



Merrick Academy Queens Public Charter School

Approved Board Meeting Minutes

August 3rd, 2021

5:00pm

Board Attendance: Tatum Boothe, Nicole Barzey, Cameil Dalgetty-Jarvis, Gerald Karikari

Staff Attendance: Sherri Caso, Zenzile Keith, Tasha Miller, Stephanie Mauterstock, Samantha Pugh, Yolanda Valerio, Charles Watterson, Linyu Zheng

Guests: Aretha Miller, Chloe Taylor (STEAM Consultant), Dr. Madonna Afriye (Math Consultant), Merrick Academy's teachers' group

Ms. Dalgetty-Jarvis called the meeting to order at 5:06 pm.

Public Comment:

Public comment was not provided.

Respond to prior public comment: N/A

Ms. Dalgetty-Jarvis welcomed Ms. Barzey as a new board trustee to attend her first official board meeting.

Agenda/objective:

- Consideration of the June 29th, 2021 Board meeting minutes
- Consideration of the June 29th, 2021 Board meeting executive session minutes

Discussion:

During a discussion about the June 30th, 2021 board meeting minutes, Ms. Dalgetty-Jarvis and Ms. Boothe made corrections to the board meeting minutes.

Vote on 06/29/2021 Board Meeting minutes:

1. Ms. Boothe made a motion to approve the meeting minutes from the board meeting on June 29th, 2021.
2. Ms. Dalgetty-Jarvis seconded the motion.

3. The board VOTED unanimously to approve the motion.

Board Matters:**Agenda/objective:**

- Board and committee schedule for FY22: last Tuesday of every month at 5 pm.
- Re-election of trustees and officer appointments.
- Discussion of board by-law revisions.

Mr. Karikari asked whether Ms. Mauterstock has committee meetings scheduled for the board trustee to review? Ms. Mauterstock shared that this is working progress between Mr. Karikari, Ms. Dalgetty-Jarvis, and Ms. Mauterstock. The committee meetings are scheduled as they have in the past for the last Tuesday of every month at 5:00 pm and it's the outlined the school generated and the school have been working primarily from CSI guidance about what are the topics that should be considering on a month by month basis the cadence of the academic year.

Mr. Karikari asked whether trustees have interest in live board meetings in September. Trustees expressed that they are open to the live board meeting in September. Ms. Mauterstock shared that NYSED guidance indicates that board meetings were expected in person, and with the new Delta variant, NYSED rescinded the requirement that board meetings be in person. Ms. Mauterstock mentioned that she is open to the live board meetings and she respects trustees' decisions. Whether the trustee would like to hold live meetings, the school will consider the trustee's convenience and adjust the board meeting time.

Vote on the re-election of trustees**Vote on the re-election of Mr. Ding:**

1. Ms. Dalgetty-Jarvis made a motion to approve the re-election of Mr. Ding.
2. Ms. Boothe seconded the motion.
3. The board VOTED unanimously to approve the motion.

Discussion:

Ms. Dalgetty-Jarvis questioned whether Mr. Ding agrees with the re-election of Mr. Ding. Mr. Karikari shared that Mr. Ding advised Mr. Karikari to complete the re-election for him.

Vote on the re-election of Ms. Boothe:

1. Ms. Dalgetty-Jarvis made a motion to approve the re-election of Ms. Boothe.
2. Ms. Barzey seconded the motion.
3. The board VOTED unanimously to approve the motion.

Vote on the re-election of Ms. Dalgetty-Jarvis:

1. Ms. Barzey made a motion to approve the re-election of Ms. Dalgetty-Jarvis.
2. Ms. Boothe seconded the motion.
3. The board VOTED unanimously to approve the motion.

Vote on the re-election of Mr. Karikari:

1. Ms. Dalgetty-Jarvis made a motion to approve the re-election of Mr. Karikari.
2. Ms. Boothe seconded the motion.
3. The board VOTED unanimously to approve the motion.

Discussion:

Mr. Karikari shared that trustees are currently working on board by-law revisions with the School's attorney and once it is completed, a designated meeting time will be confirmed to discuss the board by-law revisions. The next board meeting will take place vote on the board by-law committee time.

Ms. Mauterstock expressed her gratitude for the trustees' support on board by-laws revisions and acknowledged the leadership's diligent work on FY22 academic plan and priorities.

