

WEBVTT

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Let's, let's jump on to committee business. Oh, okay.

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Okay, you're all set.

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Fantastic. Welcome to the first committee meeting of the academic advancement committee for CEC. 30.

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I want to thank all of the CC members who have volunteered to be here and are all taking time out of their day to be here and be part of the committee.

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So thank you all. Gail, could you, give me the ability to share screen?

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Okay. Oops.

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Alright, hit the wrong button.

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Alright, so I think the See, am I sharing? Share. Here we go.

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Oops.

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No, I've got the wrong thing on here.

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Alright, do you see academic issues now?

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Okay.

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Alright, I need to get my screen back. I can't. Alright.

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So the first thing I wanted to do is just do some quick introductions and I know we know all know each other.

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But, I did want to,

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Have us each go through and kind of talk about why we wanted to join the Academic Advancement Committee.

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And, so we kind of understand where each of this is coming from.

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And so, Linda, do you want to start us up?

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Okay, sounds good. So I'm Linda. Hi.

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So basically, so I know like for kindergarten, because my daughter just entered a hitter garden, the testing stops.

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So it's basically recommended by teachers and I did notice that a lot of times when you asked the teacher they'll just Go just send in a letter of recommendation.

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So what happened was I think when it becomes like that. My daughter was on the list, like, then we apply to the schools, then you get on a wait list.

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Which I think it's a little unfair and I think there should be another way to go about it just because like a lot of times I feel like the teachers just recommend when you ask.

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So I just kind of defeats the purpose of it. Because like even now, so even in, so we ended up with my daughter being in a regular public school.

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My son's school. And They when she just so she's basically like she knows her addition and subtractions that she's in kindergarten, her alphabet, she reads a little.

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So even the teacher told me that she's pretty advanced, but there's nowhere in the school to put her.

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Because I mean, there's no other class for kids like that. And we were on the wait list for the other schools that we applied to and we were on the wait list for the other schools that we applied to and there's not that many in Queens either.

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The only one is 1 22 and I think 80 80 84 is it? I forgot. Is it 84?

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Yeah, it is, right? Yeah, 85, sorry. So I mean, we were on the wait list for those and then we apply for NAS, which is in lower Manhattan, which I think I was on, I think she was on like on 97 when I checked over the summer.

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So I think there has to be a better way we can think of to. I mean, if you want to do away with the testing, there has to be another way to just.

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For the entrance at least. That's why I'm interested.

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I can go. So, I have believed from day one. Long time ago that every, Every child in every classroom should be receiving their appropriate academic.

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Environment, their appropriate academic education, whether that is Special ed, whether that is dual language, whether that is gifted and talented, whatever it is, it should be happening in the classroom.

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It should be happening in a classroom that is local to where you live. And unfortunately, we see both with kids with special needs and kids and gifted and talented.

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They are flying all over the city. All over the district to receive a small amount of seats where they can receive their appropriate education.

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I would love this committee to tackle how we handle. Appropriate education in every zone school so that kids can.

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Can get whatever they need at their local school, whether that is general education, music education, arts, special education.

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Access to the building because it's accessible. Whatever, whatever it is, it should be happening.

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In your local school so you don't have to go somewhere else. So that's sort of a large umbrella.

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I also agree with what Linda was saying. I think we need to make sure that if we're calling something, dual language or we're calling it ICT or

we're calling it gifted and talented, that's what is being received in the classroom.

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And, you know, COVID obviously derailed so much, but I think that we need to make sure that kids are getting the education that They're being told that they're getting.

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And that starts with appropriate screening processes for all. Whether that is language access, whether it is running records for reading, we heard about the new reading curriculum.

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Whether it's gifted and talented applications, whatever it is, it starts, you know, at point A and we need to see it through all the way through to.

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Alright, Whitney?

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Oh, Marlene?

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Right. There's like a lot of background noise. I don't know.

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Maybe I have a window here where I could, speak. So, hey, all, Marlene here.

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Agree with Linda, agree with you, Deb. My experience has been, it's not me if it's too loud, I will know from here.

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There's construction happening in my house. So, oh, there What I've seen is I've spoken to parents and I my daughter has been usual language since kindergarten.

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And. A couple of things are happening here. Other, other dual language parents, lately just feel that their kids are not advancing, because trying to keep up.

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Or trying to help the other children advance, you know, kind of holds back the ones that can move forward.

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So that differentiated instruction isn't there and and I'm wondering you know why is why why it isn't like what it's supposed to be part of everyone's curriculum, but you have children that are not being challenged academically.

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Just because the rest of the classes is at a different level. I don't I don't think.

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They should just be ignored by that. From my experience with dual language it just seems for instance my daughter has a vocabulary class in English but she doesn't have a vocabulary class in Spanish.

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So if we wanted as a enrichment as I chose to a language for enrichment purposes. You know, why is it?

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Not really what it's supposed to be. It's just more of a English language learner or, English as a second language type of setting.

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But they promote it as a dual language. So it's like that's just not in line.

