

WEBVTT

1

00:00:00.000 --> 00:00:00.710

Kelly McGuire: Okay.

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00:00:01.360 --> 00:00:09.120

Kelly McGuire: So we are officially recording here. So thank you so much, everybody. And I apologize again for the delay and getting us started.

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00:00:09.884 --> 00:00:23.769

Kelly McGuire: We're gonna go ahead and ask everybody to just register your attendance today by dropping your name in this survey that is now in the chat.

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00:00:24.080 --> 00:00:28.090

Kelly McGuire: So if you could. Please just sign in and sign your affiliation

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00:00:28.540 --> 00:00:33.579

Kelly McGuire: and let us know you're here officially. Good to have you

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00:00:34.850 --> 00:00:48.540

Kelly McGuire: and we will go ahead and just jump right into it. Leslie, I'm just gonna send it to you, and if there are any minutes that we have available for approval

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00:00:53.180 --> 00:00:55.110

Leslie Hurdle: I'm sorry, Kelly. Not yet

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00:00:56.500 --> 00:01:02.153

Kelly McGuire: Okay, we will come back that just to let people know the

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00:01:03.710 --> 00:01:07.926

Kelly McGuire: dlt shared drive is

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00:01:10.500 --> 00:01:19.291

Kelly McGuire: We do try to update and share everything that we can to our Dlc. Shared drive so a

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00:01:20.730 --> 00:01:23.070

Kelly McGuire: I'll I'll send a notice on.

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00:01:23.320 --> 00:01:29.049

Kelly McGuire: and then we have all of our old documents as well as our recordings on the shared drive.

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00:01:29.640 --> 00:01:36.239

Kelly McGuire: We've also started uploading all of those to the district to nyc.org website.

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00:01:36.920 --> 00:01:56.520

Kelly McGuire: So we're getting ourselves. More and more transparent with all of that. So yeah, again, please just sign in again the survey, for that is in the Chat super brief, but we'll go ahead and get started. With a a brief report, and then

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00:01:56.670 --> 00:02:01.541

Kelly McGuire: we'll jump into any updates from our

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00:02:02.710 --> 00:02:13.470

Kelly McGuire: Federal and and State helper and and supervisor. Here, director of Bill, remind me of your title again. I always forget

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00:02:15.040 --> 00:02:15.880

Kelly McGuire: Directory seat

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00:02:15.880 --> 00:02:25.950

admin: Director of State and Federal programs. It's a ridiculous title for somebody that just helps bring people together and gets the message out.

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00:02:26.210 --> 00:02:28.789

admin: But yeah, that's that's technically what it is.

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00:02:29.250 --> 00:02:34.089

admin: Okay, yeah, we still have a State Education Department. But you know, I'm not gonna get pretty cool

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00:02:34.930 --> 00:02:36.901

Kelly McGuire: We'll probably have a state education.

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00:02:38.880 --> 00:02:45.492

Kelly McGuire: alright. So I'm gonna jump into it and just share a brief report. This report is

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00:02:45.980 --> 00:02:57.241

Kelly McGuire: similar, Craig. Thanks for Craig and I are both coming off of a late night at Cec. 2 last night. So some of the information in here is

24

00:02:57.770 --> 00:03:10.379

Kelly McGuire: similar. But I did update with a few additional slides that are in alignment with some of the progress monitoring that we've done. That's directly related to our district. Comprehensive Education Plan.

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00:03:11.400 --> 00:03:14.849

Craig Slutzkin: I won't ask as many questions. I won't ask as many questions today, Kelly, as I did

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00:03:14.850 --> 00:03:29.720

Kelly McGuire: It's okay. This, this is, I guess this is recorded. So an infinite number of people could watch it. But in some ways it's like a good place to work out some of the, you know questions that we might. So if you got something, then I'm happy to happy to discuss it.

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00:03:30.310 --> 00:03:36.856

Kelly McGuire: There's some good topics that I think are coming up for discussion in the district, for sure, but

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00:03:37.910 --> 00:04:00.729

Kelly McGuire: As many folks know. Last week we had civics from week. It was a very successful one here in District 2, you know, we started the school year with just about 4 of our

schools participating in civics from. And we're up to close to 20. We're really hoping to as a citywide civics district

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00:04:01.207 --> 00:04:07.122

Kelly McGuire: civics from district. We're really hoping to get all of our schools involved in this and

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00:04:07.600 --> 00:04:25.800

Kelly McGuire: in a cool blending of different issues that are coming up, a lot of the lessons and modules that are aligned with the elementary school curriculum really do fit nicely into some of the work of civics. So we see more opportunities. With that

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00:04:25.860 --> 00:04:51.639

Kelly McGuire: we had schools posted elected officials. I just came from Ps. 51, where they had wrapped up a participatory budgeting activity where they had done surveys of different spaces around school, and they were applying their \$2,300 that they had been awarded as a civics for all school to think about how it is that they were going to beautify one of the areas in their building.

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00:04:52.247 --> 00:05:19.789

Kelly McGuire: So it was cool to hear from the kids about that they had opted to improve some spaces in their library, which I always thought was pretty nice, but their plans make it seem like it's going to be even nicer. A bunch of schools did voting and did voting registrations on it. And we have 2 schools, or, excuse me, have 2 kids from Battery Park City School that are participating in the soapbox Nyc. Soapbox, which is the

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00:05:20.030 --> 00:05:28.449

Kelly McGuire: citywide opportunity for kids to write a essay about something that they're passionate about and present it to the community.

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00:05:29.550 --> 00:05:41.809

Kelly McGuire: Next week. I'm sorry not next week, week after next we're gonna have another school spotlight visit. I see March school spotlight, but it's actually April April second is our school spotlight visit?