Agenda/objective:**FY22 academic plan and priorities Process:**

- Teacher content leaders identify and select proposed ELA, Humanities, Science and Math curriculum in Jan 2021 - Pilot of the new curriculum in March 2021 in 1st, 2nd, 3rd, and 4th
- Leadership Retreat: 7/23 and 7/26 on academic planning with leadership team facilitated by Jeremy Abarno and David Houlihan, to be continued throughout August 2021 - July/August 2021
- Curriculum planning with teachers - Student screening

Draft FY22 Academic Plan What this plan does not yet address (and which we are planning to discuss on 8/31, at our next board meeting):

- FY21 academic results
- Milestones, benchmarks, and student achievement goals for each of the 4 priority areas, to be continued through further leadership retreats for management expectation setting and internal accountability and accountability to the board
- How IB and STEAM underpin (to the extent feasible each of the 4 priority areas) and drive student achievement
- Assumptions
 - STEAM school vs. STEAM programming
 - Exposure, immersion, implementation and integration

- Specific numerical metrics will be not be here, but will be provided after fall diagnostic assessments
- Equity means Access
- The process of building this plan and next steps Guiding questions for the board
 - How does this plan address the needs of our students post COVID and Unfinished Learning? How will we know it is working and that it has been impactful?
 - What are the key structures that you suggest will build upon, enhance or implement to drive the strategy to meet the goals of the priorities? How will we know that this is working?
 - How will we continue to build the capacity and engagement of all stakeholders to ensure the efficacy of these priorities?

Ms. Pugh and Ms. Caso shared the following:

Board Brief Academic Strategy SY 2021-2022

Vision Statement: Merrick Academy is a STEAM based school that cultivates critical thinking, problem solving and inquiry amongst all learners in an environment that provides extensive whole-child support based on ensuring equity and empowerment for all learners through effective and innovative approaches to teaching and learning fostered by a world class faculty.

Overview: The global pandemic has significantly impacted teaching and learning across the world leading to significant learning loss and increased inequities. Merrick had strong structures and goals in place to increase student achievement and growth as well as systems to build teacher capacity. That was interrupted and rerouted to a year and half of remote instruction. In the 2021-2022 school year, we endeavor to get back on track to meeting our long-term goals, with in-person instruction being our primary objective. Remote learning may be a preference of some of our families, but we still do not have complete clarity on whether we will be allowed to accommodate.

Our Response in SY22: The most impactful and anti-racist thing we can do for our scholars is to accelerate their learning to meet grade-level standards while providing the academic and socio-emotional support necessary to do so. We will achieve this by providing rigorous, data-driven, inquiry-based instruction in Humanities and Mathematics in an environment where our scholars feel intellectually and psychologically safe, and have a sense of belonging.

In order to respond to this challenge, we must mobilize ourselves in a belief-aligned and actionable way that is both efficient and drives results. The core beliefs under-pinning our academic planning for our post-pandemic return include, but are not limited to:

- We teach every student grade-level content standards AND we meet students where they are.
- Our programs and offerings are responsive to the most current and accurate data.

- We must intentionally plan to “teach and insist”. Teachers and leaders need high-quality, aligned, and consistent training and support in order to deliver on a robust plan for unfinished learning AND grade-level learning.
- We believe that the whole community will work together to help our students grow.
- Strengthening and aligning our current resources and building more effective and consistent systems and processes that lead to teacher, leader, and student achievement.
- We believe that accomplishing our goals requires intentionality in a way that allows us to approach academics in a tiered and purposeful plan that closes gaps and keeps us on track for long-term goals.

Based on research, case studies, school visits, and interrogations of our core beliefs and the current context of our organization, we developed a theory of action that will influence our ultimate priorities.

Our theory of action is simple: If we deliver rigorous on grade-level instruction, And we create the structures necessary to execute on impactful remediation and acceleration And we build teacher and leader content knowledge and capacity to provide effective instruction, Then,

- Students will continue to build content knowledge on grade-level standards while simultaneously receiving academic intervention support to close foundational learning gaps and make up for unfinished learning.
- Our staff and school community will have the tools, knowledge, experiences, and resources necessary to execute our school’s instructional vision (short-term and long-term).

