



Amy Rodriguez, Principal  
Katerina Sidbury, Assistant Principal  
Charlia Moulton-Campbell, Assistant Principal, IA

## SCHOOL LEADERSHIP TEAM

Tuesday, December 10, 2024

### AGENDA

#### Chancellor Priorities

1. All students learn to read well
2. All students are physically and emotionally safe
3. All students have a high-quality academic experience

#### District 13 Foci

1. Consistently use mastery-based instruction
2. Consistently use rubrics and student self- assessment in all courses
3. Implement PBL units with a timely social action component, such that each student will experience at least four during the year, two of which are interdisciplinary
4. Use contextualized assessment (PBAT; Roundtable; unit project; portfolio) across entire district
5. Consistently use qualitative and quantitative data from comprehensive assessment plan to inform instruction, including universal screeners

#### PS 282 Goals

1. Comprehensive Education Plan (CEP) foci: improving students' performance across grades and populations (including Students with Disabilities, Multi-language learners, and Students in Temporary Housing)
2. Align teacher practice to three PS 282 practices for the year:
  - a. Use of [EL High Leverage Practices](#) regularly;
  - b. Looking at Student Work Protocol used regularly in Teacher Team Meetings;
  - c. Plan, teach, and reflect upon 6 PYP Units of Inquiry (4 units 3K – K) to attain IB authorization.

#### Call to Order

#### Consultation for C-30

#### Progress Monitoring

#### Team Updates

- Town Halls
- Next Steps

#### New Business

Closing: Motion to close: 4:02

## **Minutes: (recorded by Allie Esslinger)**

### **Call to Order (2:36pm – Rodriguez - acting chair)**

16 people in-person

11 people online

### **Consultation for C-30 (Chancellor's regulator for hiring principals and assistant principals)**

- Ask to start considering dates to hire the next assistant principal (Moulton-Campbell is the interim, acting AP. This is her hiring process.)
  - hiring committee is open to SLT and non-members
  - could be after school or evening
  - can be online or in-person but not hybrid
  - *anyone interested in being part of the hiring committee can email AR to share availability*

### **Progress Monitoring (CEP Goals)**

- We are going over disaggregated data that will remain in the room (FERPA laws)
- 10 mins of review (noticings, wonderings) & Discussion
  - K-2 all in-class support
  - Grades 3-5: **What I Need Periods** seem to be effective for supporting growth, particularly with 3rd grade SWD classes
  - What I Need is a relatively new practice in the district. It's required for 3-5 grades but 282 is putting this in place K-5 because we believe it's a best practice.
  - Admin & Faculty are pleased with these assessment results– we are looking for progress and are seeing it.
  - 3rd grade, over the last few years, are “knocking it out of the park” over the last few years. It's a strong team.
  - 5th Grade: we don't really need a G&T break out because we also know racial demographic data. It's important to note the discrepancy between averages grade level performance, especially in 5th grade, which shows that our Black (non-G&T students) are performing wholly better than the G&T class.
- Questions:
  - Can we get this data broken down across GenEd, ICT & G&T classes?
    - Not sure. Will check with lawyers.
      - Will also ask if parents can support a data & storytelling session.

- Next Steps Proposal:
  - Return to this data in January with the CEP in front of us to evaluate where we are in terms of our
  - SLT will compile questions related to the data so AR can create a more digestible read-out. **AR requests that these are compiled by the 1st week in January so that she can share it back at the February 2025 meeting.**
- **3:09pm: Returned the data worksheets**

**Motion to approve November's Minutes.**

- **Approved**
- **Process for getting minutes posted on the school's website:**
  - **move from PTO to someone within the school**

**Team Updates**

- **Town Halls**
  - Action planning for January has a lot to do with the feedback from the first 2 town halls.
  - Robocalls going out today to remind parents about tomorrow's meeting
  - Observations:
    - Our community is new to community agreements
    - People feel really passionate about their children, how they learn, and what they think is best.
    - In consultation with the superintendent, we decided to slow down the conversation in order to have productive, inclusive conversations. (What do people need to be heard, what do they need to feel valued? How do we have productive & inclusive conversations?)
    - Different Threads:
      - What G&T looks like, sounds like, etc.
      - What is the process for G&T admissions and the different pathways for what happens next?
      - Selection of students.
    - Frustration: What is happening? People want answers.
  - Question: What does consensus mean? Agree on a plan for what comes next
  - Question: How can we update the FAQ? Yes – with Amy's approval. She'll share as FYI
  - Question: Can we mute people who are disruptive during the Town Halls? We think so, based on Open Meeting Laws.



- Question: Can we craft formal language to acknowledge emails coming into the gt@ email? Yes. [idesha.fraser@gmail.com](mailto:idesha.fraser@gmail.com) will draft and share with SLT for continual engagement with people reaching out.
- Question: 572 children at the school. (108 responses)
  - How many G&T kids do we have? ~30%
  - Non- G&T families are underrepresented in the comment forms.
    - Question: How do we reach them?
    - Question: How do we reach teachers more formally? Teachers will
- Question: Can people submit a new comment?
- Is the SLT looking for consensus or a unanimous vote?
  - Consensus— it's not necessarily a vote. Or unanimous.
- **Next Steps**
- **take the feedback and questions and expand the FAQ to share after December Town Halls wrap up. We'll share this document and link far & wide in order to lay the groundwork for further conversations in January.**
  - **3:43pm:** Robocall started coming through!
  - How are children moved in & out of G&T after kindergarten.
    - x amount of seats available (office of enrollment)
      - we are going to identify people and waitlist people, etc.
      - outside of enrollment, AR has the ability to move children in & out of G&T
  - Office of Student Enrollment: You get an email for NYC public schools
  - Do we have data on who has entered and who has been removed from G&T (based on grade, demographics, test scores, etc.?)
  - Question:
  - Concern: (Teachers)

#### **New Business**

- **not this month**

#### **Closing**