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And then I have, you know, teacher friends in other districts. Thank goodness not this one, that, that I've had conversations with and, you know, their principal just recommends push the kids forward, just push them forward no matter what.

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So that means just yes push them forward knowing that they can't read. Like that's not okay.

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So what is it that is driving principals to feel like? They should say that, that that's a priority to push kids forward.

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And not actually get them to that level with, you know. Academics. So that's where I am.

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That's it.

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Oh, hey. I second and What was previously said by Marlene and Deb, and Linda.

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A big reason I wanted to be on this is that I kind of feel like A lot of the system needs to be broken.

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Down. Sorry, I thought I closed my outlook. Otherwise, you're gonna hear a lot of beeps and Give me a second.

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Throughout but anyhow What I what I honestly think is that the system needs to cater.

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Towards children specifically. I like that last year and I'm President's Council, which I'm still a part of because I'm at 1 22 more of the co-presidents.

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You know, students at the center and initiative that Dr. Composto had done on PD days with all of the teachers principals, APs, and everybody.

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Students individualized based learning that we also did as a book of board and study with him. As well, I think there are certain stigmas behind certain parts of academics whether it's IEPs leads GNT that kind of need to be broken down and understood.

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I grew up in New York City public school systems. I grew up in Forest Hills. My school didn't call it GM team.

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It was called. Tag, so depending on where you live, but It wasn't an elitist.

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Status to have it you know, COVID and the de Blasio administration really changed. The face of GNT going forward.

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I think my son. Year, yeah, 19 was the last year that they actually gave the the test to get into a standardized test for a 4 year old.

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To get into GMT starting in kindergarten. Now it's just the blessing of your pre K teacher.

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And as said before, you have children who can't. Reed who can't.

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Don't know numbers don't know letters that are in G and that's not just in K it's higher grades 2.

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So. I think the whole system sort of needs to be broken and rebuilt. I love, you know, my sister's account or my My sister-in-law is a counselor in in Northern Virginia.

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They don't call it GNT. It's called Advanced Academic Place.

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That should be viewed the same way in a weird way. I don't mean to be controversial and and if anybody that's watching this as any question as to why I'm about to say this.

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Ask me before you take it further. I think GMT should be viewed the same way that special education should be viewed.

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Children view at an accelerator or de-secelerated rate. Some need more enrichment, some need less, some need extra help.

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Some don't and catering towards the needs of the children across the board would be a lot better.

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You can test in, you can test out, you can fall in maybe in math, you're more advanced, and in science you're not.

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Which is something that comes into play more in high school and middle school but why not start to kind of break that down into into elementary as well?

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But it can't be. A set characteristic again and and stigma that you know, your child's GNT.

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That's what this means. I joked when my son was born, and his app car was a 9 instead of a 10, you know, and that none.

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I don't fully know what that means, the scores, whatever, but I joked to the doctor, I said, well, it's not a 10.

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Does that mean he's not getting into Harvard. You know, but it was humor, but there's a lot that gets taken seriously.

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I was a parent in my school. Kids in first grade and he is legitimately on a fourth or fifth grade level academically.

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Wrote a letter by himself. To try to get into GNT, but there weren't places for him.

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As a kindergarten, so there it just, it's, making it more accessible.

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But then also understanding that there are teachers that have GNT certification. Or IEP or special ed or you know.

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That are in genet classrooms. And you're overlooking them because they aren't that GNT teacher.

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But they will still get that. Caliber of education from that teacher. So I, like I said, I think it's rebuilding from within a re-education of what it actually is and really leveling the playing field as well.

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And again, in terms of not sending, having to send children. Across the city across the borough across a bridge.

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To get that kind of education. Finding it so that it's accessible in every school in your child's neighborhood.

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So you don't have to cross boundaries and borders if you don't want to. That's all you're saying.

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Yeah, Great. Whitney, I know you joined because you're president, but, would love to have you, share, you know, any particular interest you have, in academic advancement as well.

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Well, not just because I'm the president, I would have joined anyway. Curriculum is something I feel very strongly about.

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That is what I really think that we need to address because we have a lot of parents, you know, we, were students, so we think that we know how education should work, but really we really need to understand how curriculum works, how differentiation works, how scaffolding works.

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And the only reason I know these words is because I'm related to educators and we have these robust conversations about curriculum and what children are learning in the classroom and what tools that their teachers are able to use to ensure that they understand what the material is in fact that they're learning because we do have children who have.

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Just play gifted and talented characteristics, but that's because they have photographic memories. Like we need to make sure that they actually understand what they're learning and they have a deep knowledge.

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Just the basic level of what they're learning, the mathematics. Do they understand how to use a manipulative to understand fractions?

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Do we have children that really understand the root of what they're doing or did they just memorize the rule?

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And that's how they're supposed to solve it. So in my opinion, we really need to focus on having parents understand that as well because again, we have people who went to adulthood that are just They know the rule, but they don't understand why it works.

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They don't understand how to apply what they've learned in the classroom. So I feel if we have parents that understand curriculum and the tools that teachers use to ensure children understand what they're doing.

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Like now that we're back into using phonetics to teach children how to read instead of using site.