2021-2022 Merrick Academy Queens Public Charter School Academic Priorities			
Accelerated Approach		Immersive Approach	
Unfinished Learning	Content Knowledge Building and Implementation of New Curriculum	Culturally Responsive Classrooms	Transdisciplinary and Inquiry Based Learning
Strategically address unfinished learning of foundational skills without sacrificing grade level learning	Build leader and teacher content knowledge, through our new curriculum, to ensure alignment,	Create classrooms that are not only culturally responsive but culturally empowering where students feel safe to take risks, engaging	Continue to grow and begin to leverage our STEAM and IB programming to deepen content knowledge building

<p>coherence, and rigor.</p> <p>Build leader and teacher capacity to align planning, effective instruction, and provide coaching and professional development aligned to research-based best practices and differentiated to meet the needs of teachers and the scholars they serve.</p>	<p>in academic discourse that helps to solve complex problems, where they can make mistakes and be curious about learning. Merrick is committed to being a Diversity, Inclusion, Equity, Anti-Racism, and Accessibility committed organization that we will represent at all levels of the organization. (This plan focuses on student, parent, and adult learning and empowerment.)</p>	<p>and real-world problem solving.</p>
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Accelerated Areas

Unfinished Learning
Strategies-Acceleration, Remediation and enrichment
<ul style="list-style-type: none"> • Deliver Strong Tier I instruction: <ol style="list-style-type: none"> 1. Strong instructional delivery of grade level content through effective execution of the new curriculum. • Acceleration Blocks <ol style="list-style-type: none"> 1. Daily 40-minute small-group instruction targeted toward accelerating core foundational skills in literacy and/or Math. 2. Classrooms and class structures that include daily Tier 2 strategies to address foundational skills acceleration. (Targeted smaller groups). 3. Extend and reorganize math and literacy blocks to include time for intentional spiraling of unfinished content into grade level content and delivery. 4. Internalize and implement Daily Execution Protocol (Humanities Block and Math Block) for that block. 5. Reorganizing Math and ELA curriculum scope and sequence charts to ensure the efficacy and efficiency of the delivery of unfinished learning strategies as well as grade level content.

- **Strong Start (Phase I and II)**
 1. “All hands on deck” approach gathering both summative and formative data for students.
 2. Implement new Student Information System(s) to efficiently and effectively house and communicate student data.
 3. Community urgency and celebrations that center progress and excitement instead of “loss” or “being in deficit”.
 4. Update and beautify hallways, classrooms, and common areas to build excitement and support immersion.
- **Ongoing Implementation and monitoring of [RTI](#)**
 1. Conduct weekly meetings with consistency and fidelity and communicate clear strategies and next steps for all stakeholders.
 2. Alignment of interventions to students’ specific gaps.
 3. RTI/MTSS materials archived: calendar, meeting notes.
 4. Instructional leaders engage in RTI walkthroughs to monitor and Tier 1, 2, and 3 interventions
 5. Restructuring of our 40 minute academic support block to “Student Learning Lab.” A Student Learning Lab is an intervention block where scholars receive support based on the area of need. AIS providers will also push in during this time.
 6. Including “High dosage tutoring” for our students who are most academically at-risk. Examples include after school at least 3 times a week 3:30 pm -5:30 pm and Saturday school 9 am-12pm.
- **Data Cycles**
 1. Proactively monitor and respond to data:
 - a. Student Individual Learner Profiles and on-going use and ownership of the plans. [ILPs](#)
 - b. Daily exit tickets and debriefs.
 - c. Strengthening our data cycle system of reporting to ensure that teachers have a deeper and better view of their students’ growth on a dashboard and/or digital binders that teachers can easily access.
- **Building Teacher and Leader Capacity and Accountability**
 1. Instructional Leaders engage in RTI walk throughs to monitor Tier 1, 2, and 3 interventions.
 2. Time in weekly “Learning Lab” for check-ins on strategies and results of students in Tier 1 and Tier 2
 3. “Front loading” professional development for teachers on key instructional strategies for Tier 1 and Tier 2 during Pre-Service as they are planning for initial grade-level curricular units. Revamping and archiving observation and feedback protocols and tools, lesson plans, and trackers to specifically monitor progress in this area and provide stronger opportunities for coaching and professional development.
[Teacher/Leader/Student Moves](#)
[Arc of the Year \(PD\)](#)

