



**The 30<sup>th</sup> Avenue School (Q300)**

**Elementary Campus**

28-37 29th Street, 4th Floor, Astoria, NY 11102

[718.626.8502](tel:718.626.8502) (main) [718.626.8508](tel:718.626.8508) (fax)

**Middle School Campus**

31-51 21st Street, 5th Floor,

Long Island City, NY 11106

[718.726.0501](tel:718.726.0501) (main) [718.726.0949](tel:718.726.0949) (fax)

[www.Q300.org](http://www.Q300.org)

**Vasilios Biniaris, Principal**

**School Leadership Team Meeting  
April 15, 2019  
Meeting Minutes**

**Meeting called to order at 5:40 pm**

**Members Present**

Monica Mohan

Bill Biniaris

Elijah Cho

Raj Jalall

Sonita Ramkishun

Maria Panagiotakis

Paula Marsi

Laura Marks

LaShawwna Harris

**Members Not Present**

Edwin Mora

**Review and Approval of Minutes from 3/18/19**

Motioned to approve with amendments- Monica

Second- Sonita

All in favor to pass approval of minutes

**Principal's Report**

Admissions

- Middle School results went out
- 6<sup>th</sup> grade class has about 110 students. 8 students from that amount are classified as self-contained in addition to the 3 sixth grade classes we will have. Two general education classes, one ICT class, and one self-contained class. More offers are made than seats are available. From the 8 students who are self-



### **The 30<sup>th</sup> Avenue School (Q300)**

#### **Elementary Campus**

28-37 29th Street, 4th Floor, Astoria, NY 11102

[718.626.8502](tel:718.626.8502) (main) [718.626.8508](tel:718.626.8508) (fax)

#### **Middle School Campus**

31-51 21st Street, 5th Floor,

Long Island City, NY 11106

[718.726.0501](tel:718.726.0501) (main) [718.726.0949](tel:718.726.0949) (fax)

[www.Q300.org](http://www.Q300.org)

#### **Vasilios Biniaris, Principal**

contained, they may not accept the offer to attend Q300; Doe may also assign more.

- Bill mentions one of the challenges is regarding space: Teacher work room and office used by Global Kids; one has to give. Possibly Bill's office becoming a classroom
- Bill states that 8 students classified as self-contained. We will work hard to support these students academically and socially in our school.
- Committee members stated it's important for this class not to feel isolated or to be doing completely different work. Additional support will be needed (differentiation, scaffolding, small groups). Induction will be important to ensure students do the best they can. The SEL will be important for all students.
- A member mentioned how some schools bring new students with IEPs to the school for a tour and to meet teachers and staff in the spring before school starts, and suggested we do the same. This will enable us to learn about the students and their needs in advance to prepare for the next school year. Some ideas include to host a team building event to meet everyone and observe interactions, set up a meeting with each individual family or call prior school and speak to the counselor to learn more about the students. Our IEP contact person can start calling and making contact to get to know the students.
- Members asked Bill to explain the admission process. Placements are made by Central and the DOE
- A member mentions the discrepancy between IEPs in the lower division and upper division because some students from lower division left. Bill mentions the pathway is different. In the lower division students have not come in with IEPs; as they mature, you learn more about them and begin the process of evaluating children as needed. All special educators on the Q300 staff currently go to the lower division to service students with IEPs.

### **PTA Report**

- Open House – April 30<sup>th</sup>
- Big event coming up May 5<sup>th</sup> – Spring into Summer
- Survey going out regarding how to spend enrichment money
- SLT upcoming nomination position



### **The 30<sup>th</sup> Avenue School (Q300)**

#### **Elementary Campus**

28-37 29th Street, 4th Floor, Astoria, NY 11102

[718.626.8502](tel:718.626.8502) (main) [718.626.8508](tel:718.626.8508) (fax)

#### **Middle School Campus**

31-51 21st Street, 5th Floor,

Long Island City, NY 11106

[718.726.0501](tel:718.726.0501) (main) [718.726.0949](tel:718.726.0949) (fax)

[www.Q300.org](http://www.Q300.org)

#### **Vasilios Biniaris, Principal**

- Parent member mentions concerns regarding the “8<sup>th</sup> grade candy shop” because kids were leaving class to go buy snacks and junk food was sold. The snack stand was a fundraiser for senior dues and morphed into something more and was shut down. 8<sup>th</sup> grade raised about \$10,000. Funds raised are only being used for the 8<sup>th</sup> grade class. A member brought up the idea if we fundraise as a school, should there be a policy in place that a percentage of funds raised is also divided up between other grades?
- Fundraising can be looked as an entrepreneur opportunity where students are selling things (business marketing, selling cards, roses, etc.)

## **Discussion of Unfinished Business Agenda Items**

### **Deadline for School Culture Surveys**

- SLT Survey’s due May 15, 2019

## **Reading Instruction/Curricula**

- Concerns for reading curriculum: What framework will meet the diverse needs of reading levels?; Sparking the love of reading and maintaining it; while also maintaining the resources and support for teachers
- There is a range of reading levels amongst classes and grades: For example, some 1<sup>st</sup> grade students read on level M which is a 3<sup>rd</sup> grade reading level.
- School uses Fountas and Pinnell (F & P) for assessing students reading levels
- DRA can be used as a reading assessment instead of F & P and may want to consider shifting to a Lexile level instead of a letter to identify students’ reading levels
- A member mentions that Guided Reading, Literature Circles, and Reciprocal Circles can meet the diverse reading level needs
- Bill mentions that there is not a ton of curriculum out there for G & T students; have looked at Great Books Foundation for reading. It has an inquiry approach. This is used by the school called TAG
- LaShawanna, as facilitator, asks each SLT member what concerns or questions they have regarding the reading curriculum as she facilitates conversation around this topic.



**The 30<sup>th</sup> Avenue School (Q300)**

**Elementary Campus**

28-37 29th Street, 4th Floor, Astoria, NY 11102

[718.626.8502](tel:718.626.8502) (main) [718.626.8508](tel:718.626.8508) (fax)

**Middle School Campus**

31-51 21st Street, 5th Floor,

Long Island City, NY 11106

[718.726.0501](tel:718.726.0501) (main) [718.726.0949](tel:718.726.0949) (fax)

[www.Q300.org](http://www.Q300.org)

**Vasilios Biniaris, Principal**

- **Questions regarding Reading Curriculum:**
- William & Mary – What drew you to Great Books?
- What isn't working that we are evaluating a reading curriculum? Don't know what was broken to fix?
- What are the holes in the curriculum? Can 2-3 curricula be blended together and fit some pieces? Is it more cost effective to have teachers work to create a curriculum plan over the summer?
- There may not be a need to shit a program and get to the root of what's not working
- How are data going to drive the resource decisions we make? How can we make Teachers College (TC) better and revised for future teachers to access? Share curriculum units for all to access
- Concerned about buying packages because we have a ton of resources in house. How can the school help families support students at home?
- How can we infuse the arts into the curriculum? Like reading, that might touch upon social causes?
- Felt the need to look at different ideas to think about what we use and what we like or dislike about Teachers College. Don't feel tied down to purchase anything.
- Great Books appeals to Bill because it is inquiry based and topics are appealing
- Some funds can be used in training teachers for understanding by design that can enhance teachers in using the curriculum.

**Meeting Adjourned at 7:35 pm**