



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

SCHOOL LEADERSHIP TEAM

Tuesday, February 4, 2025

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

Approval of Minutes

C-30 Date

CEP Progress Monitoring

Team Updates

Budget Alignment

Closing



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Call to Order

Approval of Minutes

C-30 Date

CEP Progress Monitoring

- 3:00pm Allie joins
- Reviewing data from Fall 2024 testing
 - How do we contextualize this CEP data for progress monitoring?
 - Are we seeing progress in all classes? How do we use this information for setting our goals for progress monitoring?
 - We can't give this data to parents in raw form.

* Averages are not going to give us what we need for productive review and parent conversations

What data do parents need for the G&T conversation?

What can we share for those data dives?

- How else might we have the conversations that look at data across classes?
- Families, even SLT members, cannot access raw data so can't form a committee to synthesize/visualize the data

Overall, there are wins across the board with these results. But the storytelling to support special education and to support consensus-building around the G&T conversation still needs contextualization and a strong point of view to kick off the conversation.

- Test scores are up. Enrollment is up.
- Percentages of accelerated learning is up across all classes in the school.

CEP goals need to incorporate planning across other existing areas of need as well:

Para Professionals:

- Everyone has 2 teachers (permanent) in ICT classes. But teacher absences create friction— meaning that Paras aren't always available to sub.

Team Updates

Budget Alignment

- Rodriguez & Laing will confer offline about budget, apart from SLT agenda.

Closing 4:03pm