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00:05:42.190 --> 00:06:00.499

Kelly McGuire: Yes, 124. Their focus is really on building. The connection between social and emotional learning and academic learning, and creating the conditions for strong and positive learning outcomes through strong CI and connecting to the community.

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00:06:01.540 --> 00:06:12.879

Kelly McGuire: You are all invited as Dip. Members. You are all invited to that, is it? Tina, not to put you on the spot. But is there anything that you'd like to share in regard to school spotlight?

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00:06:12.880 --> 00:06:22.430

Tina Sibulkin Yacker: Yeah, I just wanna share. It's our last one. So if you haven't been to one, I really encourage you to come. They're really great. I mean, we've had a great experience, I think, with the

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00:06:22.620 --> 00:06:45.899

Tina Sibulkin Yacker: just the parent leader. Attending the community, the what the schools, the amount of work that they put into it and their message. It's actually, I think, you know, I would say better than we expected, but they've all been extremely positive. So if you haven't gone, please try to come. They do put a lot of work into it, and it's a very nice group of people that attend

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00:06:48.190 --> 00:06:52.968

Kelly McGuire: Thanks. Tina. Did a lot on that. I keep wondering when we're gonna

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00:06:53.440 --> 00:07:09.439

Kelly McGuire: tire out our school communities, and they're going to say no more spotlights. But we are doing a good job, I think, of rotating around the district and really trying to show off our school for different reasons. And so we're looking forward to this one at 1, 24

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00:07:12.110 --> 00:07:30.940

Kelly McGuire: we also did a really, I think, cool and innovative approach to learning in classrooms for teachers over the past few months. This is this picture here, and this work in particular, is part of the Nyc. Solves initiative

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00:07:31.080 --> 00:07:53.260

Kelly McGuire: and through Nycold. What we did was that we pulled together all of our 6, th all of our 7, th and then all of our 8th grade math teachers, and we taught them some new

information and new skills around, using the illustrative math curriculum and really adapting it to serve and support all students in the classroom

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00:07:53.320 --> 00:08:20.100

Kelly McGuire: through core curriculum intensification. So giving kids who need a little bit more practice on certain concepts, we gave them an opportunity to really dig in on those concepts also for kids who were really soaring. We worked on building intensification strategies for kids who are really excelling.

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00:08:20.517 --> 00:08:29.952

Kelly McGuire: All of the teachers that came together on each of these 3 different days over the past couple of months learned some new strategies, and then we

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00:08:30.670 --> 00:08:57.539

Kelly McGuire: put them in a classroom with kids, and they had to design a lesson and then teach that lesson, using these new intensification strategies directly with students. And it was a great way to just like. Take what you've learned, and apply it really immediately in the classroom, and it turned out well, so this is looks like that's a crew from Baruch Middle School. Teaching students at Ms. 131. That's who's there?

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00:08:59.012 --> 00:09:04.900

Kelly McGuire: We also, earlier this week did a citywide visit to Ps. 3

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00:09:05.676 --> 00:09:11.559

Kelly McGuire: to look at the lit and wisdom curriculum, and Ps. 3 has done just a fantastic job

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00:09:11.590 --> 00:09:39.779

Kelly McGuire: of implementing the Witten Wisdom curriculum. He had the opportunity to hear from a bunch of teacher leaders about the curriculum to learn how it is that they've worked with the curriculum themselves, and how it also it is that they have led this curriculum adoption with teams in the school. Ps. 3 has fantastic horizons program in every single one of their grades, kindergarten through 5.th

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00:09:39.830 --> 00:10:07.160

Kelly McGuire: And so we had the chance to observe how it is that teachers took the content that was in written wisdom and really adapted it to the needs of students in Asd horizons, many

of which are working on grade level, but need different ways of delivering the content to support them. And some kids who are working below grade level, some students who have difficulty with

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00:10:07.320 --> 00:10:15.830

Kelly McGuire: sensory issues or communication. But we saw lots of great examples of them at Ps 3, and they're definitely to be celebrated.

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00:10:17.680 --> 00:10:32.860

Kelly McGuire: I did want to get into a few data updates. And this is beginning to get us connected to the Dcep goals. We have goals around climate math, family engagement reading. These are just a couple of

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00:10:32.920 --> 00:10:51.250

Kelly McGuire: big headline data points relationship to our district. So we're sitting at about 93% attendance. That is very similar to where we were last year. At this time. Actually, the past couple of weeks we've had stronger attendance than we did last year. At this time.

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00:10:51.410 --> 00:11:08.369

Kelly McGuire: and our chronic absenteeism rate is a little bit lower than where it was last year. It was about 21% last year at this time, and very proud of the fact that suspensions in the district are down by 15%.

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00:11:08.660 --> 00:11:11.529

Kelly McGuire: Some people also ask about just the

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00:11:11.990 --> 00:11:30.060

Kelly McGuire: demographics of District 2. These are fairly similar. We have seen an increase in the number of Hispanic students that are in our district, as well as students who are living in temporary housing and English language learners. And you know we all know that

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00:11:30.340 --> 00:11:46.919

Kelly McGuire: we have served and supported a large number of students and their families who are seeking asylum. And so I think that most of those numbers are showing up there, both an increase in Hispanic students and students in temporary housing and English language learners.

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00:11:48.200 --> 00:11:48.830

Kelly McGuire: But

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00:11:49.860 --> 00:11:58.979

Kelly McGuire: yeah, those are the data there. I'll pause for just a second and see if anybody has any questions on anything that I've shared so far. Before I go a little bit further.