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There's going to be more children that understand how to read. So, and you know, in my opinion, I really think that we need to use this committee to talk about how we can get children and parents especially parents to understand.

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What the teachers are doing in the classroom to ensure that their children. Have a mastery of the subject that they're learning.

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Right, thank you. So. I guess I'll share as well. And why I was interested in starting this committee.

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I think the number one thing that I'm concerned about is learning loss. And I You know, I saw, especially coming back, out of COVID.

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The range of kids and how at least in the schools that I and I've sat on SLT and all the schools that I've been in and the range of kind of learning and where kids are relative to grade level.

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And where kids are relative to grade level expanded, greatly. I mean, there were kids that continued to stay on track or might have, greatly.

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I mean, there were kids that continued to stay on track or might have even advanced further during, COVID because they had a parent sitting there and helping them all the time.

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We had other kids that not only didn't learn anything but kind of regressed backwards and we've got these large ranges.

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In our class and we've got a lot of kids, you know, when I look at the NAEP scores, I look at the fact that the, state has kind of renormed all the state test scores to make it easier to be proficient.

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We have a lot of people that aren't as proficient. Are near to grade level as they used to be.

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And so that's the number one thing that I'm interested in figuring out how to address.

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The second thing, and I think it's already been said very much, is that making sure that kids at all levels have opportunities to be challenged at their just right level and I I also noticed that as we came out of COVID.

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When teachers are having to deal with so many kids that are behind, kids that are ahead or even sometimes kids that are just on grade level are being ignored because the the need is so great to address the kids that are behind grade level.

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And so I want to make sure that we're giving every kid an opportunity to make it least a year's worth of academic progress from where they they were the year.

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The end of the year before to make that year of academic progress over the course of each school year. Every kid should have.

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That opportunity. We can't guarantee that every kid's gonna be able to, but, but we should.

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Have a system that gives every kid that opportunity.

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So I guess from here, I want to see if we, you know, we got a lot of kind of general ideas.

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And then we started to fill in the First thing I want to talk about, which is academic issues for the.

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District to address. We talked, everybody talked kind of in general about their concerns. Would, let's kind of do a brainstorming session.

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And when I've done brainstorming in the past, one of the things that we do is we don't really comment at first on people's ideas.

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People just put down their ideas and I'm gonna record it and we're gonna get as many of those ideas on paper.

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As people have. I and then at a later time we'll come back and try to refine those ideas and see you know what common things we see and what And if people think, you know, hey, this is off base or this is fantastic.

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Then we can make those comments later. So. If everybody, I don't know, has everybody been through brainstorming?

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Sessions before?

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Yeah, okay. So, let me just open it up and what we'd like to do here is kind of be more, you know, as specific as possible.

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You know, direct things that the district that we would like to see the district or the DOE. Address over the course of the next you know 9 or 10 months.

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Yeah, please just jump in.

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I don't know if you want us to jump in or raise hands. So, something that I have always wished for, for our district and something I talked with Dr.

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Composto about a lot. IA lot of what Nick said resonates with me. The whole name gifted and talented is just the worst name ever.

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We could call it the whole name gifted and talented is just the worst name ever. We could call it the Dolphin program.

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We could call it used to be called SP. Like it, in my opinion it needs to go because I think it's just, creates more headaches than it's worth.

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What I would love to see us do as a pilot as a pilot program The DOE loves District 30, they love to pilot stuff in District 30.

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Is to pilot a tracking program where every single school has a, they used to call it top class. I don't love that name either, but it's an internal designation.

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It's not something you apply for. It is not something that you, and it, and it, it goes all the way.

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It's basically tracking students and, and putting them in classes with peers of their ability to say, okay, so this group is just like with Hunter saying, how do we ensure that a year of progress is made.

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And and like Marlene was saying, you know, how do, how do you address how do you differentiate in a classroom when you have kids who are so behind it's difficult of course you want to pour the extra resources into those kids as and I agree but then you have also, you know.

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18 other kids who need whose needs need to be addressed in 6Â h, you know, in a day.

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So internal designation that would say that that the principal or and each grade band of teachers would confer every single year.

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And there'd be mobility. So maybe you're in. 401 this year, but next year, but now you've you know plateaued and you don't necessarily need that academic advancement so you're going to 402 next year or 502 the following year and it's not it's not something that you know the parents apply for and have to have and feel like my kid has

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to be in this thing. It's something that is purely addressing the academic needs of the children without stigmatizing kids who are in it or out of it.

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We could pilot it with certain schools we could pilot it with all the schools. I would really I would love to see something like that.

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What what I'd also like to kind of see. To help break the stigma as well. You know, at the end of every year, there's typically a curriculum night.

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Where when your child go to the next grade and you have all of the teachers together on Zoom or God will and we go to a world where it comes back to in person with teachers as well.

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That when you get the parents there, cause you've now got the Jen and teachers, the ICT teachers, the GMT teacher.

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In the EML teacher, everybody's there. And at that point, also kind of say, to the GMT teacher.

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For everything curriculum wise that you're discussing here. Is there anything different in your classroom that you're doing?

