

Attendees: Liz Phillips, Melanie Mclver, Doni Soro, Patrick O'Laughlin, Ryan Zimmermann, Clare Maloney, Tara Gallagher, Michelle Sibio, Simone Fraser, Sara Leer, Melissa Herman, Jennifer Halpin, Ziaema Catoe, Ambar Torres, Rachel Dougherty, Patrice Greenglass (Minutes)

1. Review Minutes – Approved

2. Report on Screener Data from Middle of Year Assessment

- a. Acadience: We reviewed 24-25, and 25-26 for beginning and middle of year.
 - i. Literacy:
 1. Liz Phillips notes an expected dip in mid-year kindergarten scores and explains that letter identification is weighted heavily in beginning of year assessment, while mid-year assessment has more weight on nonsense words, a more sophisticated skill.
 2. Members noted a significant number of first graders reading above benchmark– even more so than last year
 3. Members celebrate that “Second grade is amazing” and note very few students who have not met the benchmark.
 4. Liz Phillips notes that she puts a larger importance on scores in 2nd grade vs. K because learning to read is cumulative. She explains that some benchmarks may be too high in K and test scores may look weaker, but the real measure of the efficacy of our reading instruction is seen by the end of 1st grade and 2nd grade. Students who don't make the benchmark by the end of second grade are considered at risk.
 - ii. Math
 1. Liz Phillips notes that our Math scores are not as strong as our literacy scores. She attributes a lot of this to the timing of the test. Kids may understand the concepts but are not able to perform well in this time constraint. Two particularly challenging exercises are missing number fluency, where kids need to identify and continue a pattern, and vertical equations– a skill we don't normally introduce this early in class.
- b. MAP: is a computer-based test, untimed, closer to the State test format.
 - i. Liz explains that Map has 5 levels, and Acadience has 4. She explains that the colors can be a bit confusing because kids in yellow are above the 50% percentile, but the color seems at risk. Liz goes on to say that the students who have scored in the red and the orange levels are the high concern groups. Liz shows that there is only 6% in 5th grade that is red and orange, and only 2% in red.
 - ii. Liz shares that one of our target areas is Students With Disabilities (SWD)– we have around 200. She explained that we follow the progress of this group closely because they are the largest subgroup and because the other subgroups tend to perform well. “Where we see a drop is really our kids with IEPs.” Liz specifically calls out that 4th grade math is a concern for SWD.
 - iii. Members also analyzed the growth in MAP scores from the beginning to middle of year. Liz explained that green or blue in growth means that the score is above the predicted growth score, as the test compares growth with other kids in the same percentile. Areas of concern are 3rd grade ELA and 4th grade Math.

- iv. Ryan shared that he feels that screener scores were pretty consistent with other data. He noted that it is also interesting to dig deeper into the students whose scores did not align with their other assessments.
- v. Michelle Sibio expresses that she was impressed with the beginning of year data, and, with the test getting progressively harder, it was cool to see that the scores stayed in the same percentiles.
- vi. Ryan expresses that it is nice to have a standardized test screener. Running records are more individualized, so it is nice to balance with a more objective measure.
- vii. Liz notes that teachers do not do any test prep for these screener tests. She explained that for MAP, teachers do prepare students for the format of the tests.

3. Anxious Generation

a. Members share out ideas from discussion groups

- i. Members propose the idea of an "Independence Day" or "Independence Challenge Hour" where from 3-4pm on a Friday, parents would agree to let kids get snacks, play with friends, etc without direct supervision from their caregiver. Members suggest having parents volunteer to stand on corners of streets to help students cross, or provide any other support they may need. Members propose a limited number of blocks- perhaps along 7th avenue from President to 3rd. Students could plan a meeting place and time with their caregivers. Perhaps using the playground as a central meeting spot.
- ii. Members also proposed collaborating with The Yard on Governors Island.
 - 1. Members explain the idea behind The Yard (and even detail an experience with a hawk's nest at a recent visit to The Yard).
 - 2. Members share that The Yard has done projects outside of their main location- including Open Streets and an immersive project with a school in the Bronx.
 - 3. Members also suggest visiting The Yard as a class get-together. Parents could chat while kids play.
- iii. Members also suggested looking into Koko- another nonprofit playground for kids with resources around independence, located in Greenwood Heights.
- iv. Simone shares resources from Let Grow related to setting a goal and scaffolding progress toward that goal.
- v. Members suggest organizing a "no parents hour" at the PS 321 front playground where the only rules would be: You can't leave and you can't do anything intentionally hurtful.
- vi. Members suggest a public bulletin board or online chat where parents can post "independence wins" that their kids accomplished. This could provide other parents with inspiration to encourage more independence in their families as well.
- vii. Members express concerns with being considered a "permissive parent". Liz shares that having a permissive parent used to be considered a great thing!
- viii. Members express concerns that some of the "independence challenges" feel like more work for the parents instead of less work. Other members suggest this could be an initial friction on the path to independence.
- ix. Liz shares that all 5th grade classes have been given two copies of the *Amazing Generation* and that some teachers are interested in reading this book as a professional development opportunity.