Metrics

- **Deliver Strong Tier I instruction:**
 1. Mid- and End-of-Module Assessment (% on grade-level)
 2. Daily exit tickets and trackers
 3. ANET benchmark assessments
 4. IReady overall proficiency data
 5. IReady growth data
 6. NYS Assessments
- **Acceleration**
 1. DIBELS (K-2)
 2. Corrective Reading Data
 3. IReady % on Grade Level
 4. IReady growth data
 5. IReady, IXL, Zearn minutes and lessons completed and mastered
 6. IReady interim diagnostic
 7. NYS Assessments
- **Ongoing Implementation and monitoring of RTI**
 1. RTI walkthrough tool
 2. RTI meeting indicator *(In progress)*
- **Strong Start**
 1. Instructional Practice Guide
 2. Strong Start Check-list
 3. By the end of preservice, 100% of teachers will have established and practiced classroom rituals, routines, and procedures for reentering students, developed schedule to include Tier 1, Tier 2, and Tier 3 instruction
- **Data Cycles**
 1. Overall data dashboards that are teacher facing
 2. Exit tickets and data dive trackers [Data Dives](#)
 3. Adult usage stats use of data systems
[Data Meeting](#)
- **Building Teacher and Leader Capacity and Accountability**
 1. Whetstone-key areas for support and growth up against GBF, Instructional Practice Guide ([IPG](#)) specifically in this area.
 2. By the end of the first six weeks, 90% of teachers will have mastered the Core Actions 1 and 2 as evidenced by instructional walkthroughs and observations.
 3. By the end of the first 90 days, 90% of teachers will have mastered Core Action 3 of the IPG as evidenced by instructional walkthroughs and observations
 4. Instructional Practice Guide walkthrough tool [IPG](#)
 5. Observations and feedback trackers and meeting notes
[Educator Team Structures](#)
[Leadership Structures for Interfacing and Strategy](#)
[Key Actions](#)

[Arc of the Year \(PD\)](#)

Content Knowledge Building and Implementation of New Curriculum

Strategies

- **Accelerated Implementation of a researched based curriculum**
 1. Development of an implementation plan that is designed for effective internalization, delivery, and high-level implementation that garners student growth and achievement. Including immersion, implementation, reshaping to meet needs, etc.
 2. Implementing a curriculum pacing and implementation tracker that is aligned and housed alongside curriculum maps, professional development calendar, assessments. [Flow of the Day](#)
 3. Intentionality with informational and professional development events to get student, teacher and family buy-in, support and feedback.
- **Teacher and Leader Development and Capacity Building**
 1. Weekly Learning Labs ([Lesson Learning Lab Model](#)) for teachers that include: check-ins on pacing, understanding, peer and expert feedback, planning and practice for teachers. [Learning Labs ELA](#) [Learning Labs Math](#)
 2. Bi-weekly professional development in key teacher and leader actions that lead to successful implementation of curriculum while building content knowledge and high leverage teacher/classroom strategies.
 3. Bi-weekly one-on-one coaching sessions that ensure that teachers get feedback in aligned areas of instruction. [Coaching and Feedback Cycle](#) [AP and Coach Meeting Protocol](#)
 4. Regular teacher step-backs and data days where teachers receive professional development in key areas of growth for their students while creating action-plans.
 5. Tiered professional development that is responsive to teacher and leader needs. [Arc of the Year \(PD\)](#)
 6. Clearer alignment and coherence of the tools leaders use to provide feedback and support. ([Get Better Faster](#) and Instructional Practice Guide rubrics [IPG](#))
- **Strong Start**
 1. “All hands on deck” approach to building routines and rituals that build Socio-emotional learning through [strong academic practices](#).
 2. “Teach and Insist”-after diagnostics jump right into grade level curriculum with clear plans for spiraling in cumulative review.

- **Departmentalization in the testing grades to allow teachers to focus more on content area depth and breathe**
- **Strengthening and streamlining data cycles**
 1. Streamlining PD calendar, timely data distribution and support for teachers, assessment calendar and data meetings.
- **Strengthening community investment and knowledge of what is being taught and why.**
 1. Develop and implement a Communication Plan that organizes and captures key communication strategies in order to improve transparency about the Teaching and Learning Cycles, communicate progress, celebrate community, and on-going feedback on the impact of the program.

