

New Field LSC Principal Report March, 2022

Expressions of Gratitude: Teacher, Staff, Parent, Community, and Student Shout-Outs

- Ms. Lopez, for integrating mindfulness, yoga and tai chi to build a calm, responsive and positive classroom
- Ms. Regalado and Ms. Harland, for working tirelessly to adapt and support to emerging student needs
- Ms. Silva and Ms. Herrera, for tag-teaming, having each other's backs and staying focused on their students' needs, even in turbulent times
- Mr. Bouman, for advocating for student needs at recess and lunch
- Ms. Espino, Ms. Nelson and Ms. Bermeo, for leading thoughtful, comprehensive EL tutoring after school for nearly a full semester!
- Ms. Gomez, for always approaching student needs with empathy and kindness - seeking to understand first
- Ms. Savita, parent volunteer, for assisting with main office support and COVID testing, particularly during weeks when we were extremely short-staffed
- Ms. Manini and Ms. Iem, for leading our school-based contact tracing efforts
- Ms. Coronel, Ms. del Cid and Ms. Alaina, for leading *Girl on the Run*
- Ms. Petrasz and Ms. DeAngelis, for brainstorming ideas for supporting Ukraine and bringing these to our Culture, Climate and Community Committee
- Kate Joblonski, for getting so many fantastic donations for our New Field Coat Closet!
- Ms. Pankratz, for her new DONORS CHOOSE project funding!
- Ms. Andes for our wonderful Black History celebration submissions to the Loyola Park Advisory Council

Work of the School Aligned to Principal Competencies*

COMPETENCY A:

Champions teacher and staff excellence through continuous improvement to develop and achieve the vision of high expectations for all students.

Principal creates and implements systems to ensure a safe, orderly, and productive environment for student and adult learning toward the achievement of school and district improvement priorities. Principal works with the staff and community to build a shared mission, and vision of high expectations that ensures all students are on the path to college and career readiness, and holds staff accountable for results.

COVID-19 Health/Safety Updates:

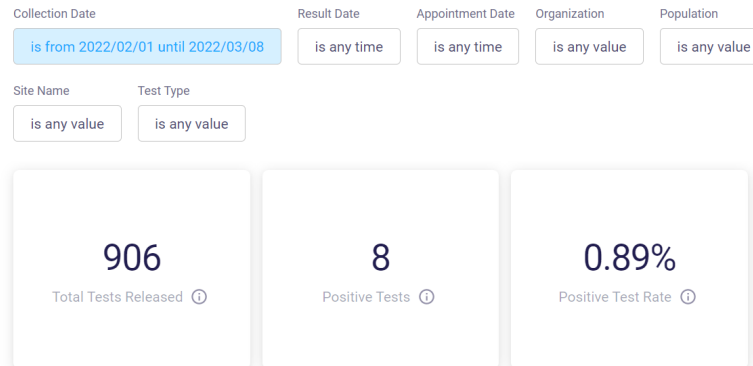
- CPS to go mask-optional effective Monday, March 14 → read press release here ([ENGLISH](#) / [SPANISH](#))
- School-based contact tracing team launched
 - Two staff members eligible
 - Orientation meeting held Thursday, March 3
 - Weekly check-ins scheduled for Thursday afternoons

Current COVID Data:

UPDATED 3.6.22

% Fully Vaccinated Students (excludes age ineligible students)	% of students enrolled in weekly COVID testing	% of students in remote learning	COVID testing weekly positivity rate
53.8%	36.1%	0%	0%
(+1% Week 25)	(+.5 from week 25)	(-2% from Week 25)	(-1% from week 25)

February 1 - March 8 Weekly Surveillance Testing Positivity Rates



Building Safety & Safe, Orderly Processes:

- New LED lighting installed in the cafeteria Monday, February 27
- Wireless upgrade completed Friday, February 25
- Building engineer Pat O'Sullivan expected to return on March 15, 2022
- Outstanding vacancy: evening custodian

PSRP (Support Staff) MOY Check-ins:

- Prioritized all newly hired SECAs (hired during SY22 or EOY SY21)
- MOY ratings provided, along with celebrations, concentrations and next steps/resources

Equitable Grading Practices:

- LBS Team (Special Education) developing aligned, equitable grading practices for students with IEPs including:
 - When to modify promotion criteria
 - How to account for modified/accommodated work
 - How to account for modified/accommodated assessments
- ILT considering next steps for aligned, equitable grading practices:
 - Used Q2 "Chavez report" (deep dive into gradebooks) to analyze current trends and practices for grades 1-4
 - Developed three possible next steps, will prioritize prior to our next meeting on 3/17:
 1. Build uniformity across grade level and # of assignments, which assignments were chosen and why.
 2. We need to build more time for discussing grading and rationale about grading.
 3. We need clear rubrics across grades.
 - Utilize professional text to guide our thinking: [Grading for Equity](#) (Joe Feldman)
 - Considering thought partnership with Ravenswood ES → have been engaged in this work for 2+ years

Staff Participatory Budgeting (PPLC) Funds:

- \$12,000 to spend as teachers see fit
 - \$2,000 per grade level K-4
 - \$1,000 for LBS team
 - \$1,000 for Essentials team
 - NOTE: PK, LBS and Essentials team all have other centrally-allocated funds that they may also spend as they best see fit
- Choice in approach:
 - Schoolwide need
 - Grade level need

