

SLT Minutes - 05/20/2024 (5pm - 7pm)

In attendance:

Stephen Chaterpaul
Carol Turitz
Denice Gamper
Anne Shields
Petra Riviere
Julia Guerra
Melanie Pflaum
Gabe Rosenberg
Amie Macdonald
Cindy Hsiao
Miri Navasky
Laura-Albane Peyronnet
Wyatt Shore (for Ivy)
Yu Wong (for Todd)
Michele

Guests
Christine Szedo
Mary Ferguson
Ursula Schindler

1. Meeting called to order at 5:10
2. Minute taker - Miri Navasky
3. Introductions and Welcome
 - a. SLT representatives and visitors introduce themselves.
4. Approval of Minutes
 - a. March Minutes - Approved additions.
 - b. May 6 Minutes - Cindy Hsiao says there are omissions surrounding the discussions around the CEP. Agreed that she will amend minutes and send to Melanie Pflaum for approval at June 3rd meeting.
 - c. *Principal Chaterpaul asks that the minute-takers send the minutes within 10 days or preferably 7 so that we can remain compliant.*
5. **Plan for how to discuss each of the five CEP priorities**
 - a. Discussed breaking into groups. Each working group will have a student, faculty and parent rep. Some SLT members felt that if we were to break into groups we should all focus on the same priorities and then share back so that there is true consensus.
Melanie Pflaum proposed trying to tackle 3 priorities today and 2 next session. And to go through the first priority together so that we understand the process.
6. **Problems w/ Approval Process for this year's CEP.**
 - a. Principal Chaterpaul said he took language directly from i-plan. Says they are drop-down menus. Lots of discussion of the CEP and whether it was signed off correctly. Denice Gamper clarifies that the CEP was not completed by Ms. Canty (there is confidential info that she does not wish to reveal) but it was never finished. Principal Chaterpaul says that Carol Turitz got whatever signatures she could in November. **The CEP for this academic year was not signed off on by last year's SLT and it has not been signed off on by this year's SLT.** Chaterpaul disagrees and said some members signed off on it earlier this year and not every member is required to sign off on it. But Yu Wong reads the rules it says **All School Leadership Team members are expected to sign this page in order to confirm their participation in the development of the CEP.* Principal acknowledges that there are missteps and issues with the current CEP.

- b. After much discussion about whether the cep is out of compliance the summary is: **the CEP for this current academic year (2023-2024) was not signed off on in June of 2023 as it should have been, moreover it was not signed off on by multiple members of the current sitting SLT whose names are listed on the iplan as being people who signed onto this CEP. Cindy Hsaio has raised this multiple times that we do not have a CEP that has ever been approved and we have a CEP that is formally out of compliance from the SLT side. It's clear that the superintendent approved the CEP but there are multiple members of this sitting SLT that have not approved it.**

7. PRIORITY 1 - ALL STUDENTS LEARN TO READ WELL

- a. **Use of Regents.** Discussion of using regents as a priority (3 kids that have yet to pass english regents, 48 kids are level 2. Another way to look is 66% of our students are level 4 (85 or above), 93% pass (including waivers). Some SLT members question why we are using regents to come up with our goals - versus the things that Bard is known for like writing & thinking? Melanie explains the need to use a goal that will get approved. Goals have to be SMART goals – they will not approve a CEP goal that doesn't show a form of measurement. Petra says that Regents does reflect some of what they are taught here - just in a language that DOE understands.
- b. **How to put more of Bard into the CEP.** The goal will have to be something like the regents but our plan for meeting that goal can be the more bard things. Pass muster with the DOE but also reflect all of our goals, values, needs. .
- c. Amy asks Teachers and Claw leadership for guidance on what kind of needs kids might have. Julia says we have to be practical and do something we can commit to in terms of measuring. She describes the peer tutoring program which is another kind of measure but it requires a lot of data/time. We should be practical.
- d. **Use of Map Growth.** Denice talks about how MAP growth gives us a lot of data. Measures a lot of valuable things. Exam tests when they are going too quickly, very valuable tool. And very objective. Melanie says can be useful - but have to have kids doing their best work and right now that's not happening. Need to get students to take it more seriously. Amy brings up Kara presentation - how we need a better comprehensive way to identify those that need services.
- e. **Use of Grades** - Principal says can only look at grades in aggregate (ie by race, gender, class year).
- f. **Differentiated Learning** - Cindy Hsaio talks about finding a goal that takes into account differentiated learning. Want to catch the most vulnerable, but also want to make sure everyone is excelling wherever they are. Also warns on the data bunching together race (i.e her kid could be in 3 categories).
- g. **Targeted improvement. Specific interventions versus aggregates.** Talk about trying to help bipoc students, students with disabilities, not everyone has to be included - and then you can measure that for particularly the most vulnerable students. Can we measure specific interventions rather than just the aggregate - more meaningful.
- h. **Use Student Self Reporting** also important data. Principal Chaterpaul says look at school survey.
- i. **Melanie says Regents could be a goal. We don't have trouble getting kids to pass regents - but could create a goal that says get more kids from level 2 to level 3. Or another goal on self-reporting survey is to get more students reporting that they feel included in the curriculum.**