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00:12:13.230 --> 00:12:32.379

Kelly McGuire: One of our goals for on our district community education. Excuse me, our district comprehensive education plan is around reading and so what I wanted to do was just out. This is actually a screenshot that I grasped from our

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00:12:33.950 --> 00:12:38.940

Kelly McGuire: We see the good to have you, Renny.

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00:12:39.736 --> 00:12:48.870

Kelly McGuire: We see that our reading scores and our goal for reading is directly connected to the academic gainer

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00:12:49.338 --> 00:13:12.439

Kelly McGuire: and hoping for or working toward a goal of 75% of students who are proficient by the end of the year. On the cadence screener. This is a snapshot of our present performance. In regard to a cadence, we're sitting at about 70%. This is a number that we expect to grow

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00:13:12.900 --> 00:13:22.329

Kelly McGuire: throughout the year. But the dark blue and light blue bars are what show students who are working above grade level.

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00:13:22.630 --> 00:13:27.749

Kelly McGuire: The light blue is students who are working predict to be performing around grade level

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00:13:28.499 --> 00:13:38.149

Kelly McGuire: and then orange is students who are working about one year below benchmark, I should say benchmark instead of grade level.

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00:13:39.130 --> 00:13:47.919

Kelly McGuire: but one year below the benchmark, and then students who are in red could be anywhere from 2, 3 years below the benchmark.

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00:13:48.040 --> 00:13:53.650

Kelly McGuire: Great that we see. And again, this one is for students who are in grades kindergarten through 2.

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00:13:54.380 --> 00:14:14.400

Kelly McGuire: And then we have slightly different goal for our students, who are in grades 3 through 8, because for the most part. We use a different set of screeners for upper elementary school in many schools, and certainly for middle schools we use a different screener. Tool.

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00:14:15.190 --> 00:14:26.909

Kelly McGuire: Again here our benchmark by the end of year is for 68% of our students to be at or above benchmark

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00:14:27.270 --> 00:14:40.540

Kelly McGuire: on one of these 2 different screeners. We're sitting pretty strongly at that number. Right now, and more than happy if we exceed

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00:14:42.200 --> 00:14:45.160

Kelly McGuire: rating a benchmark by the end of the school year.

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00:14:51.440 --> 00:14:57.050

Kelly McGuire: just any additional updates. Or I'm sorry any additional questions that people might have on any of these data.

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00:15:07.180 --> 00:15:30.099

Kelly McGuire: I did want to share the updates that have come directly from our Chancellor. Our Chancellor is fiercely devoted as our I know, the educators in New York City devoted to maintaining the rights and access of our students and support for our students in our schools. She's come out with a series of memos recently

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00:15:30.300 --> 00:15:46.060

Kelly McGuire: talking about how it is that we are continuing to support our diversity, equity and inclusion programs, the work that we are doing to make sure that our schools are safe spaces for students and free from the involvement of non-local law enforcement.

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00:15:46.680 --> 00:16:03.479

Kelly McGuire: She has been very specific about serving and supporting our Lgbtq plus students and their families as well as our transgender students and our policies that impact transgender students and their right and access to physical education and sports.

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00:16:04.145 --> 00:16:24.469

Kelly McGuire: And as well as her commitment and our city's commitment to promoting multilingual and bilingualism across our city. There was some concern that was raised about an executive order that specifically states that English is the official language

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00:16:25.150 --> 00:16:33.424

Kelly McGuire: United States, which, had that been the case, is prior to that executive order.

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00:16:34.540 --> 00:16:50.410

Kelly McGuire: the Chancellor wants to make sure that folks are aware that we are deeply committed to bilingualism bilingual programs as well as services and supports for students and families who do not speak English

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00:16:50.570 --> 00:16:53.339

Kelly McGuire: through the interpretation and translation.

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00:16:55.800 --> 00:17:12.720

Kelly McGuire: Cec. Elections are coming up in April. We have 3 dates, Caitlin, Tina. Do you want to say anything in particular about Cec elections. I know that you're caitlin. You're facilitating the same part as our President's Council. President

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00:17:14.837 --> 00:17:18.439

Caitlin Canfield: Sure, I mean. So we we just met today to work out a lot

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00:17:18.440 --> 00:17:19.910

Kelly McGuire: Sorry to put you on the spot

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00:17:19.910 --> 00:17:41.610

Caitlin Canfield: No, that's okay. But yeah. So I think I think we're we're ready. We're you know. We'll be sending out information to the candidates soon. And yeah, looking forward to it. I don't know if there's anything else specific, Tina. Probably you have more details that I

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00:17:41.610 --> 00:17:46.790

Tina Sibulkin Yacker: That's it, I would just add, it's so far the the window is 6 pm. To 9 Pm.

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00:17:47.470 --> 00:17:52.889

Tina Sibulkin Yacker: I don't know if the full 3 h. It will take the full 3 h, but we have a lot of

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00:17:53.220 --> 00:18:05.969

Tina Sibulkin Yacker: candidates in d. 2, so it might take that full time, but it starts at 6 pm. And if anyone who wants to attend wants to register, the link is on the elections page on the website.

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00:18:06.260 --> 00:18:16.550

Tina Sibulkin Yacker: there's a zoom link, and you can also read all of the candidate profiles. So, as Caitlin mentioned, we really want to. The next step is really to drive

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00:18:16.790 --> 00:18:22.969

Tina Sibulkin Yacker: attendance to these forms really important, because we have 3 of them, and because we have so many

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00:18:23.160 --> 00:18:27.719

Tina Sibulkin Yacker: candidates, we want to make sure we have enough attendance at these sessions

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00:18:31.170 --> 00:18:41.309

Kelly McGuire: And the sessions I heard were run by learning science. So that's helpful. They're such a professional group when it comes to organizing big forums like this. So that's great.

