

School Leadership Team Meeting Minutes
PS 361 Date: 3/26/25 Time: 3:00 – 5:00 pm
Location: Library

<p>Attendance: Ms. Hwang, Ms. Wise, Ms. Liriano, Ms. Hassan, Ms. Roumeliotis, Ms. Yougin, Ms. Tenf, Ms. Glasser, Ms. Lieberman, Ms. Ferreira</p> <p>Absent:</p>	<p style="text-align: center;">Agenda 3/26/25 School Leadership Team 3:00 – 5:00 PM</p> <ul style="list-style-type: none">• Welcome• Remuneration Time• PTA Update• Title I Update• Subgroups• Instructional Focus• Other Concerns <p style="text-align: center;">Minutes</p> <p>Instructional Focus</p> <p>All Woodside Community School students will demonstrate increased comprehension of complex texts by improving their skills in making logical inferences as they build knowledge across content areas.</p> <p>Priorities:</p> <ul style="list-style-type: none">• Strengthening standards-based instruction, formative and summative assessment practices• Increasing students’ ability to locate and refer to relevant details and evidence when supporting their inferences• Strengthening communication and presentation skills for authentic purposes across content areas using relevant content and academic vocabulary
	<p>PTA Update:</p> <ul style="list-style-type: none">- Movie Night April 4th- Cap and Gown Pictures- \$4,000 from the Mets for Park Day in the yard on May 31- Spring Book Fair- Week of May 31 after school hours <p>Title I Update:</p> <ul style="list-style-type: none">- Purchasing deadline is approaching- Leader and Meet- Leadership program for students, hoping to roll out next year<ul style="list-style-type: none">- this will help with need for SEL and Habits of Mind- from the author of the book 7 habits of Highly Effective People- 10th year anniversary event, bringing back past partnerships to showcase everything we have done as a school- An assembly from Opera program

Subgroups:
SWIEPS (Students with Individualized Education Plans)

Noticings:

- i-Ready Reading BOY to MOY
- Acadience Reading BOY to MOY
- closing gaps for SWIEPS
- more students below benchmark on Acadience than on i-Ready
- on Acadience students are moving from well below to below, but not as many students are on and above grade level

Wonderings:

- Does Acadience show that our SWIEPS have greater need in foundational skills?
- How do we meet foundational needs in upper grades?
- Are their results on iReady and Acadience similar?
- Does the timing on Acadience and i-ready affect students' results?
- How does their classification impact their growth and their assessments?

ELLS/MLLS:

Noticings:

- students showed more growth in closing the gaps in Acadience more than i-ready
- 20 students are MLLs and SWIEP, 5 of the 20 are on grade-level on i-ready

Wonderings:

- How are MLLs/ELLS learning of foundational skills affected? What has been their background education?
- how does their comprehension affect growth on i-Ready
- Is it language needs or foundational needs? or both?
- Many factors affect ELL/MLL growth, could it be parental involvement, socioeconomic status, cultural changes, etc.?

Implications:

- How do we create a safe space for MLL/ELL families? How can we foster a better relationship?
- process for onboarding new students
 - opportunity for groups of parents of same language to connect

Next week:

- reflect on instructional focus and decide on next steps