- j. Yu Wong says Regents levels not that helpful since Regents are only taken once - measuring a different group of kids. Doesn't really reflect growth – just reflecting change in the school. Apples to oranges. Melanie Pflaum says DOE is fine with apples to oranges.
- k. **Student evaluations** (back and forth on whether they are discontinued or being revised) **can we revise evaluations to include more self-analysis**. Wyatt says there is a section on the DOE survey - 40 questions with scales but doesn't leave room for lots of thought. Melanie says we never used Bard student evals for CEP. Principal says the way that the data is collected (manually - makes it too hard - too much data entry). **Says this is one of the reasons they were paused – can't do anything with the data (hand circled). Can move some to google form but the data has to be able to be processed (need demographic info to be able to aggregate in different ways)**. Wyatt asks what was done in past years. Denice says Lerner scanned them and she was told that he was using them to track patterns in classroom teachers. She says they cannot be used in an evaluative way to discipline teachers. **That's why she asked the process to stop**. They were being used to track feedback teachers got year to year. UFT violation to use these evaluations to discipline teachers. Denice says we don't do a lot of self-evaluation around here -that form has been used for 20 years - **we want to provide better self-evaluation for the students to reflect on things - that's why it's under revision. It hasnot been stopped**. Denice gives context that steering committee has lots of things on its plate (i.e. coming up w/mission statement for early college, addressing homework policy other things etc....).
- *Student rep Wyatt asks for a timeline of the evaluation review and revision of the evaluation form. Been a long time and SLT is entitled to some kind of progress report about what is going on because student input is important**. Amie makes statement that **Wyatt along with members of the SLT want student evaluations to be conducted while the revisions are being done. Ongoing evaluation is not inconsistent with revision the student evaluation documents – THIS IS PUT ON AGENDA FOR JUNE 10. Student evaluation of courses is a crucial component of CEP**. Principal Chaterpaul says course Student evaluations have never been used in the CEP prior to now.
- l. **We've talked about 3 different data sets to be used for priority 1: Map Growth, Regents, and Student Grades**. And what will be in the planning section for each goal. Need to have at least one or two. Have a regents goal and a map growth goal?
- m. Yu asks for ELA input on goals. Anne Shields says a big issue is (1) **students transitioning into the college program and keeping up with the pace of college level reading**. (2) **students coming into 9th grade and ensuring that students can access reading across curriculum**. Suggests Inquiry projects as data point or SAT/Reading and PSAT data - every kid takes it and they do try. SAT and PSAT are measurable. PSAT 10th grade fall and 11th grade spring.
- n. **Grades - maybe too subjective**. Class to class, Teacher to teacher and assignment to assignment. Not sure its reflective enough.
- o. **Use Regents: Principal Chaterpaul says can use Regents scores to track progress in writing and reading. Writing samples are scored from year to year so could use ELA Regents and History Regents and Global Regents – can compare 9th grade US history writing sample to their 10th grade ELA platforms to Global Regents** Would have to be done internally - take data and aggregate it based on average score of a BHSEC student but we should be able to use this to track student writing – should see improvement between US History and Global (9th to 10th). We can look at scores on

multiple choice sections for reading comprehension (and look at state standards) – but requires a school data specialist – someone to sit and do that work. Post covid has been a challenge to get someone to do that. **But one of our goals could be to mine this data in a meaningful way. The aggregate data is not sufficient and the data that the DOE spits out to us on a lot of the platforms is wholly insufficient for what we need and we don't have some one right now to be able to turnkey this.** Mary asks if a parent can fill this role. PC says no has to be a school staff member.

