

Teaching and Learning Committee
May 25, 2023
9:30 – 11:00am

Present: Kathy Sellitti, *Cathy Collins (remote), Dr. Padalino, Stacia Felicello, Steven Spicer
Robin Jacobowitz, Alissa Oliveto, Beth Lewis-Jackson, Arie Drews

** Because Cathy Collins attended remotely, Robin Jacobowitz chaired the meeting*

Dr. Jacobowitz: Call to Order – 9:30am

- I. Introduction of new members (Alyssa. Oliveto, Beth Lewis-Jackson)
- II. Approval of Minutes – Mr. Spicer moved to approve minutes from 22 April meeting; Committee approved unanimously.
- III. SCEP plans: GW, JWB, Miller, JFK

Meeting to review School Comprehensive Education Plans (SCEP). These plans are designed to guide schools in their upcoming school year.

All KCSD schools develop SCEPs, but we only heard from four schools at this meeting, as these plans will need to be approved and then sent to the State. This is determined by the schools' accountability designations which, in turn, is based on student performance on state and local assessments in math, science, and ELA; student performance on the NYSESLAT; percentage of chronic absenteeism.

We heard from 4 schools:

- JFK and Miller, which are schools identified for Comprehensive Support and Improvement (CSI), which targets low performance for all students in the school.
- JWB, which is a school identified for Additional Targeted Support and Improvement (TSI) year 2, which targets low performance for specific subgroups, for JWB, that is Black and Hispanic students.
- GW, which is a school identified for Targeted Support and Improvement (TSI), for GW that is black students, with Hispanic, ELL, and economically disadvantaged students as potential for TSI.
- It should be noted that all other schools are in Good Standing, including Crosby and Chambers, which both moved up in accountability designation from last year.

Planning period runs through end of July, so these are preliminary plans. I will report on CSI schools first, then TSI.

JFK SCEP Plans

As a CSI school, JFK received \$20,000 for planning process. This helped pay for pizza and planning evening: parents were invited (45 adults attended), childcare was provided, and a consultant ran workshop activities to gather family input on what school priorities should be.

The SCEP plan at JFK is centered around three guiding principles: centering students, organizing adults, and linking teaching and learning.

To this end, JFK makes five Commitments in their CEP:

- 1) Prioritizing social-emotional learning programs, such as restorative justice
- 2) Providing inclusive learning opportunities
(1) and (2) were also commitments last year, so most of focus of presentation was on the new commitments.
- 3) Engaging students in meaningful learning that is relevant to them
 - Sharing best practices through PLCs, peer observation, book studies
 - Expanding effective curriculum: writing workshop to grade 4, and Foundations to grade 3
 - Continued instructional coaching – focus on small group learning techniques
- 4) Giving students agency so they can shape their own learning
 - student-created video library
 - student mentoring: older students acting as check-in/check-out mentors for K-2 students
 - student goal-setting: encouraging student-risk-taking, continue student-led conferences
- 5) Strengthening relationships between members of school community:
 - Getting feedback: quarterly family surveys,
 - Gathering and sharing information: monthly potluck dinners, family conversations: workshops lead by Astor allow families to gather to eat and talk about issues such as screen time, discipline
 - Incorporating family-members in morning announcements
 - Meeting family needs: JFK has a new food pantry/personal supply pantry which is actually a mobile “Care Cart”

Miller SCEP Plan

Miller’s SCEP team consisted of staff and administrators, parents, and students; plan is guided by responses to surveys of families and students.

Commitments formulated to address (in part) concerns in those surveys.

- 1) Reducing bullying to ensure that every student feels safe, respected, supported, and has sense of belonging
 - Grade-level assemblies focusing on bullying/conflict resolution
 - Continued restorative practices training with Melissa Ugarte
 - Anti-bullying workshop with Tay Fisher
 - Incorporating digital citizenship/media literacy into lessons
 - Strengthening PBIS systems by grade-level
 - Research options to minimize cellphone use

- 2) Exploring iReady as integrated system of diagnostic assessment for reading and math
Goal is to improve student academic outcomes via consistency in curriculum (among classes and vertically across grade levels)
 - Train faculty to use iReady for assessment and identifying skill deficiencies
 - Use iReady for student-led goal-setting
 - Use “My Path” program to provide structure for QUEST
 - Establish school-wide data review process quarterly

JWB SCEP Plan

JWB’s SCEP team consisted of staff and administrators, parents, and students.

Plan is grounded in several values: that JWB seeks to create a welcoming and affirming environment; offer high expectations and rigorous instruction; inclusive curriculum and assessment; and ongoing professional development.

Toward this end, several commitments:

- 1) Offer valuable learning experiences that accommodate different learning styles and capacities and that embrace the cultural diversity of the student body.
 - Strategic scheduling: switching up the literacy and math blocks, so that students can receive more targeted instruction and support. This includes scheduling adults so that reading and math teachers push into those classes every day.
 - Aligned, new k-8 curriculum: bringing Writing Workshop into the middle schools, working with iReady
 - Continuing to work on culturally-responsive education and representation in the curriculum with Dr. Jevon Hunter and Dr. Gess LaBlanc.
- 2) Focus on academic progress for black and Hispanic students in math and reading while maintaining progress of other student subgroups.
 - Some action steps for commitment 1 apply here too: strategic scheduling, aligned new curriculum, culturally-responsive education and representation in the curriculum
 - In addition: use 7th and 8th grade QUEST periods to target math and reading; expand the writing lab, conduct teacher training in executive function so they can, in turn, work with their student on this skill; anticipate bring writer’s workshop to 5th and 6th grade next year; mentoring program created by Kingston young adults – called Career in Touch.

GW SCEP Plan

Plan was in an earlier stage because outside consultants (Montessori Connection?) visited GW to assess the Montessori program on May 18 (one week before T&L meeting) and interviewed parents, teachers and students. Recommendations from Montessori Connection will be incorporated in to SCEP, helping shape the action items to support the Commitments.

Three Commitments:

- 1) Support teachers by providing professional development, with particular attention to implementing Montessori principles
- 2) Strengthen instructional delivery across grade levels via regularly scheduled collaboration time for staff
- 3) Creating a welcoming and affirming environment to instill a joy of learning.

The action steps will build on success of the last year: GW will continue to integrate iReady and Foundations (which Ms. Lo Bianco and Elizabeth Slade—part of the consultant team—felt could be partnered with Montessori ways of learning, continue PLCs, continuing the PEACE curriculum which has been successful for encouraging positive behavior. As stated above, the SCEP will be developed and modified to reflect outcome of recent consultant's visit.

Next meeting 6/22