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From these other classrooms. Or is it the same book, the same program? Is it just? These children might be finished with a lesson a little bit sooner or book sooner.

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So you supplement and implement more. For them or is it really just You know, laterally the same, it just happens to be.

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That's your class classification when they break it down and go from year to year.

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How, how can I, summarize that? Right, can you give me a quick summary that I can write down here?

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Yes, just basically, you know, on the curriculum night. To have to be able to a candid conversation and.

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Asking the GNT teacher, how is their curriculum different? Then the genet ICT.

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And any and L classrooms.

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Yes.

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So to delineate how the curriculum is distinct. Okay.

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I like to build off that curriculum. Night discussion, our curriculum discussion period like I don't think.

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Lot of parents are familiar with the different strategies that are used when you're utilize things in curriculum or ensuring children have.

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Meant that the standards of what they're supposed to learn in every subject like I know there are a lot of parents that you know did not know.

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I was one of them, like when my son started kindergarten that did not know that there was not a phonetics based.

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Learning system in place at first. I did not know that because when I was in school, you know, it was we used phonics.

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It was phonetic. So again, I think that we need to have those discussions to see how

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How? Teachers are meeting these standards you know what are they using in their curriculum what tools are they using in the classroom like are they using manipulatives in masks?

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Are you using a phonetics base with reading? How are we? Making sure our children are understanding.

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You know, what, how are we making sure that they have? A knowledge of what support I'm looking for reading comprehension.

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How do we know that they have that? So That is something else that we can talk about.

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And then also, I do want to touch on this. We, I know people talk about. The different levels of learners we have in the classroom.

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Well, how often do they do? Ability grouping like are they keeping kids in a group with children they have the similar level of comprehension or are they doing mixed ability grouping and letting children who might have a better understanding.

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Maybe talk with their peers and go over things to make sure that everyone can work together to get to the same level of understanding.

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Or are we just again just only ability grouping with similar groups? Because one way to make sure children have a mastery of the subject is, you know, hey, if you know it, you can, if you know it, you can show it.

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And so like there are different ways to do that.

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Right. Anybody else?

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I'm leaning towards. Just like the district plan, right? So the district decides what the plan is for or what the goals would be, you know, in the district, like we use these, these tools with the, you know, these.

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I don't know, all this paper and all this data and all this stuff, all these smart goals and all this just just to reach a to reach that goal for the district, right?

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But. That's what the district wants. And then it's everything is so So.

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Sometimes unrealistic and how do you get to that and how do you get every school to that and is that what's motivating the school to?

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Push kids forward, right, without getting to like it just. That and honestly don't know how it could be fixed or not, but I think that's That's just it's a root of a problem because you're trying to get all these schools to meet that goal, but how are they meeting it?

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It's like there's a loss of I guess of accountability throughout the process where the kids are the ones that are lost and then you know my next gripe I guess is every time there's a different mayor or you know something happens there's a different curriculum there's a different way of learning this is different way of teaching so that disruption you know, within those changes in.

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In our our system, then our kids some advanced some don't advance some get what they need others don't because they can't continue it like All of that to me just.

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Brings I think it has part to do with why. Though much is lost. In between just lack of accountability and just trying to meet a goal to make somebody happy and look good on paper.

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And and just you know, every time you change a way of doing things. Lord knows I can't do math now.

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I can't sit there and help my daughter with her math. It's just like, okay, I give you the answer and I know how to do it one way.

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It, you know, imagine in between, like for them it's now, you know, that's how they're used to it, but every time some there's a change like that and they have to relearn something, it's taking away.

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Is how I feel. Yes, it gets. But as I always finished and that's it.

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I, wanna kinda add on to like what Marlene said. I think it's also getting rid of the word data in general.

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When you talk about a student progression, right? And I don't know if it's now.

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For how much more it've become involved with regard to just the district and school and now being on CEC and part of my school leadership team, etc.

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But how much you hear the word data. You know, are we mining and farming? Children for scores?

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Or are we actually bringing everybody on the same level? Are we taking, you know, you're, you're only as strong as your weakest link is typically what they say across the board.

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But if you are focusing so much on that state exam or that that review for the teacher or etc.

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Are you helping that your accelerated student and in theory the child who who is not quite with the rest of the class or are you just basically trucking through?

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Because you need to get this done in a certain manner of time. There was a, like my algorithms are changed on social media now because of all of this stuff.

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So I see a lot of teacher things and and I think they're wonderful. And something that I shared on my own personal thing.

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And my PTL thing is, you know, years from now when you look back on your childhood and education, You're not, you know, remember the curriculum.

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You're going to remember the teacher. And the curriculum now drives the teacher. Instead of the teacher.

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Evolving the curriculum to meet everybody to really reach every one of those students. So it's How, how we do that here as well and maybe decreasing class sizes will work and more infrastructure and more buildings, etc, but in a nationwide teacher shortage.

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Not a lot of buildings. One of the first groups that lose money is public education. So how are we going to achieve this and continue it?

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And not lose children and families to other states and private schools and parochial schools. And charter schools.