- Individual classroom need
- All K-4 teacher teams & the Essentials team chose to divide funds between classrooms
- LBS team decided to allocate funds to create a school-wide Sensory Walk (note, we will kick in additionally funding as needed, particularly for consumable materials)

New Field Discretionary Funds Budget Check & Next Steps (see spreadsheet)

SY23 Budget Planning Launched:

- Enrollment appeal submitted (see HSIA attachment)
- Analyzing spending patterns SY21 & SY22
- Utilizing remaining funds to make necessary purchases for SY23 (consumables, digital licenses, summer professional development) and maintain current needs (largest continued need is staffing, hourly roles)
- Will begin soliciting ideas from stakeholders within the next two weeks, as aligned with our [current CIWP](#)

	SY22 Projected Enrollment (SY22 Budgeted Funds)	SY22 20th Day	Enrollment SY22 When Appeal Submitted	Current YTD K-4 Enrollment
Total Enrollment	519* (503)	452	474	477
Projected Change in Funding (SBB approximation \$5,000)		-\$355,000	-\$255,000	-\$240,000

COMPETENCY B: Creates powerful professional learning systems that guarantee learning for students.

The principal works with the school staff and community to utilize the district's framework for effective teaching and learning to improve instruction for all students.

Staffing:

- **Staffing Updates - welcome new staff!**
 - Mateo Gutierrez Mosquera - new SECA (newly created position via ODLSS appeal December, 2021)
- Outstanding Staffing Vacancies
 - 0.5 Case Manager
 - 1 SECA position, temporary

Professional Learning Systems:

- **Responsive Classroom Professional Practice Goals & Next Steps:**
 - Finished 4 Day Core Course
 - K-4 classroom teachers and LBS teachers submitted goals in February
 - March & April: 1/1 RC check-ins, coaching log, pop-ins, feedback and next steps
 - Summer Professional Development available, as aligned to teacher needs
- **Committees resumed via Flex days:**
 - **Instructional Leadership team (ILT):** Aligned, equitable grading practices
 - **MTSS (Academic Interventions) :** Progress monitoring data, piloting early literacy normed assessments & planning for end-of-cycle data analysis
 - **Behavioral Health Team (BHT):** small group progress monitoring, discussions of emergent student needs, refining systems/processes
 - **Culture, Climate, Community (CCC):** Planning to resume school wide celebrations: staff celebrations, EOY celebrations, playground dedications. Supporting staff members coping with challenging life events. 5 Essentials survey
 - **Science:** Aligning school wide science instruction, planning themed bulletin boards, advocating for K-2 curricular resources

COMPETENCY C: Builds a culture focused on college and career readiness.

Principal works with staff and community to build a culture of high expectations and aspirations for every student by setting clear staff and students' social-emotional learning.

- **Small, structured recess opportunities: Grades K, 1, 2 & 4:**

- Goal: Provide explicit social instruction opportunities through facilitated play in a smaller setting
- Target skills: emotional regulation, turn-taking, perspective taking, initiating/engaging in appropriate conversation
- Group size: 3-7 students across various classrooms
- Two days per week, 20 minutes per session (students still will have 6 minutes of regular recess)
- Met with teachers to discuss during GLM, confirmed groups this week, supplies ordered and schedule/structure developed.
- Groups launch TOMORROW, Wednesday, March 9

- **Updates, students with significant behaviors:**

- Consultation launched with the citywide Specialized Behavior Support & Strategy team.
 - Application submitted in September, 2021 - acceptance for screening February 4, 2022
 - Application submitted for three students, one student submission accepted
 - Licensed Behavior Support Coordinator observes, coaches, provides feedback and makes recommendations for personalized BIP
 - Through Office of Diverse Learner Support & Services | Chicago Public Schools
- Student(s) with most significant behavioral needs and diagnoses received changes in placement, after intensive collaboration with ODLSS (Office of Diverse Learners and Support)

- **Student Voice Committee:**

- 4 students meeting regularly, Grades 3 & 4 - led by our counselor, Ms. Claire Kunkel
- Planning for project announcements and roll out
- \$15,000 to spend
- Presenting to students tomorrow about budgeting and allowable expenses
- Students expected to share progress at LSC at April meeting

- **Additional OST Programming will launch April 2022:**

- Girls on the Run (30 students)

- **March SEL theme: [RESPONSIBILITY](#)**

- **March: Women's History Month**

- Themed bulletin boards
- Curricular resources provided via weekly newsletters

COMPETENCY D: Empowers and motivates families and the community to become engaged.

Principal creates a collaborative school community where the school staff, families and community interact regularly and share ownership for the success of the school

- Kindergarten graduation photos February, 2022
- SSCA (Student Specific Corrective Action via ISBE) Outreach launching this week - for specific families that were potentially denied services via CPS Office of Diverse Learner and Support Policies, SY17 & SY18
- Relaunching parent volunteer programs
 - Marketing campaign throughout March
 - New parent volunteer orientation March 30, 9:15 AM (in person training)
- Resuming in-person Coffee with the Principal: Friday, March 18, 9:15 AM

COMPETENCY E: Relentlessly pursues self-disciplined thinking and action.

Principal works with the school staff and community to create a positive context for learning by ensuring equity, fulfilling professional responsibilities with honesty and integrity, and serving as a model for the professional behavior of others.