

New Field LSC Principal Report September 2022

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

- Ms. Coronel, for leading our September PAC workshop
- Ms. Espino, for supporting teacher understanding of SKYLINE Science resources
- Ms. Papa, for organizing Cycle #1 MTSS Academic groups
- Ms. Cielo Aposaga, for creating thorough, supportive, individualized classroom scheduled and clear delegation of duties for 213
- Ms. Ongay, for organizing fall OST programs
- Ms. Rao & Ms. Nelson, for immense flexibility and responsiveness to student needs
- Ms. Shed, for demonstrating flexibility in student supports and services
- Ms. Hampton, as a new member of our behavior response team
- Ms. Arias, for leading new Spanish language intensive literacy interventions and championing a new, research-based curriculum
- Ms. Welsh, for supporting the work of two committees to ensure we have aligned science curriculum in Kinder AND strong representation for our K-2 literacy learning in SY23
- Mr. McLaurine, for serving as our Culture & Climate team lead

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.

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.

CIWP Updates:

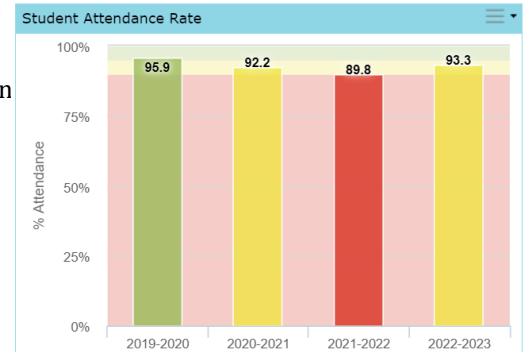
- Instructional Leadership Team Updates (Neida Martinez), Essential question:: How do our unit plans reflect students' individual needs, experiences and interests?
 - BOY (beginning of year) student surveys and data analysis
 - Teacher next steps
- MTSS Academics(multi-tiered systems of supports/interventions): Launched Week 5 & 6
 - Serving over 30% of students in grades 1-4
 - Cycle 1: Spanish and English foundational literacy skill support groups (LLI, Wilson Reading, Camino hacia al exito, discrete time delay, adaptive digital learning)
- MTSS (multi-tiered systems of supports/ socio-emotional learning): Utilizing student survey data, teacher observational data and parent/student requests for support. Launch Week 8
- 9/23 Professional development day - [agenda linked here](#)
 - Trauma Informed Educational Practices, module 2: Student/Teacher Relationships & addressing behavior from an instructional approach
 - Responsive Classroom core course for support staff (TAs, SECAs)
 - Safety Care Deescalation training
 - Committee meeting time
 - Collaborative work time to address challenging student behavior
 - Collaborative work time to unpack/organize new Unit 1 AMPLIFY Science kits
- SY23 Committees launched on our school professional development day (see next page)

SY23 Committee	Committee Members	Essential Question (Topic of Inquiry)	Additional Meeting Commitments	CIWP Alignment	Professional Texts & Resources
Literacy Committee	Viana Abrams Tiffany Welsh Lena Pankratz Lauren Tauber Arianna Staes Laura Vign Amy Wooten Cielo Aposoga	How does our literacy instruction provide explicit, systematic instruction in word recognition (phonics, phonemic awareness, phonological awareness) AND language comprehension (vocabulary, language structure, verbal reasoning, literacy knowledge) to ensure proficient readers by Grade 1?	CLG Leadership Institutes (at least 2 team members) - during school day Wilson Foundations PLC & possible pilot (at least 1-2 team members) - paid	Strategy 1 Strategy 2	Shifting the Balance Speech to Print The Science of Reading Progress Communicating Advances Beyond the Simple View of Reading
Science Committee	Cio Bermeo Tiffany Welsh Yadira Espino Jennifer Nelson Patricia Paz Sai Saifi	How can we leverage AMPLIFY Science Units of Study to create authentic, engaging learning opportunities that meet the linguistic, cultural and developmental needs of our students?	4 quarterly Science PLCs via Loyola (paid)	Strategy 1 Strategy 2	AMPLIFY science SKYLINE
MTSS	Maddie Iem Jennia Escobedo Deb Harland Betty Tubon Jamie Streit Katy Spore Angela Papa	How can we leverage research-based Tier 2 & 3 strategies to best support our students' foundational literacy AND math skills?	Possibly additional meetings depending on cycle of data analysis and tiering	Strategy 1 Strategy 2	
BHT	Lisbeth Herrera Gabriela Coronel Patricia Lopez Tricia Zizzo Leigh Dupuis Angela Hong	How can we utilize student feedback to leverage research-based Tier 1 & 2 strategies to best support our students socio-emotional development?	Possibly additional meetings depending on cycle of data analysis and tiering	Strategy 3	TREP professional learning Culturally Responsive Teaching and Conscious Discipline learning
Culture, Climate & Community	Cio Bermeo Scott Bowers Anne Calloun Joe Dickinson Marta Regalado Kate Petrasz Veronica Martinez-Gonzalez Cathleen Andes Cody McLaurine	How can we leverage student AND staff feedback to build authentic, trusting and accountable relationships between and among all stakeholders at New Field?	Possibly additional meetings depending on cycle of inquiry	Strategy 3	

