

## Minutes for High School of Art & Design SLT

November 2<sup>nd</sup>, 2017

---

### Call to Order

A SLT meeting of A&D was held on November 2<sup>nd</sup>, 2017 in Room 615. It began at 4:41PM and was presided over by Frieda Christofides with Nelsa Boyer-Madisson as secretary.

### Attendees

Voting members in attendance included Manuel Ureña, Miguel Chavez, Frieda Christofides, Evie Hantzopoulos, Andrew Savage, Jason Agosto, Ian Pasetsky, Nelsa Boyer-Madisson, Deonna Cousins, Jose Contreras and Emily Nugent.

Observers: Alice O'Neil – UFT Guest; Janeen Johnson – Parent Coordinator

### Approval of Minutes

A motion to approve the minutes of the previous October 5<sup>th</sup>, 2017 meeting was made by Miguel and seconded by Evie and the rest of the SLT and so it is approved.

### Introductions

Chairperson requested a volunteer for a co-secretary position. No one volunteered.

### Announcements

#### C-30

Principal Ureña expressed that the information regarding the results of the C-30 must be disseminated in confidence.

### PRINCIPALS REPORT

Data from the ELA & math common core exam – seniors: Cohort T

Last year 44% and we went up to 55% passing exams → This is important because schools this size do not have such a huge growth. So what were doing is working! Our goal is to get up to 70%

Many seniors are taking the trigonometry class and all they have to do is get a 65

College Readiness Index score is based off the seniors. The public # is 55

However, seniors right now are at 49%

We increased the number of kids who were successful from one year to another.

We had a huge year in student progress for promotion, but we saw huge jumps from the prior year. One aspect to credit is parental involvement.

For 1<sup>st</sup> marking period: English 92% pass rate – now almost at 94% We have a very good chance of strongly ending the semester. In SS it stayed about the same.

In math 19 to 27% are in the category of 90-100%. Pass rate increased from 76 to 82

Science 12.7 to 19% in the category of 90-100s. Pass rate increased 88 to 89

Evie: How are the IEP students doing within this data?

Ureña: During the meeting with APs we spoke of identifying students with needs. Now we are coming up with strategies. Next step, teachers analyze student work – identify ways and strategies to help them individually. We are already reaching out to the parents. We now have a focal group on a school-wide level – seniors unfortunately are going to be removed from nonacademic activities in order to target the academic needs. Inquiry team is working exactly on this.

Budney, Rosales and Ureña personally tutor these students – this had an impact on the scores.

Frieda: Are the AP classes the same here as in other schools?

Ureña: The benchmarks are the same – there's no curve. The adjustment is *how we get* the students to the end line, not the end line itself. Kids are expected to perform as any other kid. We provide scaffolds to support the students.

Curriculum, scope and sequence, and skills are all the same. Students at A&D 60% of them are admitted through the audition process, not only through the academic.

There's recent research in how to identify a "good schools" – Hunter HS will obviously have a higher college readiness index because they are taking the top .02% percent of students academically.

A very special part of A&D is that you can be a part of our school whether you have financial resources or not.

We have great kids here – I would not want to lose the diversity we have here.

## **CEP**

The CEP is very big. Not too many people read or know the CEP in other schools.

Instead of taking one goal at a time, we can take goal #3 – related to literacy. Break it up and we break up into 3 groups. After breaking down the part of goal #3, we will come back as a group and share out.

Following expectations:

1. Is it something that will really meet the needs of the students?
2. There are pieces that apply to parents, students, and teachers – does it address the needs of the target group?

We tweaked the CEP from last year – it's a build up, we've adjusted it.

Looking at the CEP → pg. 18 student; pg. 21 curricula; pg. 24 teachers

### Group 1: Students

CEP contains actions that teachers are already doing. We aren't sure if teachers would actually be able to speak to it.

Everything in this section made sense. Teachers could get PD on literacy-based culture – every year, everyone in the school reads the same book and once a year there were different activities, guest speakers, etc.

Pasetsky: That could be used for the use in the gallery in the beginning of the year

Evie: As it pertains to rigor – how big a research paper are the kids going to do?

They have started alignment (vertical alignment) is already happening in the scope and sequence. In the springtime, there will be a roll out of such papers with 9<sup>th</sup> grade expectations – this comes from the DOE. It becomes exponentially more difficult as it gets to 12. The execution in classes will happen in the spring.

Group 2: Didn't have an opportunity to share out. Ran out of time.

Group 3: Teachers

We suggest offering per session for curriculum planning immediately after school or in the summer. Ureña: It was offered last year and only 2 people took advantage of it.

Teachers can help in designing a writing center, homework center, and resource room – laying out clear expectation supports them with their literacy needs.

It's an expectation that every 1<sup>st</sup> year teacher has a mentor.

Babcock – is a new teacher, but the DOE doesn't consider her a new teacher. But she still needs a mentor. Mentorship can offer good planning, instructional techniques, and more.

How do you pair mentor/mentee? Ureña: The person has to be opened up to it. If there's a need, I'm happy to put money aside for both teachers to work on this.

Starting after the first round on instructional rounds – visit and breakdown focus

Today's format: We liked breaking up to "digest" information and provide feedback back to the whole SLT.

### **PTA REPORT**

Next week is our first college trip. We spent about 2K. Had fundraisers and parents seem to be happy. We'd like to get more teachers involved in PTA meeting

### **UFT REPORT**

Chapter Leader Mr Agosto gives no UFT report.

**Teacher Rep Savage:** asks to discuss why it appear that services are being gradually reduced for IEP students.

A members asks if the reason it's being brought up at an SLT meeting and not at a council meeting is because it's severe?

Mr Savage: I wouldn't say severe but I wanted to bring it up to Ureña and the broader school community.

Principal asks why wasn't this concern brought up at the UFT meeting? If you're looking for opportunity to have input, that is when you should bring this up.

If a child enters into the 9<sup>th</sup> grade with services, by the time the child is in the 12<sup>th</sup> grade, we are moving the child into a least restricted environment. We have seen this in science – if a child has been successful in science and is taking physics, then, we don't need to have the ICT setting in science. The directive from state and city, as the child is successful, you're to move the child to the least restrictive environment.

In February, we get a special education report – if we reduce services, we get less money. We are looking at the individual child in the IEPs not at the school. If a child is exceeding standards, then, services can be discontinued.

When it comes to related services, it's different we don't even touch that. But when it comes to ICT classes, you need to review it. I've only known about one parental objection – and that's the exact case I just described.

Savage: I agree there are times when it's necessary to remove services; we just want more discussion before it happens. The district representative is solely the one who makes the decision.

Ureña: The Counsel meeting with the UFT is where this can be brought up.

Frieda: If there are specific incidents with parents, have they been given the proper tools to know what they and their kids are entitled to?

Savage: They know what they are entitled to.

### **Adjournment**

Frieda Christofides moved that the meeting be adjourned, and this was agreed upon at 6:21PM.

[All SLT members exited except those at the C-30 remained. Ureña shared the results of the C-30]

Nelsa Boyer-Madisson

---

Secretary  
High School of Art & Design

---

Date of Approval