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I kind of went on a tangent, but.

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So if I say to help teachers not be driven by achieving testing goals but authentic learning is that There, but by it, okay.

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Yes. Yes.

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Yeah.

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Okay. Okay.

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One of the things that I would like to, see, happen. Is that and I don't know if this is.

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Opposite to what you're saying. I don't think it is Nick, but I would like to see schools effectively be able to use.

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I ready and map these ongoing smaller assessments through the year rather than be driven by just achieving the state test scores because I think that I ready and map and especially with their kind of adaptive.

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Testing. Are much better at providing information and the information. I've seen the detailed reports that teachers get and there's a great deal of information.

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In there for, and it's very student individualized. And tells you exactly where. Where students are having.

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Problems like in math, you know, they're having problems on 3 digit, addition though they're doing great on, on one and 2 digit edition.

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And so where specifically do we need to help those? Kids and so I would like to see us. And you know, optimal, our schools optimally be able to use the diagnostic testing testing periodic diagnostic tests.

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Okay, part of that is also the contrast in, we use math as an example here. In the difference between the new curriculum that they use where to be able to solve.

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13 minus 5, you have to write a mini story, create a 10 and functionally Do a different way of explaining instead of just vertically stacking the way we learned.

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Kids for the most part. Cause when you go to an I-ready based system You just answer the question. You don't show your work.

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You don't explain you don't anything. There's no where, you know, unless the child is sitting there, like we've started to give our son.

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Scratch paper when he's doing his I ready work at home that gets assigned it's like look use the paper and solve the problem don't just check a box because you know work it out even though you don't show it.

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So there needs to be. Some kind of continuity between the platforms that we're using with the children to also make it.

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More simplified instead of confusing.

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I do agree with Nick in that part because I do know some kids who are better not using the computer.

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So when she was doing the testing for a, they don't give you a piece of paper to like solve the problems.

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So you just basically check off whatever you think it is. And the thing with Iready is I notice is that when you're I think when you're doing the testing with the mom to me was like when you go forward you can't go back So once you it has to keep going so ending up she kept failing the tests that she was doing on already and and but when she was doing it on paper she was getting really high scores.

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So I think that's another option to like that we should Give the children more options of is that not a lot of kids are comfortable with using technology and since, especially right now, I know DOE is trying to move towards technology only because now everything's through the computer.

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Mind you, we still have families who are immigrant families that don't have access to these things.

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And not a lot of kids can practice on the computer constantly. So they're used to using papers and all these tests that we're giving.

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There should be an option where parents can have their kids do it on paper.

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I guess the state test is on paper, but, but the assessments aren't. And I think we need to give the kids an option to be able to do it on paper, but the assessments aren't.

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And I think we need to give the kids an option to be able to do it on paper or the

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Yeah, yeah.

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Well, the state test lines are starting to go now. Packed on the computer so that No, exactly.

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In terms of the the consistency and even when you said not every child has access to a computer at home.

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Exactly.

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If they do, they don't necessarily have access to to internet functioning working. etc. Doe can't necessarily provide for every child.

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So apparently it sounds like it's gonna be starting up again in some capacity. But now they're not going to be coming with internet if they need internet in whatever device that is school would actually give the children.

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So.

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And then also, plus we have a lot of asylum seekers now too. So they move from shelter to shelters.

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Not all of them have internet unless if the computer builds in the internet system for them when they take the iPad home or whatever and a lot of parents are immigrant parents that don't understand how to use a computer.

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I didn't get a computer until I, it was like maybe when I was a kid, my I'm an immigrant family, so I didn't start learning how to use the computer until fourth grade and it was from school.

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So I never had a computer at home. So just imagine other immigrant families that are here, they wouldn't be able to get a computer out of nowhere.

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Okay. So unless anybody else has something burning to say on this topic. Why don't we jump on to the next topic?

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You have a couple of

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Is, is there anything else somebody wants to? Yeah. Okay, Wendy.

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The only thing I wanna add is. And, 100, correct me if I'm wrong, but what Hunter was saying is, I ready as a tool to do the interim like diagnostics so where you can understand where your child is strong or not.

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And I understand what y'all are saying about like, well, it's technology, not everybody uses technology, but already is only one tool that does the interim, like the interim diagnostics check to see where your kids learning.

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So I think that is a good start and then also again like you all are saying with the paper testing and like how are the kids learning because the teacher is their job to see like okay well I already said that they need to focus on this so when the teacher does the interim assessment that we know schoolwork, classwork, homework, and they see that the child is getting it on their homework.

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They know, okay, well. You know, Billy has a mastery of this. He just doesn't really do too well on the computer.

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So it's like the teachers are doing these things like they are making sure that the children are essentially going to understand the standard because the curriculum is the tool to get them to understand the standards they're supposed to learn at certain grades, but already is a tool that helps with that because I know my son, like he would only understand.

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Certain things, certain ways. So once we got the diagnostics back from already. I knew kind of what to focus on with him later and that helped me kind of guide what we could concentrate on at home.

