



SYRACUSE CITY SCHOOL DISTRICT

Jaime Alicea, Superintendent of Schools

The Syracuse Latin School

Kelly Manard, Principal

January 3, 2019

School Leadership Team Meeting January 3, 2019

Time	Agenda Item	Notes
3:15 – 3:20	November Minutes / Items	
3:20 – 3:30	School Climate Team Report	<p>Ms. Hunter:</p> <ul style="list-style-type: none">*Keys to Character Success – Mrs. Kissel put up bulletin board with reminders*Finished empathy and starting humility / modesty (taking compliments and celebrating ones accomplishments)*Change in procedure for incentives – feedback from staff – don't necessarily need to the points to be earned. We want everyone to have the ability to participate; Gearing incentives towards a community service project or identifying ways in which we can support the community around us*Our first incentive will be centered around the theme of "love" – creating cancer care kits; pairing up grade-levels worked well with cookie decorating. We want all students to be able to participate*Received a message from Nichole Haynes, Director of School Support – recognized by Office of Student Support from being in the "green" with school climate data*SCT is working hard to put together the lessons and activities – hearing teachers using the common language and has been positive

<p>3:30 – 3:55</p>	<p>Academic / PL Team Report</p>	<p>*Personalized Learning Staff-to-Staff visits:</p> <ul style="list-style-type: none"> - Teachers worked in groups of 3-4 to visit each other's classrooms to observe how personalized learning was being infused into daily instruction. Teachers were able to share thoughts and feedback with one-another. We included all teachers in the process. -Teachers felt that this process also built a stronger climate and culture within the staff and teachers who do not necessarily work together, were able to see what is going on in various settings. -Ms. Manard stated the pairing of various grade levels was purposeful and we wanted teachers to see subject areas/grade levels they are not used to seeing. -Ms. Koch stated she found it very meaningful to be able to see the strategies and instructional tools being used in the classroom so she can provide consistency when students come to music. <p>*STAR mid-year data (Presented by Kelly Rich, Data Coach)</p> <p>K. Rich shared data from STAR and the growth from the fall administration to the winter administration. The PowerPoint shared will be attached to these minutes.</p> <p>Overall, we saw growth across each grade level in Early Literacy, Reading Proficiency and Math.</p> <p>Student Growth Percentile: SGP Median</p> <p>K: 63</p> <p>1st Grade: 96</p> <p>2nd Grade: 62</p> <p>3rd Grade 53</p> <p>4th Grade: 64</p> <p>5th Grade: 64</p>
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3:55 – 4:10	Questions / Comments from Parent Representatives	<p>MS. Petit-</p> <p>Went to the PTO and introduced themselves and shared their purpose and role on SLT and offered contact information and parents have reached out with the following concerns:</p> <ul style="list-style-type: none"> • One has to do with the cultural relevance of the current curriculum and some issues they have noticed as their children have gone through. Ms. Manard shared that we took time this summer with a grade level representatives to take a look at the current curriculum being used and find areas where the cultural relevance of the curriculum could be improved. There were some units that were eliminated altogether, some units were revamped, and resources were added. Teachers are also having conversations with students when they noticed things were not culturally relevant and asking students some their opinions on the subject. • Grades 3-5 have been and continue to be updated and looked at for cultural relevancy. It is constantly being updated and various resources are adjusted and added frequently. • There was also a conversation about how there have been comments being made that may not be culturally sensitive and might want to be addressed at SCT. • Ms. Manard addressed having parents make their concerns aware to teachers and administrators, especially if it is a consistent problem so we can address it and see what the root cause of the issue is. • Spoke to the use of restorative conversations and providing the students

		<p>the opportunity to explain their feelings and their thinking and to educate students on better ways to share their thoughts or ideas</p> <ul style="list-style-type: none"> • 5 families also expressed a concern with the stop light or clip moving system being used in some of the classrooms at Syracuse Latin. Parents are concerned with the “public shaming” of students who are having their clip moved in the negative way. They feel that it stigmatizes students as students who are bad. They are also concerned with recess tied to the clip system and used as a punishment. • Mentioned the families who are concerned like the use of restorative conversations, the introduction of the Keys to Character Success program, the use of Morning Meetings, and the shift in the incentive to not being earned. Ms. Manard shared that she has a directive that students should not be having recess taken away. Please inform Ms. Manard if they are aware of students having recess taken away so she can address it with the teacher personally. • Teachers shared how they use the clip system and why they feel it is beneficial to students in their class. • Some of the conversations students are sharing with parents around students being bad, this person was bad today, and this student is naughty etc... • Ms. Manard said that this will be brought to the attention of the School Climate Team to have the team take a look at
4:10 – 4:15	Questions, Comments, Next Steps, Action Items	None
	<p>Notes/Next Steps:</p> <p>Report back with the discussion about what was discussed at Climate Team regarding the parent concerns shared.</p>	

	Will share ANET data and we have invited Ms. Rich back to help share and compile our data to help share with the team.
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