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00:18:42.193 --> 00:19:00.079

Kelly McGuire: Just a few key dates ahead with the aid out the tier. At the end of this month. Our spring break. And then our New York State exams and you know, one big change for the State

of New York is that we are moving very quickly to computer based testing. We just have 2 grade levels

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00:19:00.540 --> 00:19:07.930

Kelly McGuire: left that are working on paper exams. For both the State Ela and the State math.

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00:19:09.150 --> 00:19:28.019

Kelly McGuire: you know, one thing that I think is important to note is that students with ieps or 504 plans that specifically indicate that students can take the exam on paper. Do have that option. It's an important note to make for students with disabilities.

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00:19:28.533 --> 00:19:38.500

Kelly McGuire: But we got those coming up quickly. After spring break we get right into the window of time that the Ela exam is administered.

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00:19:39.170 --> 00:19:41.080

Kelly McGuire: and with that I will

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00:19:41.260 --> 00:19:58.379

Kelly McGuire: stop sharing. See if there's any questions, and before we kick it over to you, Bill, for any updates that you might have for us. Just like giving you the heads up on that. I know we didn't specifically about it ahead of our meeting.

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00:19:58.550 --> 00:20:03.219

Kelly McGuire: Okay, are there any questions that people would like to share before we move to

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00:20:08.540 --> 00:20:31.939

Jung Min Lee: Kelly, could you expand more on like some of the positive gains that you highlighted at the beginning of your presentation, like the attendance, improvements and stuff like do you want to add like, well, how do you account for that? Is it just that we're back in like full swing of, you know, in person learning like, did you guys make that a priority like, could you talk a little bit more about how you explain that

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00:20:34.720 --> 00:20:51.379

Kelly McGuire: So I mean, I would just say that our attendance rate prior to the pandemic was closer to 95%. So we still got a way to go here. We do think that we can continue to improve on our attendance by

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00:20:52.190 --> 00:21:19.613

Kelly McGuire: really working with schools to complete some attendance investigations. We have some kids who are on register who have moved out of New York City. And some of those kids are families from students who have been seeking asylum. And so the attendance investigation does take a little bit. I think that once some of those are completed, then we'll probably move in the right direction.

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00:21:20.120 --> 00:21:45.699

Kelly McGuire: and but we also kelly Shannon, one of our deputy superintendents, has been working with our attendance teachers to try to put in place new protocols for getting kids to school, and reducing chronic absenteeism. We'd really like to see that number go down. That's 1 of the biggest challenges that our schools cite as reasons for why kids are not necessarily making games. But

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00:21:45.990 --> 00:21:47.619

Kelly McGuire: we think that we're just gotten

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00:21:48.030 --> 00:21:55.300

Kelly McGuire: a lot smarter with the core curriculum that we are administering. We think that one of these

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00:21:56.920 --> 00:22:14.090

Kelly McGuire: phonics programs in particular, our schools have just done a really fantastic job of learning those programs and becoming much more skilled in the administration of those. And we're seeing good things from it. But, we're hoping for hoping for even more

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00:22:14.210 --> 00:22:17.689

Kelly McGuire: and more meaningful ways to help to improve student outcomes

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00:22:24.470 --> 00:22:31.810

Dayvonne Anderson: I have a quick question about the map data that you shared. Thank you so much for sharing that. But I saw that it ended at grade 8.

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00:22:31.920 --> 00:22:37.030

Dayvonne Anderson: Was there not any information for 9 to 12, 9 to 11

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00:22:38.030 --> 00:22:47.636

Kelly McGuire: Yeah, we have one high school, in our in under our superintendency and district. And

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00:22:48.660 --> 00:22:49.380

Kelly McGuire: they

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00:22:50.410 --> 00:22:59.499

Kelly McGuire: I. I didn't have those data readily available. So I wasn't able to include them in this presentation. But I can make sure to get that for the coming month.

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00:22:59.620 --> 00:23:07.600

Kelly McGuire: You know, we have about yeah, just about 300 and some kids who are in the district.

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00:23:08.120 --> 00:23:11.340

Kelly McGuire: in high school grades. But I'll make sure to have that for next month

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00:23:12.020 --> 00:23:12.900

Dayvonne Anderson: Thank you.

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00:23:18.430 --> 00:23:20.641

Kelly McGuire: Alright, Pamela, great to see you!

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00:23:22.750 --> 00:23:37.590

Pamela Rodriguez DC37 Union Representative: Yes, Hi, I'm sorry I was at a meeting, and then I was at a rally, and it just last. I totally forgot about. We had this deal, this meeting I was at a rally, but my apologies for my tardiness, but I

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00:23:37.590 --> 00:23:45.480

Kelly McGuire: No need, no need to apologize. We won't tell you that the meeting started late because of me.

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00:23:46.070 --> 00:23:53.629

Kelly McGuire: But I'll turn it over to Bill right now and see if we have any updates from State Federal programs

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00:23:54.130 --> 00:24:23.760

admin: So good afternoon, everyone. Thank you. Superintendent McGuire. As far as updates, there's not a whole lot. I do know that you just went over your slide deck, so that at this point in time the district should have completed progress reporting tool number one and Progress reporting tool number 2 for the dceep. And I know that we're in connection to finalize that for the State reporting.

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00:24:23.760 --> 00:24:48.629

admin: And just so that everyone here is aware that does live on the Iplan portal site, but those particular reports will not be posted. It is posted for schools. So if you go onto the Iplan portal and you look at the Prt. Those sections will be reported for schools, but not for the not for the district.

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00:24:49.117 --> 00:25:03.070

admin: The other thing I would say. And you know I've been sending out messages to all superintendents that I work with regarding the CEP. So April is a turn around or a Rollover of the system.