- p. Yu asks is there a way to make this a goal: Students lack the skills to juggle the reading assignments from 9th to 10th and Year 1 to Year 2. Causes: digital distractions, kids who have ADHD. measurements having kids record night after night what is your sustained level of reading. How do we teach kids to acquire the skills that they need in this type of environment.
- q. Laura talks about her **Radical Reading Class**. Sitting in a classroom and reading for the full 45 minutes. Not having to produce a piece of writing. Not focusing on grades. Getting kids to love reading. Amy suggests thinking about **Reading Intensives**. Many times courses are designated as writing intensive but maybe we should have courses that are designated reading intensive. Melanie discusses how hard it is to use data - once you measure something kids don't learn it the way you want to.
- r. Other Ideas: Denice talks about **reforming advisory**. Needs a targeted program. Different for 9th graders and 10th graders. Julia shares a **peer tutoring program** she did - where motivation was the social not the tutoring itself. Had 98% success rate but takes time, structure and tracking. **Writing and thinking**. Why don't we use these skills - and judge them from 1st term to 2nd term.
- s. **Write into the goals how to use the existing curricular structures we have in new ways CLAW, Writing and Thinking, Radical Reading, Tutoring program** (i.e. make claw a more regular thing, tutors coming into full class). Pinpoint 10th grade and Year 1.
- t. Map Growth - most uncontroversial data set to use. Beginning of the year 9th grade MAP students are trying. Chaterpaul shares a new program where they are identifying students that scored 30% or below –id those students and select them for a secondary diagnostic - pinpoint what area of reading they are struggling with.
- u. **Do we have access to the MAP growth data?** There is no easy way to send that to families. When it prints - it prints the whole school. **Melanie says she thinks she can isolate the individual files because she does it for her class.** Chaterpaul asks that if we can upload it to Jupiter. **Discussion about how to share the Map Growth data more broadly.**
- v. Data set for next year could use PSAT current 10th graders to 11th grade PSAT next year. More kids should get exposed to more CLAW tutoring.
- w. Use existing school practices of the Writing and Thinking Workshop and student evaluation of courses as important methods for progress monitoring along the way - could be used for Priority 1 or for some other goal.
- x. **Anne Shields offered to stab off line at drafting a goal for Learning to Read.**

8. PRIORITY 2: ALL STUDENTS ARE PHYSICALLY AND EMOTIONALLY SAFE.

- a. **Gender Neutral bathrooms.** Discussion of the private gender neutral bathrooms. Right now there are gender neutral bathrooms on the 2nd floor, 4th floor and 5th floor. Can the single stall bathroom that is the designated ADA accessible bathroom be used as the gender neutral bathroom? Lots of discussion over the safety concerns of a locked single stall bathroom. Survey a few years ago and most students seemed okay with all the

bathrooms being gender neutral but have also heard from religiously conservative families that are not ok with this. Carol says there is a 2nd floor single stall bathroom that students can use - there is a key that is hung and there are no questions asked when students want to use that particular bathroom - just make sure it's locked when finished. Student Rep Wyatt asks **Please make students aware of the single stall bathroom and the key. Mary clarifies the long ugly history of using the language around "safety in bathrooms" as a way to discuss why there aren't single stall gender neutral bathrooms. Not OK! Come up with better language.** More discussion about bad stuff that happened in single locked bathroom. Chaterpaul lays out the bathrooms: 5th floor there is no single stall bathroom (only staff bathroom) that students have access to. 2nd floor - there is a single stall that is accessible by key. The 3rd and 4th floor have single stall ADA bathrooms. Unclear if students can use this. **Decision to make a list of all the bathrooms.**

Next meeting will split into groups. In meantime, we will all have access to the CEP document and put in our ideas in throughout the week. Make all comments in suggest mode on the document. After meeting Melanie agrees she will put the 10th grade survey together – and will send to Wyatt.

Meeting adjourned at 6:58pm

DRAFT