

MS54 – SLT MEETING MINUTES for February 8, 2019

SLT Members:

Core SLT Positions	Teacher Representatives	Parent Representatives
Elana Elster, Principal	Richard Cappadona	Barbara Denham
Jose Beauvais, UFT rep	Briana DeSantis (co-chairperson)	Alison Gardy
Chris Giordano, PTA Co-Pres	Randee Johnson	Stefanie Goldblatt (co-chairperson)
Jerome Kramer, PTA Co-Pres	Sara Lichtman (co-secretary)	Jeanne Goffi-Fynn
	Elizabeth McNulty	Hudson Roditi
*Peter Armstrong, DC37 rep		Patricia Saydah (co-secretary)
		Andy Weinstein

*Absent

Observers: Susan Trout (Teacher)

Meeting convened at 7:25am at Booker T. Washington

Minutes:

January 11, 2019 SLT Minutes were approved with edits. The SLT secretaries will revise accordingly and send to Joanne to be posted.

Discussions around Agenda:

AGENDA ITEMS and TIME

Concern was expressed regarding whether the SLT was giving each agenda item due time. Thus forth, the chair shall monitor time more closely such that all agenda items are addressed. Extra SLT meetings shall be scheduled to ensure that the topic of *planning for next year* is adequately addressed, without shortchanging other agenda items. An extra SLT meeting was scheduled for Friday, March 1 at 7:20 am.

WELLNESS COMMITTEE UPDATE

Wellness Day is schedule for Tuesday, March 26th from 9 am – 11am. Speakers are needed. It was suggested that Class Parents send out a volunteer request. Please reach out to health and wellness professionals.

SIXTH GRADE ACADEMY

Ms. Cohen is interested in the creation of a parent committee to help with tutor recruitment. Alison Gardy has volunteered to chair the committee.

It was proposed that 8th Graders be invited to tutor for the Sixth Grade Academy since the HS admission process has slowed down. Tutoring can be used to fulfill a Booker T community service requirement, but it was decided that while community service involvement is supported, mandating it as an 8th grade requirement would be too much.

CEP PROGRESS REPORT

GOAL 3. COLLABORATIVE TEACHERS

By June 2019, every teacher team will review student work once a month and will prepare at least one common assessment each quarter as documented through the team's Google documents.

GOAL 3. Progress Report

Teacher teams are currently working together to create and differentiate common assessments.

GOAL 4. EFFECTIVE SCHOOL LEADERSHIP

Given the growing diversity of the student body, teachers are in need of more feedback and professional learning on differentiation.

GOAL 4. Progress Report

The staff's Monday professional learning time has been targeting differentiation. Staff had full faculty session devoted to defining differentiation; they then met by grade and department to differentiate specific lessons and assessments. Staff will meet next week by department to share their work and further brainstorm methods of differentiation that will be useful for their particular subject.

CULTURALLY RELEVANT PEDAGOGY

Last year's school survey reflected that 66% of Booker T students agreed that "their teachers use examples of different cultures, backgrounds, and families in their lessons to make learning more meaningful." This was below the district average of 80%. However, 87% of Booker T students agreed that they see "people of many races, ethnicities, cultures, and backgrounds represented in the curriculum," in line with the district average of 90%. The conflicting results of these 2 questions are confusing.

The question was raised for how culturally relevant pedagogy is being used in the classroom and how it is defined. It expands beyond black, white, Latino, etc and includes cultures from different countries.

Both parents and teachers commented that there have been changes made to the 8th grade curriculum over the past couple years to include many diverse and relevant topics and books.

Besides the continued focus on culturally relevant literature, it was suggested to bring in outside speakers for assemblies.

There was also discussion about the of unconscious bias in teaching. The District is mandating that by the end of the school year every staff member participate in a 5 hour training addressing unconscious bias.

PLANNING FOR CHANGES IN 2019-20

The Applicants

Over the course of three days - January 22nd, 23rd, and 24th – approximately 850 students were tested at Booker T (roughly 400 more than last year). The test attempted to capture the notion of whether a student wanted to be at Booker T by including an additional question "What environment do you learn best in?" There were a wide range of answers from "quiet" to "supportive" to "having lots of sports."

Last year, there were students placed at Booker T who had not elected to be at the school. In general, those students are not faring as well as students who chose to be at the school. We can use this information to help us prepare for similar students in the future.

Current vs. Projected Numbers

	CURRENT SIXTH GRADE	PROJECTED 2019-20
TOTAL STUDENTS	314 Students	310 Students
HOMEROOMS	9 homerooms (ATS)	10 homerooms
	10 classes	10 classes
ICT CLASSES	3 classes	4 classes
STUDENTS WITH DISABILITIES	43 students	62 students*
12:1:1	13 students	
ICT	30 students	

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For 2019-20, it is projected that 25% of students (78 students) will be below grade level with State Test scores of Level 1 and Level 2.

*The 62 students with disabilities may overlap with the 78

Next year's projection shows 2x as many students with disabilities and/or below-grade-level. The extra funds that come with these students will go to teachers, but not enough money for extra programs and services. Although there was an "underfunding" mistake of \$100k in our 2018-19 budget that the school recently received, only \$43k can roll over to next year. We can apply this money for special services.

Issues/Needs

Challenge is that Booker T will have 20% of students below grade level and 70% above grade level. How do you have the appropriate programs and services to meet the needs of both groups?

The meeting adjourned at 8:40 am.

Meeting minutes submitted by SLT co-secretaries Sara Lichtman (teacher) and Patricia Saydah (parent).