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00:25:03.070 --> 00:25:26.590

admin: So this is when they're preparing for next year's CEP. So we're recommending that all principals download their current CEP so that they have that information because that will be offline, and it could be offline for 2 to 3 weeks may even be longer. Who knows? And it just is just so that they have that information, that data so they can continue to monitor their smart goals

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00:25:27.333 --> 00:25:56.810

admin: the other thing that we're recommending that all schools do. And superintendent, you already know, because I've been sending out those messages to ensure that principles are uploading and updating their CEPs. So the major areas for them to revise or update would be the Prt, which is the progress reporting tool. They should also update the implementation monitoring, which is embedded within each priority area on their

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00:25:56.900 --> 00:26:04.059

admin: Cep, and lastly, they should update their Slt information and their title. One information.

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00:26:04.543 --> 00:26:26.699

admin: So that's something that you know, month over month. This is a new requirement starting since last April. And you know. Central then sends me reports, and then I send them off to the superintendent about who is in compliance and not in compliance with this. The other thing, I would say, as everyone is here is, is keenly aware.

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00:26:26.700 --> 00:26:51.110

admin: the State is really making a push for additional increased parent engagement. So from our office yesterday, we had, you know, citywide connection with the State regarding how to increase and improve that communication for parents. So we did have many representatives from different districts.

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00:26:51.110 --> 00:26:52.693

admin: So I know that

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00:26:53.440 --> 00:27:13.521

admin: Superintendent Mcguire definitely had representatives attending and once we have more information on that meeting. Because basically, what happened is we included parents district members, teachers, principals, Aps from from across all the boroughs. We're going to gather that data. And then we're going to

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00:27:13.940 --> 00:27:38.009

admin: you know. Push that out and see. You know how we can make parent engagement even more powerful within our schools. With that being stated, I do have 2 additional Revised versions of the school leadership team, Monthly Calendar and the district calendar, which I can drop into the chat.

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00:27:38.120 --> 00:28:08.000

admin: just so that you're aware for the March meeting, the real piece should be the updating of the dceep for the progress check number 2, and then talking a little bit about the title I schools and the title one set aside funding. I want to thank Tina, who did a wonderful job. So that last month we had PI, that we could include all schools for d. 2, so that they understand

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00:28:08.000 --> 00:28:12.549

admin: that connection of the alignment between title, one funds

131

00:28:12.550 --> 00:28:41.070

admin: and priorities for schools, and really what that would look like. And I believe I don't really have any other information. Anyone have any questions or comments on that one thing I would say, the superintendents did receive a report about potential at risk students. I'm just going to leave it at that. That is a list that went out that kind of scared a lot of people

132

00:28:41.070 --> 00:28:57.629

admin: because it has different data on it. That shows schools that could be at risk. But as I'm making my rounds to superintendents and trying to kind of walk them off the ledge. This is not set in stone, and

133

00:28:57.630 --> 00:29:22.420

admin: you know the the percentage of cuts for schools to either be Csi or Tsi is 5 and 10% of the entire schools in the State of New York. So just so that everyone's aware, and that is really just privy to the superintendent. So that's nothing that I can share with you at this point in time. Nor would the superintendent be sharing that with anyone on this call?

134

00:29:22.420 --> 00:29:49.699

admin: But I do want people to know, because that is a the way I see it in the way I always try to message it. Message to to anyone is to use this as a tool in your arsenal. So if this is something that you now know that these particular schools could be at risk. Well, what is the district doing to support those schools? And you know, just just looking at the systems and structures within those schools. And so that's all I'm going to say about that.

135

00:29:49.790 --> 00:29:58.269

admin: Any other questions comments. Let me know. I'm always here as a valuable member to to help the superintendent and his vision with schools

136

00:30:00.700 --> 00:30:05.470

Kelly McGuire: I'm curious if people are familiar with those terms Dsi or tsi is that

137

00:30:05.580 --> 00:30:09.599

Kelly McGuire: if you just like thumbs up, you know what I'm talking about thumbs down. You don't know what I'm talking about.

138  
00:30:10.490 --> 00:30:10.955  
Kelly McGuire: Yeah.

139  
00:30:11.550 --> 00:30:12.260  
Kelly McGuire: Yeah.

140  
00:30:12.490 --> 00:30:14.695  
Kelly McGuire: So makes sense.

141  
00:30:15.600 --> 00:30:21.795  
Kelly McGuire: Bill, do you mind how how comfortable do you feel doing like a 2 min primer. And what

142  
00:30:22.760 --> 00:30:32.689  
admin: So so tsi is targeted support at intervention schools and Csi is comprehensive school improvement.

143  
00:30:32.740 --> 00:31:01.409  
admin: And then there's another layer which would be the the receivership schools. So you could look at the Tsi schools as being within the entire state, the lowest 10%, and the Csi would be the lowest 5%, and those are generally those are then schools that are identified for additional supports. So the superintendent and his or her team would then need to have essentially.

144  
00:31:01.530 --> 00:31:24.299  
admin: not necessarily month over month meetings. But the State essentially designs a support program for those schools. So, for example, I, as the Dsfp work with another superintendent in another district, where there are a few Tsi schools. Essentially what they have to do is report back

145  
00:31:24.360 --> 00:31:47.119  
admin: on their Cep with what are they doing? Which is just like a progress reporting. In addition, they have visits from myself and the superintendent, and they also have a parent focus

group to see, to ask questions, to see what's working in the school, what's not working. And then how could it be improved? And this happens throughout the course of a year.