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So like that that is what I ready is for. And if we have, you know, parents that understand like that's just a tool to let us understand like where we need to enrich or enhance or maybe pivot.

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On the mechanics of teaching our child these things like that's what it's for like it's not going to replace is not going to replace the curriculum is not going to replace like classroom learning.

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It's just to help us figure out a different way to like make sure the child has an understanding.

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Of the standard. Like that's what it's for. If that's helpful.

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I guess what's tough on that though, like when we watch the presentation recently at the last. Meeting.

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We're simply complementary to the curriculum, right? But then they also throw in the caveat after of like the graph underneath.

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If your child spend X amount of time per day on i ready, whether it be ELA or math.

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Then that will, you know. That will boost their grades on the state exams. I think we're in the world.

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Exactly.

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Yeah, no, they can't guarantee that they can't get it. It's just it's just it's just a tool like it's just one of the tools we're supposed to learn.

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Like I know you kind of touched on like I know you kind of touched on like the regrouping with the math, I know you kind of touched on like the regrouping with the math.

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My sister is a math curriculum specialist for an entire district in Texas. So we talk about this new math all the time.

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It's just another way to learn it so that the kid understands the mechanics. Of why stacking it on top of it works.

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So like you, even though you don't notice it, like we're still mentally regrouping.

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Like if I told you to do 18 plus 12 right now I guarantee you some of us will do 8 plus 2 and then add and so we'd have 3 tens.

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So like she, we talked about that stuff all the time. I literally, talked about curriculum and standards.

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I ask her a lot of questions. So again, these are just some of the tools and I think if more parents had access to ask these questions or ask questions of the professionals who work in this environment.

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Like we can probably feel a lot more comfortable about all of the ways our children are interfacing with what they learn in school all day because believe me I didn't know too much about our ready until we had a presentation was it last year, Deb when Dr.

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Faye and somebody else came and told us how I really was working. Like I would just get that report look at it and I didn't understand what I was reading until we had that presentation to be like, oh, this is what my child is using.

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These are the things within the curriculum I need to focus on so he can meet the standard for his grade.

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So like there I think that We need to have more opportunities for parents to be able to interface with the professionals and ask these questions.

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Yeah, and I think it's important also that we're talking on already about 2 parts of already one of them is the diagnostics that happened 3 times a year beginning middle and end.

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And The other one is the i-ready lessons that kids do and not all schools use that I ready lessons system.

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And so, you know, I am hearing concern about how the lessons are, you know, all online and, and, but that's different than, you know, is the diagnostic doing a good job of identifying areas where we can where our kid needs help, for instance.

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So the next thing I want to move on to is, Oh, I'm sorry. I missed you.

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Enter, you've got hands, sorry.

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I apologize. Go ahead, yeah.

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Oh, Marlene's got her hand up. Marlene is, is that an old hand?

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I'm gonna put it down because I just wanted to put in, I just wanted to mention something totally off of this.

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So I'll leave it for the end.

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Okay.

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And my hand is only to say one potential idea with regard to what we're saying is could we is it possible to align parent teacher conferences and the i-ready one of the i-rady diagnostics so that part of parent teacher conferences can be an explanation of how to read it and what it means.

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I don't know if that would work out in the calendar, but it might be something that they could shoot for.

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Yeah, and that actually brings up my the last thing on that I have on the agenda is I would love to, do a program.

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Where we have i-ready and map. Which I think they're the 2 that are mostly used in our district.

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Have them do a program for SLTs and PTAs. And then get. Help get the parent leaders at the school understanding how these tests work and then they could take that back and do something at their school or even if I read in your map is willing to I know I already came at my daughter's previous middle school.

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And would get an individual presentation but that may prompt them to do those presentations at their schools. So let's just cover that real quick.

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What do people think about that as a, as an event for this committee.

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I think something that would be great. I mean, that's also kind of.

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I guess assuming that a lot of that's not already kind of occurring. On the SLT level, within some of the schools and what's talked about, I mean, at my school yesterday.

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Our first SLT, we broke out our CAP, the comprehensive education plan for our building. And immediately dove into these numbers and reviewing and and looking at and understanding the assessments and the 3 times during the year and how it's used.

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I think maybe. Getting on the school level a little bit more. Comfort and more workshops to parents, but also like having it in multiple languages so that we make sure that all.

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Are able to understand as well where there might be communication or language barriers. I like that, you know, the UFT has their thing next week.

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And how they can help you know promote positive within children. At home it's probably just a lot more communication transparency.

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It wouldn't hurt and we could definitely partner with a lot more than just map and I ready in terms of how to get this across to families.

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Anybody else on that idea?

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So maybe you and I can, talk about this. A little bit offline and we could see if we could flesh it out a little bit.

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Okay.

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Okay, great. So I wanna try to keep us as much on schedule as possible. And if you have to drop, understood, but, wanted to.

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I talk next or brainstorm real quick about you know how we can get parents involved and hear their perspectives on you know what the district needs from academics because we as the Very involved parents may have a different perspective from your average parent in the district about what we need might want to address on an academic level, you know, from this committee.

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So how how could we get invite parents involved and how could we hear their thoughts?