4. CEP for Next Year-Looking at Priority 5-Parent/Family Engagement

- a. Liz shares the 5 Categories of the Comprehensive Education Plan
 - i. Literacy
 - ii. High Quality Ed (Math)
 - iii. Family Engagement
 - iv. College and career readiness
 - v. Social Emotional
- b. Liz suggests we discuss the category of Family Engagement. Members share the following positives:
 - i. Family Fridays very successful
 - ii. PTA– Moveable feasts, Carnival, Gala, various family nights
 - 1. Sarah Leer shares that alumni volunteering has been a very successful new initiative. To date, 40 or 50 alumni have signed up to volunteer and have been extremely helpful– much more reliable than the city database of volunteers. Volunteers are often given community service hours for their work.
 - 2. Sarah Leer shares that in total, over 200 volunteers have helped with events– not including class liaisons. Sarah notes that it is helpful when committees ask for volunteers early and encourage volunteers to sign up as a group.
 - 3. Sarah also notes that dads' involvement in volunteer opportunities is still a work in progress.
 - a. Members strategize as to how to get more dads involved.
 - i. Members suggest an Operoo blast, offering ideas of messaging like: “You are needed here and invited here. It’s meaningful to your kids.”
 - ii. Members suggest that lots of dads want to help but they don't necessarily feel like the school is their place. Maybe there is a way to invite dads in.
 - iii. Members suggest a dad meet up at Lincoln Station, noting that people want to make connections. Members suggest avoiding ideas like “clean up and brews” that revolve around drinking and may be considered patronizing.
 - iv. Doni shares that Dads are more involved than moms in schools in Cote D'ivoire. He shares that he was surprised by how different the school culture is here.

5. Updates

- a. Fundraiser for a Healthy Planet
 - i. Liz shares that the Student Equity Counsel meets once per month. Ryan shares that the 20 5th graders are creating presentations on the four different organizations. He shares that kids have started researching, taking notes and doing voiceovers. Liz notes that students were given a choice of which organizations to research and their selections were even across all 4 organizations.
- b. Equity & Inclusion
 - i. Jennifer Halpin notes that the Quilt of Heroes has been hung up with a one page description, and provides a beautiful, meaningful decoration for our halls.
 - ii. Clare shares that the lower school organized a sing along of Lift Every Voice and Sing.

- c. Service Projects
 - i. Liz shares that one first grade class is taking part in a special initiative called “Service in School Project” and working with the Park Slope Center for Successful Aging. Liz expresses a desire to do more work like this. One member suggests doing performances or sign-alongs for the elderly at the center.
 - ii. Liz shares that the Food Drive is coming up
- d. Gala
 - i. Members share that tomorrow is the annual school gala. The auction is up and running.
- e. Spirit Week
 - i. Sarah Leer shared that many businesses are donating to 321 a part of Spirit week, including: Heaps, Lincoln Station (5% all sales before 11am).
 - ii. Sarah explains that the Staffle Raffle gives kids an opportunity to win an experience with a staff member. Sarah notes that it doesn't need to be something that costs money for the teachers. Can be something that they are already planning to do. Sarah asked members to encourage colleagues to sign up.
 - iii. Ryan shares that the Sunshine Committee will be celebrating spirit week as well.
 - iv. Liz explains that students and families are encouraged to participate in the fun dress-up themes for each day of spirit week this year.