146

00:31:47.150 --> 00:32:01.960

admin: There are sometimes reports that need to be written that then go to the the State, and there's also generally the superintendent would have a team of people to help those schools to

147

00:32:01.960 --> 00:32:26.150

admin: to improve them. And there's different ways that schools can kind of land on this list, and different reasons could be graduation rate. That's definitely one of the the reasons for, especially for the high schools. It is also that the students are not making performance. So there, then you could also look at it by different subgroups. So when I say subgroups, I'm talking about

148

00:32:26.150 --> 00:32:42.579

admin: ethnicity would be a subgroup. You can also have a subgroup that would be economically disadvantaged. So oftentimes, let's say, you have a school that may have a challenge with their Hispanic subgroup in a math

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00:32:42.600 --> 00:32:50.330

admin: in math classes. That then, would be the focus of what the school would be looking at, and those would be the sports the school should have.

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00:32:50.550 --> 00:33:14.449

admin: I always emphasize to all schools that are in these types of predicaments, although that is your subgroup, and you certainly want to use research strategies to support that. You don't want to forget about those other subgroups, because what oftentimes happens is the school and the leadership and the funding go all towards that one subgroup. And then what happens is they get off of the list for that subgroup.

151

00:33:14.450 --> 00:33:37.659

admin: But then another subgroup falls onto the list. So it's it's kind of a delicate thing, and we always try to emphasize that we are working as a collaborative to try to help the school leadership the district. And ultimately it's for those students. So the students can then find success where they go further on, so that they can be college and career ready

152

00:33:37.690 --> 00:33:43.799

admin: and and have great jobs and great lives, and and you know, help society. That's really what it's about.

153

00:33:43.890 --> 00:34:03.289

admin: So I I kind, I hope that that helps it gets a lot more into the weeds. When you're looking at the data and the specifics, and why a school landed on this particular list. But that's kind of an overview for now? And superintendents, or anything that you'd want to add? Or did I leave anything out or

154

00:34:03.630 --> 00:34:10.139

Kelly McGuire: No, I'll just I'll just add that when they 1st came in as superintendent we had one school that was

155

00:34:10.780 --> 00:34:19.240

Kelly McGuire: Tsi. There was a subgroup of students that were not making performance in mathematics in that school.

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00:34:19.998 --> 00:34:24.709

Kelly McGuire: They have since come off the list. Over the years.

157

00:34:24.820 --> 00:34:31.250

Kelly McGuire: There were a couple of other schools that had a tsi again, a targeted group.

158

00:34:32.036 --> 00:34:39.143

Kelly McGuire: That was being monitored. But never a comprehensive school.

159

00:34:39.920 --> 00:34:47.969

Kelly McGuire: plan like there are in some districts where there are many measures in the polls in this kind of

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00:34:48.139 --> 00:34:49.030

Kelly McGuire: post

161

00:34:49.460 --> 00:34:56.579

Kelly McGuire: monitoring, so very thankful to not have any. Schools are currently in Tsi or Csi implemented to keep it that way?

162

00:35:01.210 --> 00:35:15.737

Kelly McGuire: alright, I do just wanna make sure that we have a chance for our just any kind of like reporting out so. I'd love to start with just representatives from our parent organizations.

163

00:35:16.260 --> 00:35:18.750

Kelly McGuire: so, Dave on.

164

00:35:18.990 --> 00:35:26.015

Kelly McGuire: I think Caitlin said, Oh, no, Caitlin, if you have anything else you'd like to share and then we will

165

00:35:27.250 --> 00:35:31.970

Kelly McGuire: move to everybody else. If you have questions or reports that you'd like to share

166

00:35:32.381 --> 00:35:41.440

Caitlin Canfield: I don't think not too much from President's council. Our last meeting we mostly just talked about sort of.

167

00:35:42.350 --> 00:35:55.830

Caitlin Canfield: you know. We sort of had an open meeting to talk about what was on people's minds. And lots of the same topics that we've talked about in the past. So you know, fundraising is always a big thing for ptas and

168

00:35:56.300 --> 00:35:59.840

Caitlin Canfield: And then also, you know, talking about some of the

169

00:36:00.120 --> 00:36:05.097

Caitlin Canfield: political things that are happening and how that affects our students, and and what pts are doing.

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00:36:05.770 --> 00:36:11.499

Caitlin Canfield: for that. So great, that's all

171

00:36:11.500 --> 00:36:32.579

Dayvonne Anderson: Echo Caitlin sentiments not too much from an update on our perspective, a little bit more focus on college readiness, financial aid planning. But all of the same topics, from a political landscape and upcoming elections within, across the city for parent leadership and engagement

172

00:36:34.810 --> 00:36:38.540

Kelly McGuire: Thank you so much, Craig. How about from

173

00:36:38.540 --> 00:36:58.839

Craig Slutskin: So we had. So we had a Cec meeting last night. If anybody would like to see it, it's on our Youtube page. It's 4 h of I I will just describe it as an interesting meeting. We went through the superintendent report. We went through some a number of administrative items that we we

174

00:36:59.430 --> 00:37:07.920

Craig Slutskin: we're required to go through. We had a few resolutions, but nothing was. Everything was tabled because we lost quorum. So it'll be hold over until next month

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00:37:08.375 --> 00:37:24.650

Craig Slutskin: our meeting next month is I think it's the 3rd week of 3rd Wednesday of April, whatever that winds up being and that will be at Lab Middle School. So anybody would like to join please do so. But echoing a lot of what Caitlin and Devon said, Davon said

176

00:37:26.840 --> 00:37:35.530

Kelly McGuire: Great thanks. Thanks, Craig. Can we move to Pamela? Is there any announcements you'd like to make or share? And then, Rennie, from Csa.

