

Minutes from School Leadership Team

Tuesday, December 21, 2021

Attendees Present:

Roseann Sainato, Principal	Laura Bonomolo, Assistant Principal (<i>Chairperson</i>)
Michelle Bennett, Assistant Principal	Bugge Brittany, UFT Teacher
Josephine Cangelosi, PTA President	Angie Huang, Parent (<i>Secretary</i>)
Annamarie Guiffre, Teacher	Debra Thompson, Parent
Jaime Pei, Parent	Jennifer Amato, Parent
Rose Compoccia, Parent	Michele Greico, DC37 Rep.,

Absent: David Nilson, Teacher,
Sarullo Giuliana, Teacher,
Jessica Cabral, Parent

Minutes:

1. Meeting minutes from November 30, 2021 was read and approved by all SLT members.
2. **School Status Updates (Ms. Sainato):**
 - i. The Night festival on Dec 9 went well and was wonderful. Students and staffs along with their families came for this fun-filled street fair with shopping, singing and, dancing. We thank all volunteers and PTA board members for their hard work.
 - ii. Our deputy superintendent, Dr. Joe O'Brian, visited PS204 on Dec 9 for the Fall performance review. He discussed school-wide goals, reviewed new EL Education curriculum and visited classrooms. He was impressed with the school planning and the meeting went very well.
 - iii. The data from the iReady diagnostic review for Math was analyzed. Students with the greatest needs were identified and invited for a two-day per week Math Intervention program from 2:30 to 4pm starting in January.
 - iv. As COVID cases continue to rise, the City's Situation Room in charge of COVID has been overwhelmed. Since the Situation Room is backed up, PS204 could not determine classroom closure, unless directed by the superintendent. As we await guidance from the Situation Room, we asked families who are close contacts to be self-quarantined.

3. CEP Review - DESSA Screening Update (Ms. Bennett)

- i. A citywide screening tool, DESSA (Devereux Student Strengths Assessment) was administered to understand students' social-emotional health. The goal of this assessment is to check-in with students' social emotional competence and provides data-driven tiered intervention services by Spring 2022.
- ii. About 850 students from kindergarten to Grade 5, received DESSA screening. It took about 5 minutes for teachers to rate each student by asking how their behaviors were over the last four weeks. The results will be used for progress monitoring as well.
- iii. A Social-Emotional Composite score was calculated based on a combination of the eight scales. This composite score provides an overall indication of the strength of the student's social-emotional competence.
- iii. Based on the results, teachers could identify if the student is performing in a Typical-based range, a Strength-based range, or a Need-based range.
 - At PS204, 72% (602) of the students fall into a Typical-based range, where no additional support is needed.
 - 21% (179) of the students fall into a Strength-based range, where these students have exceeded the rating.
 - 7% (60) of the students fall into a Need-based range, where these students are in needs for additional support.
- iv. Tier I, SEL support is for all students to receive in the classroom everyday (i.e., Sanford Harmony Program/ social emotional learning program).
- v. Parents of students who fall into the Need-based range will be notified and will benefit from tier II intervention services for twelve weeks.
- vi. Starting January, students who need additional intervention program for SEL will be pulled out to receive a once-a-week Tier II small group counselling session for twelve weeks.
- iv. DESSA bar chart data for each grade was presented to the show percentage of students falling into the areas of Strength-based, Typical-based, and Need-based instruction.

- vii. The DESSA data shows a greater percentage of kindergarten students falling into a Need-based range, where additional support may be needed for social emotional learning.

Comments/ Questions:

1. Question: A parent asked if the students who are unable to attend the afterschool math program may receive other assistance.

Answer: In reply, Ms. Sainato pointed out that in addition to the after-school math program, any student identified as needing extra help will receive Tier II small group instructions within the classroom.

2. Question: A parent asked if school will be able to provide additional help to prepare students for statewide tests for Math and ELA on Saturdays.

Answer: Ms. Sainato advised that starting January, PS204 will concentrate on preparing students on test taking and testing skills. Unfortunately, due to lack of staffing, additional test taking classes for afterschool hours would not be available. Preparation for statewide testing is incorporated and embedded in our curriculum.

3. Question: A parent questioned if the kid is tested Covid-19 positive, how soon can sibling within the same household return to school?

Answer: Ms. Bonomolo stated that according to the Situation Room's instructions, siblings within the same household should also be quarantined together with the student who tested positive for 10 days.

4. Question: A parent asked 1) what is the current number of Covid cases reported at PS204? 2) Did the DOE set a certain number of reported Covid cases for school closures?

Answer: Ms. Bonomolo reported that the current number is fluctuating due to the lack of response time from the Situation Room. When school is reported with 20 Covid cases at the same time and cases are linked together, it may trigger school closure.

5. Question: A parent asked if the score for iReady assessment is available for parents to look at.

Answer: Ms. Sainato reminded that such information was shared during Parent Teacher Conference. She suggested parents to contact the home teachers to get an email copy of

report.

6. Question: A parent asked how long would the Tier II intervention session last to support social emotional learning?

Answer: Ms. Bennett explained that the Tier II intervention session will last for twelve weeks. Another assessment will take place in April to see if the student will need further services.

7. Question: A parent shared that many Third-grade parents were concerned about how the EL Education program would help students improve on ELA, as their children were falling behind.

Answer: Ms. Sainato responded that further information is needed to clarify more. Since EL Education is a new rigorous program and very different program than Journeys, teachers are continuously working with coaches to implement a better learning plan and provide targeted help based on the results of each assessment. With two continuous school years deeply affected by the ongoing pandemic, it takes time to see improvements. Ms. Bugge also shared her experience working with one student who was struggling in the beginning. She emphasized that we should focus on looking for improvements from one assessment to the next.

It was suggested that teachers send home study sheets prior to each assessment.

Ms. Guiffre noticed that students are engaged and intrigued in what they learned and started using sophisticated academic vocabulary words from the program during class conversations. It was noticed that students were excited about the content of the lessons and showed positive feedback.

Ms. Bennett also reiterated that they are planning to have multiple EL curriculum-based parent conferences for each grade, which may help parents understand all aspect of the EL program and to see how this program prepare students for state tests.

8. Question: A parent asked if hands-on manipulative materials are being used in the classroom due to safety protocols during this pandemic.

Answer: Ms. Bonomolo replied that there are no restrictions on using hands-on manipulative materials in the classroom as long as we sanitized before and after each usage.

9. Question: A parent asked about the middle school admission process.

Answer: Ms. Bonomolo replied that the admission is opened on Jan 10th till Feb 28th. Parents needs to make sure to have MySchool account set up, and can start exploring their child's

middle school options and start ranking them. A parent workshop for middle school admissions will be forthcoming.

10. Question: A parent asked if a child is not doing iReady assessment every day, does it affect their diagnostic?

Answer: Ms. Bonomolo replied that their Learning Path is designed and tailored based on their specific needs in order to achieve their growth from one diagnostic to the next level. 45 minutes per subject per week is needed. This can be broken down to 20 minutes a day alternating ELA and Math every other day.

Important Dates to Remember:

- 12/31: No school
- 1/3: Back to school
- 1/17: Martin Luther King's Day, No school
- 1/20: PTA meeting/ Parent workshop
- 1/25: 2:45pm, SLT meeting