Metrics

- **Accelerated Implementation of a research-based curriculum**
 1. Instructional Practice Guide/walkthrough tool (check list) - by the end of each Phase 90 percent of our teachers will score proficient or higher in the core action areas that have been previously specified.
 2. Pacing and Implementation tracker - 90 percent of teachers will be on pace with grade level content as well as accelerated learning goals by the end of phase (*in development*)
 3. IReady MOY Diagnostic
 4. PD, Observation, and feedback survey
[Evidence of Efficacy from Great Minds](#)
[EdReports for Wit and Wisdom](#)
[EdReports for Eureka](#)
[Design Theory process](#)
- **Teacher and Leader Development and Accountability**
 1. Whetstone - weekly monitoring of the quality and quantity of observation through Whetstone.
 2. Whetstone - weekly monitoring of teacher/leader growth on individual goals.
 3. Quality of Teacher Leader action steps met in action plans.
 4. IReady mid-year diagnostic.
[Key Actions](#)
- **Strong Start (Phase I and II)**
 1. Get Better Faster Rubric for first 90 days (Phase I and II)
- **Tiered Professional development**
 1. Quality of teacher and leader action steps
 2. IReady mid-year diagnostic
- **Departmentalization in testing grades**
 1. Exit tickets and data dive trackers
 2. End and Mid module assessments

3. IReady interim and overall proficiency data (% performance on grade-level data)
- **Strengthening data Systems**
 1. Data dashboard
 2. Teacher data systems and trackers usage monitoring and follow-up
- **Community and Student investment**
 1. Quarterly efficacy surveys
 2. Student-led conferences (quarterly)
 3. Parent satisfaction and needs surveys

Discussion:

Ms. Pugh expressed her appreciation for all the teachers and two consultants that supported the creation of the FY22 academic plan, including external consultants.

Mr. Karikari expressed his appreciation for Ms. Pugh and Ms. Caso's presentation and mentioned it was an intense presentation.

Ms. Dalgetty-Jarvis mentioned that the presentation and the preread are different, and asked Ms. Pugh whether all the academic plans will be ready before all the teachers schedule to return? Ms. Pugh followed with her response, that all the academic plans in the presentation will be ready prior to all the teachers returning to school and suggested a follow-up academic committee meeting to walk the trustees through the specific academic plans. Ms. Dalgetty-Jarvis suggested not to have a follow-up academic committee meeting but will respect other trustee's decisions regarding scheduling a follow-up academic committee meeting, and mentioned all the academic plans need to be aligned with the CSI's benchmark. The leadership team shared we have provided all the detailed information the board trustees have requested.

Ms. Barzey questioned regarding how i-ready and all the assessment measures can fit together to support the assessment of increased learning? She requested a specific academic plan that included the progress between the content teachers and the STEM program and IB program to the next academic committee meeting. Ms. Pugh responded with a specific understanding of the design theory process. The School currently has a classroom set up where we are going to have a computer program and have the technology for each class. We also have art, design, and robotics, those are some key competencies and skills and plans. The teachers will be responsible for specific products and they have a specific process of understanding and learning that. About the integration of STEAM, it's a STEAM outline of New York City and it is lifting up those enrichment classes around using technology and then training the teachers to think like a scientist approach their work.

Ms. Boothe expressed appreciation of the leadership team's hard work, and questioned how the board trustees follow up with this high-level academic plan at Merrick Academy to hold this accountable? Ms. Pugh shared that the instructional team will create walk-through documents to have the trustees hold leadership accountable.

Discussion between trustees and leadership team to finalize the accountability plan and goals between the board and the leadership team.

Agenda/objective:

Executive Session

Ms. Dalgetty-Jarvis made a motion to enter Executive Session at 7:34 pm to discuss the board by-law revision. Ms. Barzey seconded the motion and the motion was passed unanimously.

Meeting Adjournment:

1. Ms. Dalgetty-Jarvis made a motion to adjourn the meeting at 7:34 pm.
2. Ms. Barzey seconded the motion.
3. The board VOTED unanimously to approve the motion.