177

00:37:36.070 --> 00:37:38.570

Kelly McGuire: I think we lost Jessica Harvey from the other team

178

00:37:38.950 --> 00:37:54.100

Pamela Rodriguez DC37 Union Representative: Okay, I'm here. So yes, you know. I do. Don't really have any you know any new updates other than you know, still conducting site meetings, still visiting the schools.

179

00:37:54.170 --> 00:38:15.539

Pamela Rodriguez DC37 Union Representative: I have been reaching out to the principals, and I noticed, if you notice, Miss Superintendent McGuire, I've been adding, you CC, and you on those emails. And you know they've been very cooperative. You know. I've been having the site meetings. They've been going very well. I just wanted to report about going into the Slt.

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00:38:15.690 --> 00:38:33.009

Pamela Rodriguez DC37 Union Representative: I've noticed that a lot of our members are unaware about the Slt. I did give them information, letting them know that a DC. 37 can represent sit in on an slt, except for the parent coordinators.

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00:38:33.508 --> 00:38:53.881

Pamela Rodriguez DC37 Union Representative: So they wasn't aware how they go about, you know, speaking with the principal about getting you know, for them to sit in on those slts. I'm not sure if the principal are fully aware that they can have a DC. 37 members. So I don't know if there's a way I'm Superintendent McGuire where we can send, you know

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00:38:54.210 --> 00:39:11.639

Pamela Rodriguez DC37 Union Representative: to these principals, letting them informing them that they need to have a DC. 37. Member to sit in. It doesn't have to be a shop steward. It could be a shop steward if they have a shop steward in the building, or it could be any other member. It could be a family worker. It can even be a school

183

00:39:11.640 --> 00:39:27.369

Pamela Rodriguez DC37 Union Representative: food staffing as well, that can attend the slts. So that would be really helpful. If we can send out that message to the principals for those schools who does not have any. DC. 37. Member sitting on those slts

184

00:39:27.790 --> 00:39:40.780

Kelly McGuire: Yes, I just added it to my list of items into a weekly newsletter that I send out to all of our school leaders every Sunday, so I'll make sure that that's included. Thanks for that

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00:39:40.780 --> 00:39:48.689

Pamela Rodriguez DC37 Union Representative: Yes, yes, thank you. Yes. And again, I mean, I also another thing about I just wanted to talk about the title one funding

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00:39:49.131 --> 00:40:08.050

Pamela Rodriguez DC37 Union Representative: you know, I don't know what's gonna look. You know what it looks like of now with the title, one funding when it comes to our members. You know. School aides, you know, family workers, you know what's gonna happen with that? I don't know if any. If you can explain that to me

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00:40:08.190 --> 00:40:13.299

Pamela Rodriguez DC37 Union Representative: if this any information about that would be great

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00:40:13.780 --> 00:40:19.149

Kelly McGuire: Yeah, I'm sorry. Are you speaking in regard to the

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00:40:23.700 --> 00:40:24.390

Renny Fong: Oh, you got muted

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00:40:25.430 --> 00:40:25.975

Pamela Rodriguez DC37 Union Representative: Yeah.

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00:40:26.520 --> 00:40:34.660

Kelly McGuire: Are you? Are you? Speaking about any kind of like Federal announcements about dismantling of Department of Education?

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00:40:35.170 --> 00:40:37.540

Kelly McGuire: Yeah. Well.

193

00:40:38.370 --> 00:40:56.361

Kelly McGuire: I have not read it or looked into it enough. Our New York City Senior Council. Are quite positive about the capacity of New York city schools to continue to provide all the supports that we are obligated to provide.

194

00:40:56.910 --> 00:41:08.229

Kelly McGuire: They're also quite strong on saying that certain things are legal and certain things are not, and that executive orders do not supersede acts of Congress

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00:41:09.310 --> 00:41:13.979

Kelly McGuire: Nor do they supersede State and Federal, or excuse me, state and local law.

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00:41:14.853 --> 00:41:22.957

Kelly McGuire: So it was. It has been comforting to hear our

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00:41:23.900 --> 00:41:33.639

Kelly McGuire: senior counsel in New York City schools talk about the protections that are there and available for both children and for funding

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00:41:34.656 --> 00:41:35.443

Kelly McGuire: and

199

00:41:36.410 --> 00:41:43.190

Kelly McGuire: I think that we've got a bit of a ways to go before. There's anything that

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00:41:43.950 --> 00:41:51.620

Kelly McGuire: can be put into place that we would would pull any of that funding. It is a

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00:41:51.920 --> 00:41:54.629

Kelly McGuire: Federal law, and

202

00:41:55.120 --> 00:42:07.529

Kelly McGuire: you know, I know that we've heard things about transferring power and funding from the Federal government to the States. But I think even those types of decisions are really questioned as to whether or not they're legal or not. So

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00:42:09.910 --> 00:42:13.180

Kelly McGuire: Let's say that the message from our city

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00:42:14.170 --> 00:42:20.160

Kelly McGuire: legal leaders, lawyers, they have remained

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00:42:21.840 --> 00:42:22.570

Pamela Rodriguez DC37 Union Representative: Okay.

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00:42:25.770 --> 00:42:31.450

Kelly McGuire: Rennie, would you like to share anything? And then, Jessica, you're would love to hear any report from you if you'd like to share anything

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00:42:31.450 --> 00:42:36.139

Jessica Harvey: Apologies all I was bumped out, and then my computer wasn't letting me back in for quite a while.