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Parent involvement is. One of the biggest things down in the last 4 or 5 years, if you will.

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That I think a lot of people are scratching their heads and trying to figure out. In general.

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I, you know, communication is tremendous. The amount of times I've had the same conversation.

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With people, whether it be on a school level, a work level or whatever, communication is the foundation of life.

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It is the building block to success in any way shape or form. The problem is, stuff like this.

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Which we think makes us a great communicator. Actually does the opposite. And we could be 2 feet from somebody and have no idea how to do it.

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And just being more and more. In the public. I guess that we said the workshops and just trying to get people there.

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That's the big thing, right? Getting people. To come out. Or make it more available.

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Since we're also kind of in a day and age where Everybody wants instant gratification and you can't necessarily get somebody to come to the table unless they are directly affected or impacted in that moment.

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So yeah.

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So, you know, I'm What I'm thinking about, and I'll just throw a couple of them out there.

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Maybe you guys can expand on it. Is, you know, one of them we could have. An event and invite parents and as you just said Nick you know you people may not be interested in coming if they don't feel like they've got specific academic issues to address.

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The second would be to go out to a sample of PTAs, for instance, PTA meetings and do a feedback session at maybe 3 different schools.

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Try to get different kind of economic strata, try to get, different, you know, other demographic racial ethnic demographics.

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So hit a few schools and do a listening thing. And then the third thing I was thinking that we might do would be a some kind of survey and asked.

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PTAs to, you know, put that survey out to people. And so You know, anybody have thoughts on those possibilities?

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You know.

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Yeah, I just have a question. Like what would we be asking on the survey? Like what questions will we be asking the parents on the survey?

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Are we gonna come up with the questions? Are we gonna work with Miss Doggo and her team to come up with the questions like.

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What questions are we asking on the survey?

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Well, I mean, my thought was to try to gather from parents what their most pressing academic issues are.

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For their family, for their school. You know, I'm glad to work with, Miss Adolgo, or, yeah, I, I'm flexible, I'm new to this, so I don't know how, you know, much.

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Coordination we do with the district on our things. etc. and I'm open.

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Well, I know that they, historically, like we would ask Dr. Composto to kind of get us some data on like, he could get us that on like performance in the schools like on a district level.

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That way we would have, you know, some baseline. Data to use like how many of our schools have student, the percentage of students that meet standards, how many, you know, are below standards.

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Are the parents aware of what is going on in their schools, you know, like these are I guess kind of baseline questions we could ask because we could have a parent at a school where every, you know, they have.

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70% of the school the children in the school are meeting standards but you know they might have a child that they're really concerned with.

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So I just wanna make sure like we have, I guess, the correct penetration of parents were asking these questions of.

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And the schools.

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And building off of what Whitney said. Once that's achieved. And what I love what Whitney does.

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With regard to us if she sees something. Out and about, you know, then it comes potentially as a presenter for for CEC meetings.

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I'll shift that now to President's Council, which I sit on. Which in theory, if we get a representative of all you know, 42 schools to to come to those meetings if available, you know, that can be something where once we figure out this survey.

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You, you can get all. At once in terms of the PTAs PTOs. And address this and and you know I talked to backa and.

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And the rest of the board there and have this be a presentation in the discussion. On how we can bring this back into our individual school communities as well.

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And then float it back up to us to dive into.

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I would say we need a goal for any survey or feedback. Session first so we can devise the questions once we once we say well what are we what do we want to know is this something for our benefits so that we can take it back to a brainstorming session to work on ideas or is it something that we're saying, what do you need help in?

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What would you like to see? How can we help you? Sort of thing. So once we have an articulated goal for what those things are, I think they're both great tools.

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Then we can hone in on what the questions are. And then I would suggest bringing in, if we are going to be asking schools to do something, we should be bringing in Mr. Doggo at that point, to say, Hey, here's our goal.

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We'd like to survey parents on XYZ. Here's our proposed survey these are the schools we'd like to you know and then bring her in for her feedback and her approval.

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Yeah, would you be interested in working on kind of, maybe coming back with a recommendation for a goal.

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Next the next time we meet and, and where to take it from and I'm glad to work with with you on that and anybody else.

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Sorry.

00:55:54.000 --> 00:55:59.000

Yeah, I, I think we should all probably, you know. Way and whether we're not that we don't number that many.

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Okay.

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We're just 6, but maybe we can do that via email and say. You know, by the next by the next meeting.

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Articulate what each of us individually would like the goal to be and then we can discuss it. Perhaps.

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How do you guys like okay so on our end like for my school PTA we always have the same set of parents that come to the PTA meetings and there's, it's always the same ones, right?

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So how do we get it out to the other parents? Even when we send out to the other parents, even when we send out surveys from our like PTA itself or from SLT.

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I think the last service I sent, we sent out through SLT, only 2 parents signed, throw that survey out.

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How do you, how, how will we go about getting those parents? Because it's always the same amount of parents that that and the same parents that are filling this out and you know what like the person that don't understand the curriculum are the parents that don't show up for those meetings.