Current Data & Celebrating School wide Success:

YTD Attendance and Year-to-Year Comparison:

- 3% decline since Week 1 (96.5% rolling average to 93.3%)
- Personal phone calls each second day of absence, family attendance meetings, inquiries into root cause of attendance concerns and aligned resources, prioritizing students with significant absences for high interest after school programming, embedding attendance analysis as part of our MTSS system



SY23 Enrollment Updates:

Grade	Budgeted	Update 8/11	Update 8/16	Update 8/19/22	Update 8/24/22	Update 8/29/22	Tenth Day: 9/2/22	Update 9/7/22	Update 9/13/22	20th day 9/19/22	Update 9/27/22
Kdg	101	80	88	89	89	90	92	92	92	91	92
1st	102	99	99	100	97	100	99	101	101	101	102
2nd	90	93	93	92	86	90	91	93	94	93	93
3rd	75	80	79	78	75	78	79	80	80	79	79
4th	84	66	65	65	65	65	65	65	64	62	64
Total	452	418	424	424	412	423	426	431	431	426	430
Difference		(-34)	(-28)	(-28)	(-40)	(-29)	(-26)	(-21)	(-21)	(-26)	(-22)

Update | 20th Day Enrollment and School Budgets (per Office of Budget Management and School Leader Updates)

Enrollment as of the 20th day of school, Monday, September 19th will be used as the official snapshot date for enrollment for FY23 school budget adjustments. This includes SBB budget adjustments up in cases where enrollment has increased from the enrollment used in initial March budgets, as well as reconciling to actual for schools that requested and were provided SBB enrollment advance funds. There will be no downward SBB adjustments for schools who lost enrollment.

Difference in projected enrollment versus current enrollment: 26 students (-18 fourth grade, -8 K-3 students)

- Per pupil rate, K-3: \$5,141.68 x 8 students = \$41,113.44
- Per pupil rate, 4-8: \$4,805.31 x 18 students = \$86,495.58
- **Minimum anticipated deficit for SY24: \$127,609.02**

Coming at October LSC Meeting: Fifth Grade enrollment trends & analysis of all student transfers, SY22 → SY23

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.

- OST Programming: \$25,600 for after school programming in SY23. Cycle 1 and year-long courses launched:
 - Urban Initiatives Soccer Program → 35 students, Grades 2-4
 - Chicago Children's Choir → 35 students, Grades 3&4
 - Chicago Run → 25 students, all grades
 - School based programming: Zumba, dance, Recycling club and more
 - Pilot program: PK Little Strides program (up to 20 students)
- EL Tutoring: Awarded three tutoring positions for up to 45 EL students in grades 2-4 (currently 41%, of 231 students, identified as English Language Learners)
- Staff learning and staff meeting regarding students with significant behaviors:
 - Addressed staff on 9/23/22: Current supports, CPS policies, processes for students with IEPs, processes for students without an identified disability. Met with CTU rep 9/23/22
 - Bottom line: all staff should feel safe working in school and we all must communicate if we ever feel unsafe
 - Offered office hours all day on Monday, 9/26/22 → 3 out or 87 staff members attended

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

- *Parent Mentor Program*: Partnership with One Northside Chicago & Loyola University (grant funded program). PMPs launched as of 9/19/22
 - Coordinator, Griselda Dominguez
 - 4 returning Parent Mentors
 - 4 new Parent Mentors
- Loyola University soccer game and school visit: Saturday, October 16. Open to families, more to come the week of 10/3
- Volunteer Orientation meeting on Thursday, 9/27 (note: all previous volunteers must resubmit applications for SY23)
- Urban Initiatives Family Workshop: Socio-emotional learning at home, how to embrace PLAY as a way to learn new skills
 - PAC sponsored
 - One hour, family-friendly event
 - Pilot project with Urban Initiatives
 - Collect parent feedback to gather interest in additional meetings

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.

- SY23 Professional Learning Community: *Equity in Action*
 - Application-based program through Chicago Foundation for Education
 - Learning in partnership with 20 other CPS Principals

Internal Accounts Updates:

Money Spent	Purpose	Internal Account Line
\$960	Field trip busses (Kinder & Third)	Principal's Award
\$253	Parent Mentor Program t-shirts	T-shirt fundraisers

Proposed Internal Accounts Spending:

[See SY23 Budget Overview \(shared May, 2022\)](#)

Amount Requested	Purpose	Internal Account Line
\$2500	Field trip busses	Principal's Award, #4402
\$4,000	Student Voice Committee participatory budget allocation**	Student Pictures, #25110
\$10,000	Fund parent workers through SY23** Currently allocated only \$5,000 for full year, in a typical year we allocate at least \$15,000	Building Lease Income, #21310