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00:42:41.980 --> 00:42:48.600

Renny Fong: Hi, everyone, I'm just. I'm grateful for the support of our district. The principals just met at Roosevelt Island for

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00:42:48.620 --> 00:43:18.249

Renny Fong: our monthly Principals Conference. So thank you, Kelly. We we appreciate all the support. You know, for our principals, the Pd work that we're getting for our teachers so that they can learn the new curriculum and just getting to know all the different assessment systems. And yeah, we're all nervous. And you know, pins and needles waiting to hear about our budgets for next year reduced class sizes. We're getting that news soon

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00:43:18.430 --> 00:43:41.470

Renny Fong: which has huge impact on schools hiring and things like that. And Manhattan shrinking. I I feel like, yeah. Our school 10 years ago was at a thousand kids. We're like 500 something. So Chinatown is shrinking, you know, all the areas are changing. But we do what we can and just appreciating everyone's support and and everyone working feel lucky to be indeed, too. So appreciating all of you.

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00:43:44.400 --> 00:43:46.139

Kelly McGuire: Feel lucky to have you, too, honey.

212

00:43:49.960 --> 00:43:52.820

Kelly McGuire: Jessica, would you like to share anything else for the group

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00:43:52.820 --> 00:43:54.492

Jessica Harvey: Sure, just really quick.

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00:43:55.300 --> 00:44:12.960

Jessica Harvey: very interested to see how the congestion pricing situation plays out, because a number of workers in District 2, a number of the teachers and paraprofessionals and related services. Providers have expressed

215

00:44:13.140 --> 00:44:28.900

Jessica Harvey: concern that they may no longer be able to afford to work in District 2, due to the congestion pricing while they're still here. Now it remains to be seen what will happen over the summer, but this might all change.

216

00:44:30.950 --> 00:44:35.910

Jessica Harvey: Who knows, but that's a that's more of a personal wonder.

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00:44:36.474 --> 00:44:42.555

Jessica Harvey: That does affect District 2. But but it's more personal. Bringing up that

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00:44:43.680 --> 00:44:50.449

Jessica Harvey: We are very involved right now in a respect for paraprofessional campaign, hoping to

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00:44:50.970 --> 00:44:55.070

Jessica Harvey: to find another pathway for additional

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00:44:55.240 --> 00:45:00.470

Jessica Harvey: payment for paraprofessionals through city council measures.

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00:45:01.040 --> 00:45:10.900

Jessica Harvey: And I think that that's really important, because paraprofessionals are making what is just really not a living wage here in New York City.

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00:45:11.647 --> 00:45:14.920

Jessica Harvey: And we need to do whatever we can for them.

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00:45:16.700 --> 00:45:18.179

Jessica Harvey: So that's about it.

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00:45:19.930 --> 00:45:26.499

Kelly McGuire: Great. And I think you'd have a lot of support from a lot of people, including me.

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00:45:26.670 --> 00:45:27.219

Jessica Harvey: Thank you.

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00:45:27.220 --> 00:45:32.607

Kelly McGuire: We? Yeah, yeah, it's they play a very critical role.

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00:45:34.800 --> 00:45:41.330

Kelly McGuire: alright, is there? Are there any announcements or anything that people anybody else would like to share before we sign up

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00:45:42.440 --> 00:45:54.630

Jung Min Lee: I just want to add, I just wanted to reiterate what Bill was saying about parent engagement, something I didn't know until just last week was that parent engagement apparently, is the number one predictor of student success.

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00:45:54.980 --> 00:45:59.700

Jung Min Lee: I never really. And and there's like a lot of research about that. And I never really

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00:45:59.900 --> 00:46:03.740

Jung Min Lee: had that crystallized to me until last week.

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00:46:03.820 --> 00:46:32.759

Jung Min Lee: and it's apparently very well known in research. And then, just to reiterate coincidentally, another random mom that I know. She knew that Success Academy, the Success Academy. The Charter School actually has parents sign a contract as to the kind of engagement they require of parents in order to be a member of the school which I thought was

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00:46:33.040 --> 00:47:02.089

Jung Min Lee: really, you know, it just really crystallized that for you. For me that how important that is, and I guess they they tout high achievement. So I I applaud that. And just also for for me, I'm looking outward. And I'm encountering all kinds of interesting companies that are really focusing on educational technologies. One that is interested in piloting a program

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00:47:02.090 --> 00:47:16.339

Jung Min Lee: which they have already has successfully done for medical students to to reinforce math. And if anybody is interested in in you know hosting a a math kind of

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00:47:16.340 --> 00:47:36.980

Jung Min Lee: online tutoring kind of program, you know, feel free to reach out to me. So anyway, I'm like, moving on to other things, and just you know, happy to say hello to all of you before my final farewell as a parent of of New York City public schools. So it's nice to see you all

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00:47:38.420 --> 00:47:40.570

Kelly McGuire: My gosh! I can't believe he's a senior.

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00:47:41.990 --> 00:47:43.120

Kelly McGuire: Yeah. Congrats on that

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00:47:43.120 --> 00:47:50.043

Jung Min Lee: Yeah. And when Kian finally gets an acceptance, maybe I'll pop in and say and and announce where he's going

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00:47:51.780 --> 00:47:53.930

Kelly McGuire: I'd love to. I'd love to hear that. Yeah.

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00:47:54.698 --> 00:48:00.961

Kelly McGuire: Yeah, we had the topic of AI last night in our CC meeting. So it's definitely topics

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00:48:01.630 --> 00:48:03.772

Kelly McGuire: could be discussed for sure. But

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00:48:04.690 --> 00:48:24.649

Kelly McGuire: With that I think I'm going to stop recording and just appreciate everybody for their time and for their patience this morning and or this afternoon. And getting the meeting, started and wishing you a happy Thursday and then a good weekend.

242

00:48:25.870 --> 00:48:27.160

Kelly McGuire: Take good care, everybody