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So shouldn't we be trying to target them instead of, you know, the regular same parents over and over again.

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So I think we should brainstorm how do we target them. More or less.

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So I'm done, sorry.

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No, no, agree that look and before. Yeah, how many people? What did I get it in my individual PTO meetings?

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And, trying to. Rebuild and restore community from what was kind of ripped away because of the pandemic and and hybrid and virtual and now that we can, is everybody comfortable in their way of life or can we get everybody back together and Some of that is gonna be maybe creating something that's short suite to the point slightly flashy that gets attention.

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Cause also our attention spans have unfortunately gone down significantly as well.

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Because I also feel like most of the parents, they don't really care about the curriculum. They more or less just care about the scores now too.

00:58:00.000 --> 00:58:22.000

A lot of times they just want to know, is my child passing or getting a hundred or they're not really looking at how they're learning and I think that's really important too for us like, if you didn't tell me that the way I ready was, I knew it was to see how their levels like how they're doing in school but not a lot of parents know that because at the end of the year along

00:58:22.000 --> 00:58:35.000

with the report card it comes with that I ready and the explanation but I can tell you if I was in our SLT I would not have read that I would have just read the report card and see what number he's on, like the one to 4, and then that's it.

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And I think that's another thing that SLT or PTA should in our school should.

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Hmm.

00:58:43.000 --> 00:58:50.000

Explain more? Because if I wasn't a SLT, I wouldn't even know they were using I Ready as a way to, as an assessment.

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So I think that's another thing like maybe we could get the SLT members together or something like that to just have them get it across to their school.

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Because a lot of times When I'm sitting at the SLT, they're just coming out with all these data and numbers.

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But do we really understand like all these numbers? Like what if like what is it? And I'm sure a lot of parents don't understand that either.

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It's just all data. You're grouping all these kids together. Oh, this these kids like fourth grades performing at this level, but they're all percentages.

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But how many kids do you really know that are the ones that are needing that help and what kind of help are we giving them?

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Cause I feel like the parents don't know until you get the report cards. Mostly because a lot of times the classes work forward like 30 30

something kids and the teachers aren't going to individually call the parents, hey, your child's having this issue right now, you know, you need to address it or you know, find ways of, you know, helping them.

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But we won't know until, you know, every time we get the report cards.

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Yeah.

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Because I know I, my son in kindergarten, I didn't know he was falling behind until December.

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I got a letter right before the the break. It was like the worst letter of a letter saying that they suggest that for to hold him behind.

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And for you to send me that right before the break, who am I gonna call? So the whole entire break I'm like What should I do?

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Because you just sent me that letter. There's no meeting or anything. You just literally like I'm like, okay.

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So I think that like in between those times. I think the parents that we're not getting to needs to understand the curriculum.

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Yeah. That's a good goal. Cause like you said, a lot of people, they only worry about report cards.

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Like that's the only time they touch base with the teachers. That they see a grade on report card.

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So we need to figure out how we can get them. Get parents more involved to understand their other touch points outside of progress reports and report cards.

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I wanna jump in there and just, I know at my school. What we're coming or the.

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At the SLT meeting what we were discussing was that a lot of the parents. Don't take already seriously.

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And neither do the children. So all the data that. Been collected is really flawed because no one really with that much.

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Effort into, making sure that it's accurate or they're taking it seriously enough. So, you I mean, that's something to also.

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Consider I know in my school now they posted on the social media and Don't join all this stuff.

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It's like the videos to explain to the parents how important it is and how to read the data and what it's you know what it's doing.

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As the children are taking these assessments, but. There might be more schools like that. Where the data is really not.

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I can't get the answer.

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Valuable because we're not. And took it seriously about the last couple of years or. However long, my school's been doing it.

01:02:08.000 --> 01:02:11.000

Yeah, I am sorry. I have to run. Thank you. So much, Hunter for running the meeting.

01:02:11.000 --> 01:02:15.000

Yeah, I gotta go get my guys. Before I talk to you later.

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Thank you. Thank you. Bye. You know, I don't wanna keep us longer.

01:02:22.000 --> 01:02:42.000

I keep on schedule. We've covered most of. What we got here. And I will try to distill this and send out a kind of follow up as to what we may be able to take care of via email and Nick you and I can talk as well.

01:02:42.000 --> 01:02:47.000

About,

01:02:47.000 --> 01:02:55.000

Anything else that people would like to? And at this point.

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No, just thank you for. Organizing and getting us up and running as fast as possible.

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You know once we had all this settled and where where we were going to lie committee wise and Alright, getting us up and running.

01:03:11.000 --> 01:03:16.000

Thank you guys for taking the time to join and volunteering. So look, we will schedule another meeting.

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I'm gonna try to push us forward a little bit, not wait a month, maybe in, 3 weeks, 2 to 3 weeks from now.

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Will look to try to schedule another meeting and i'll send a doodle poll and we'll go from there.

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Alright, thank you everybody.

01:03:41.000 --> 01:03:43.000

Thank you. Hi, thank you.

01:03:43.000 --> 01:03:52.000

Thank you.