLI - Principals had a presentation from a group called AIR - American Institute for Research, they are national leaders in research, and The Danielson Group that used to be called the National Staff Development Association. They are proposing a lottery-styled application for schools to be selected for a national project intended to develop TOAs or instructional coaches. The goal of the program is to coach the coaches so that they are able to better lead, guide and support teacher teams. If selected, schools will receive two years of support for those coaches and teacher teams. The Rochester work is proposing to focus on grades 4 and 5.

The idea is that, in our case, Ms. Vives, will be supported on how to run effective teacher teams' meetings, PLC time, how to focus on instructional challenges, and whatever our school's priorities might be for instructional improvement. They will also be looking at the Danielson Framework for Teaching that we use for teacher evaluation and looking into cluster to build up our understanding of good instruction and good instructional coaching. In summary, this is an opportunity to support the work we are already doing and it will provide a support for the coach so that she can infuse that level of knowledge into our school. They are looking for schools to volunteer; we are eligible as a school, but we are not guaranteed a chance, it's a lottery.

DISCUSSION: Bradley asked: what is the outcome they are looking for? Ms. Martinez asked and cautioned against it resulting in additional work for teachers in the grade-level meetings? Ms. Leone explained that the company trying to support professional development in teacher teams. Ms. Leone made the organization's website available for SBPT to look further into it before providing their support and approval. If requested, Ms. Leone could ask them to join us and present to the team. The organization's link is: <https://learningwithimpact.org/about-the-pli-program> It will give us support to continue the work we already doing. After this discussion, the idea of applying for this lottery was approved with no objections.

SCEP: Ms. Leone projected the SCEP Guidance Document; this document is available in the shared drive. The first deadline in process is set for 4/30/21 where we need to identify a small SCEP development team, not necessarily an all SBPT team. There is a specific set of steps to be accomplished between April and July.

We do not have a template, but we need to identify the root causes for our areas of growth and what is it that we will be doing by when. We will need to prioritize the areas of improvement and how we will do it. Ms. Leone will meet with ILT team to discuss it as well.

The SBPT was asked to decide whether to open up the SCEP team to grade level teacher representatives and representatives of subject areas such as SPED, ENL, Middle school, etc. This will more fully capture the voice of the majority. Also, the person who is representing the grade levels can be responsible for contacting the kids who will speak on the state of our school needs, etc. Ms. Aguero and Ms. Coonce spoke in favor of expanding the SCEP team beyond the SBPT. The proposed ideas were accepted with no objections.

The team will meet on Wednesdays or Thursdays. The SBPT will meet once a week to keep the process on schedule, week by week in May. Main deadlines (as projected on screen):

- * 4/30/21 - Identify the SCEP team (school leaders, teachers, and parents. As a SBPT, we need to decide on whether to invite middle school students for the areas that affect them.)
- * 5/6/21 - Proposed beginning date for meetings, followed by the 5/13/21 date, to review the Equity Self-Reflection data.
- * 5/20/21 - earmarked, in case the time is needed.
- * 5/27/21 - Touch point to look at Students Interviews.
- * 6/3/21 - Review data

Follow up Topics for Next Meeting *

The meeting was adjourned without identifying specific follow-up topics.