

School Leadership Team PS 144Q
Minutes for June 10, 2011

Agenda: Review of 2011-2012 School Based Budget and CEP Summary and changes due to Core Curriculum

Present: Barbara Martin, Martha Mayorga, Elizabeth Schneider, Amy Weiss, Lois Olshan, Reva Schneider, Tricia Kampton, Jeanne Kwok, Lisa Brody, Stefanie Ameres, Eric Bergerson, Nikki O'Sullivan, Karen Palminteri, Tara Apley

Not Present: Liz Morrow, Michelle Montaquiza, and Kathryn Thome

Meeting called to order at 7:00 am

Ms. O'Sullivan, Ms. Palminteri and Ms. Apley were welcomed to the meeting. They are newly elected representatives for the 2011-2012 year and were attending the meeting as observers.

Principals attended a conference with Chancellor Walcott on Saturday. Ms. Schneider said there was more support being offered to reach instructional expectations than ever before. ARIS will be expanded to provide more support and information to parents online. There will be training offered over the summer in areas expected to be part of the selected Core Curriculum. The role of the networks is now oriented to the Core Curriculum. Professional development at PS 144 from Teachers College will be aligned with the Core Curriculum.

Oral language is being stressed more in the lower grades. Students can talk about a topic in more complex ways much sooner than they can write about it. For example, unless you can talk about a starfish and ask questions about it you can't write about it.

Ms. Spears took the information and narrative continuum and broke it down to specifics of what teachers can do next to help students move forward. The continuum is a way of figuring out the steps of what needs to be learned and the qualitative assessment is of what has to be learned.

Ms. Schneider will be observing classrooms more and looking more at the type of questioning going on in the classroom. As Ms. Schneider focuses more on classroom observations and feedback to the teachers, Ms. Lucadamo will take on more operational duties.

All IEP's (Individualized Education Plans) are now web-based across the DOE to better enable children to get the services they need when they transfer schools and for all their teachers to have access to the information.

There will be more cross-curricular work in the classrooms aligned with the Common core Standards. For example, how butterflies are studied in the lower grades. Science, English, Math, Art, Movement can all be addressed through the lens of studying butterflies.

Arts Education will be more involved in all of the selected Common Core Standards.

The type of statewide tests given to the students will be different in 2014 or 2015 (two different years were mentioned by different sources). The Acuity tests currently given do not align with the Common Core Standards. Currently only materials from Teachers College are aligned with the Common Core Standards.

Discussed ways for parents to be more involved in what their children need to learn. The new system offers ways parents can help their children, by the type of questions they ask (open ended), activities they do, enriching vocabulary, etc. The PA will try and arrange for every other month workshops on problems solving, everyday applications of the Common Core Standards. Lucy West and Liz Fisher were mentioned as possible workshop leaders.

The copy of the 2011-2012 School Based Budget and CEP Summary is below. The members of the SLT reviewed and approved it. The full CEP will be written with summer once the budget is available. Mr. Bergerson, Ms. Kwok, Ms. Ameres, and Ms. Kampton volunteered to assist on this subcommittee

Meeting adjourned at 8:20 am.

Next meeting – To be scheduled.

#	Goal Description	Rationale	Programs, Strategies, and/or Activities Planned to Achieve Goals	FY '12 School Budget Item(s) Allocated to Achieve Goals
1	To strengthen student work by examining and refining curriculum, assessment, and classroom instruction	Improving student performance	Engage all students in at least one literacy task and one math task aligned to strategically selected Common Core standards. These tasks should be embedded in Common Core-aligned curricula and include multiple entry points for all learners, including students with disabilities and English language learners (winter 2011-12). In literacy, students will complete a task that asks them to read and analyze informational texts and write opinions and arguments in response. In math, students will engage in a cognitively demanding mathematics task that requires them to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution.	We will have a PD line in our new budget.
2	To improve the instructional core across classrooms and take certain actions	Improving Teacher Effectiveness	Use sections of Charlotte Danielson's Framework for Teaching, or continue to use a research-based teaching framework that is already in place, to articulate clear expectations for teacher practice and serve as the focus for teacher development (by summer 2011). Engage in short, frequent cycles of classroom observation, 1 collaborative examination of student work, and timely, specific, evidence-based feedback teachers can act on to increase the rigor and effectiveness of their instruction (throughout 2011-12). Teachers should receive feedback on student work on Common Core-aligned tasks and on successes and challenges related to reaching all students, including students with disabilities and English language learners. Strengthen their own capacity to provide high-quality feedback to teachers through professional development and support from network teams (throughout 2011-12).	Budget reflects Principal Salary and CFN services.
3	To continue to strengthen parent involvement and community resources to increase student achievement	Improving Parent Involvement	By June 2012 the parent coordinator will develop and conduct a series of educational workshops and arts activities to support greater parent involvement which may result in greater student achievement. These workshops will include study habits, and access and use of ARIS to support student achievement. By June 10, 2012 the Data Specialist will have held 2 informational sessions on ARIS to facilitate parent's involvement in academic achievement. For the SY 11-12 the principal will facilitate at least 1 SLT informational sessions to assist in the increase of parent and community involvement in data collection, analysis and academic achievement. The Principal will provide information on data systems such as ARIS, and Progress Report Data to increase parent participation in school wide and individual goals.	Scheduling will support the parent coordinator will have access to library for parent workshops Scheduling will provide at least 8 periods per week to oversee the arts enrichment program Principal will present information to the SLT through various methods (e-mail, presentations at meeting, before or after school sessions.)