

## **PS 3 School Leadership Team (SLT)**

**Staff/Teacher Members:** Andrea Franks, Katie Kaufmann, Jessica I. Harvey (UFT representative) Stephanie Kim, Lisa Siegman (Principal)

**Parent Members:** Patricia Laraia, Yin Ho, Naima Freitas, Karen Wong, Tessie Nam, Jocelyn Anker (PTA Co-President)

Meeting Dates: 10/28, 11/13, 12/16, 1/22, 2/26, 3/23, 4/20, 5/18, 6/17

---

### **SLT Agenda**

**October 28, 2015**

**7:30-8:20am, Rm. 408**

1) Mixed Grades (15 mins)

2) Comprehensive Educational Plan (CEP), here are 3 bulleted points that Lisa would like to discuss:

- To improve students' reading progress school wide relative to the last school year, with a focus on refining our strategies for working with students whose progress is slower than expected. (10 mins)
- To build a culture of perseverance, higher student expectations for their own work, and greater self-monitoring. This change in culture will be built by teaching students how to give their peers constructive and specific feedback – “critiques” – and by teaching the recipients how to make good use of this feedback. (10 mins)
- To ensure that the math curriculum is integrated and coherent from pre-kindergarten through fifth grade. (10 mins)

3) Wrap Up (5 mins)

---

### **Mixed Grades:**

Support of Mixed Grades- Montessori

- Tessie – Parent advocating mixed grades looking at her children different experience of two children one having mixed grades and one not. Empathy of older grade. Range of change from going from straight grade to mixed.
- Yin – proponent of mixed grades. Teaches other life skills. Everyone moving at own developmental pace. Strong supporter of k/1 and 2/3, not sure about 4/5.
- Katie – Teaching 2/3 – seen change in incoming kids since the k/1 has changed, behavior and social. Harder for them to adjust and relate to kids and needs.
- Jessica – Distinctive negatives, especially in k level. Takes K kids so much more time to figure out how to be at all independent, bathroom, and water. If there were 1<sup>st</sup> graders as mentors that would be a strong support. See 2/3 kids gel.
- Amie – Huge fan of mixed grade. Taught k/1 for 6 years, 5 years of straight K – ICT. The K. are much less independent than they were 11 years ago. The common core curriculum has pushed made it more difficult to teach a mixed grade. The K cannot be independent. Expectations have changed.
- Lisa – We have a responsibility to represent everyone. Has heard lots of pros and cons. Lots of factors, social, changes is neighborhood, special needs structure and number, ICT classes, how do changes play out, district 2 incredibly competitive, publicly judged by standards exit strategy for diverse range of kids, size of school changed. We as the SLT need to consider, negotiate DOE and make sure that it is to the benefit of the community.
- Stephanie – Loves the mixed grades
- Jessica- if the grades k/1 were mixed it would help support school
- Lisa - Important to make sure that we all represent the community, not just our own opinions

Difficult to gather information about mixed grades since the k/1 do not have experience with mixed grades  
Need to make a survey reflective of experiences

Agreed to put bigger chunk of time put towards mixed grades next time.

### **PS 3 School Leadership Team (SLT)**

**Staff/Teacher Members:** Andrea Franks, Katie Kaufmann, Jessica I. Harvey (UFT representative) Stephanie Kim, Lisa Siegman (Principal)

**Parent Members:** Patricia Laraia, Yin Ho, Naima Freitas, Karen Wong, Tessie Nam, Jocelyn Anker (PTA Co-President)

Meeting Dates: 10/28, 11/13, 12/16, 1/22, 2/26, 3/23, 4/20, 5/18, 6/17

---

#### **CEP: Goals –**

Made by 2014 – 15 SLT – presented by Lisa

- Reading - Focused on writing for a few years, circle around to reading. There are number of various strategies and teachings based on needs of students. Look at what is working and for whom. Look at what we can teach each other that can help our students. Kindergarteners come in at many various levels, some can read, some don't have letter recognition. First grade, you need to be able to decode before you move to 2<sup>nd</sup> grade. Juggling family's reaction to learning that child needs more time in first grade. Experience has been that children struggle if they can't decode when entering 2<sup>nd</sup> grade. Usually comprehension is there, it is the decoding where it is a difficulty. Usually in 2/3 we see kids who are not progressing. They can decode, but their comprehension is low, that is a concern. What can we do to address these needs? What are the strategies we can use to address struggling readers, both decoding and comprehension.
- Comprehension work is always useful. Articulating what you are understanding and thinking using evidence. Need to make sure teaching thoughtful comprehension work
- Perseverance – Kids not putting their all into their work. We believe that children should have ownership of their work. How do kids look at their own work? How do they know that they have done their best work, that he/she is done? We need to both teach it and support the students in reflective self-evaluation of work and peer feedback. How do you support and ask questions which help to push the students work. Was piloted in classrooms. Austin's Butterfly – great model of "personal best". How do you, as a student, find their personal best. Effort based education. Sharing of strategies, what we can do, how we can reach parents as well. We have ideas, how can it get more specific.
- Jessica – Develop personal goals – need to make sure that we are working with things the kids love as well as what they need to learn.
- Ideas – Parent – workshop would be helpful, Linda Lantieri did workshop
- Math – Want to look at it vertically to make sure there are not gaps and that there is consistency, in language, models and strategies
- Workshop for parents

Next steps – Survey for mixed grade – subgroup, plan education about mixed grades