

New Field LSC Principal Report May, 2025

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

- Darryl Washington: donut hookup from our friends at Huntington Bank
- Speech Team: developing CORE communication board prototypes for all students to use at recess and at lunch
- Patricia Lopez: supporting first grade team members in creative ways
- First Grade Team: for flexibility in field trip scheduling, thank you!
- Literacy Team: for powerful reflections on SY25 practices, yearlong goals and planning for SY26
- LBS team: for feedback on EOY transitions and setting up students for success at BOY SY26
- ILT members and Content Committee GL leads: for coordinating EOY spending priorities, securing quotes and developing purchase orders that align with our school wide goals
- Main office staff: for facilitating staff appreciation recognition gifts!
- **Team 306** - Earth Day Clean up
- PPC members- developing collaborative SY26 Assessment Plan Process
- **Cio Bermeo** for coordinating Chicago Run and recruiting over 110 registrants and counting!
- **Tammy Evans** - Tammy was a featured tutor for CPS and citywide tutor corps professional development ,see below for more information
- **Lauren Kim and Rachel Cordoba** - for facilitating our final BAC workshop of the year and for all Ms. Kim's BAC engagement work and planning throughout the year
- **PPC members** - for developing a collaborative Assessment Plan process and being valued thought partners across the year
- **SECAs** that have been flexible and adaptable across the week to ensure our most acute student needs are covered - and of course to all cooperating teachers that have had schedules and services changed at the drop of a hat. I know it isn't easy and I truly appreciate your flexibility to make sure the personal care and safety needs of specific students are met.
- **Julie McConnell**: Doctoral Program
- **Anne Calhoun**: Kinder lead for new GoCPS students in SY26

Work of the School Aligned to Principal Competencies*

DOMAIN 1: Organizational Leadership	<p>1a. Vision, Mission & Goals: <i>Collaborates with the school community to set vision, mission and goals that reflect high expectations for every student.</i></p> <p>1b. Strategic Planning & Change Management: <i>Works with staff and caregivers to align resources to school goals.</i></p> <p>1c. Continuous Improvement: <i>Leads continuous improvement processes, including tracking school goals and addressing areas of improvement.</i></p>
<p><u>1b & 1c: Strategic Planning & Change Management, Continuous Improvement</u></p> <ul style="list-style-type: none"> • SY26 CIWP action planning for annual goals, milestones and action items continues: <ul style="list-style-type: none"> ○ End of Year reflection meetings for all committees: Flex Day 5/15 <ul style="list-style-type: none"> ■ Reflect on committee goals and progress towards action steps/milestones ■ Content areas: sharing notes on pacing, instructional implementation to inform beginning-of-year instruction, Unit 1 in all content areas ■ BHT/CCC: prioritizing school wide routines and expectations based on SY25 outcome data ○ Data from instructional rounds: Math, Science, English Learner, Rigor Walk (across content areas), Foundational Skills/MTSS, Literacy <ul style="list-style-type: none"> ■ Unifying instructional strategy across ILT/teacher committees, as aligned to CIWP: <p><u>CELEBRATION NOTES, ACROSS EOY WALKTHROUGHS:</u></p> <ul style="list-style-type: none"> • Differentiation for students across the board • High levels of student engagement (e.g. students ready to learn!) • Clear routines, structures and clear expectations for students to be ready to learn • Alignment between objective and task • Grade levels more aligned in curricular implementation and pacing • Increased use of technology and visuals to support student learning • Alignment to CCSS and demands of the standards in the learning tasks 	

- CCT: Common expectations and language in shared spaces positively impacts students in classroom settings

NEXT STEPS:

- Continued focus on rigorous student tasks and being intentional about providing access to rigorous, student-centered learning tasks
- When deviating from core content: how are we coming to consensus about when/how to do so?
- Student discourse opportunities → decreasing teacher-led questioning and discussion and more student-led discussion
- Opportunities for students to monitor and support each other
- Increased structured discourse opportunities across content areas

RIGOR WALK FOCUS AREAS:

- Question #7: focus area (to monitor pillar 2)
- Items 10, 11 & 12: student centered v teacher-led
- Item #9: Academic vocabulary (what structures are in place to support it?)
- SECA Professional Learning Series in SY26
 - Week 0 professional development 8/14
 - Parent/Teacher report card conference day 10/27
- ILT Summer Institute in works
- Mentorship program feedback and redesign for new teacher support structures in SY26

DOMAIN 2: Instructional Core

2a. Courses & Content: *Takes action to ensure academic programming responds to students' needs and sets them on a path to success after graduation.*

2b. Instructional Strategies: *Takes action to ensure instructional strategies meet the needs of all types of learners.*

2c. Assessment Data: *Takes action to ensure the school monitors what students are learning and adjusts*

2a & 2c: Course & Content / Assessment Data

- Literacy Instructional Walkthrough aligned to ARC curriculum/instructional look fors (same rubric from MOY):
 - **Grows:** Interest is high in the upper grades. Whole group instruction is solid (but long) in the upper grades, and teachers are providing a lot of support, such as class glossaries, etc.
 - **Grows:** It seems to be all over the place in terms of implementation and how ARC is implemented in K-2. What do we need to do as grade level teams to help people implement, particularly for groups of kids who are still non-readers? Can we find resources to help classrooms do play-based centers, like ARC recommends? (This is maybe why the "research" portion of the lesson varies wildly from classroom to classroom--lower grades have nonreaders and lack resources for this play-based centers).
- MTSS and Tier 1 Considerations for SY26: Angela Papa, can you share out?
 - **Grows:** High engagement, high use of multisensory strategies such as tapping, echoing, etc. high alignment in phonics sequence and skills taught across school, differentiated independent work
 - **Grows:** Mixed fidelity. We plan to organize peer observations with fidelity checklists next year to bring teachers' attention back to the program expectations.
- EOY Assessment Window 5/12 - 5/16: Will share out trends at our final June LSC meeting
- Summer Programming:
 - Kick off to Kindergarten: 1 blended classroom
 - Preview to PK: 1 blended classroom
 - Newcomer English Learner: Two classrooms across Grades 1-4
 - OST Springboard**
 - OST Enrichment**
- EOY student data to inform SY26 Class Rosters (draft)
 - ILT Feedback on data rosters
 - Upcoming grade level meetings
 - Sharing data with receiving schools, transition planning

2b: Instructional Strategies:

- See updates in Domain 1
- Special Education team planning meetings:
 - transition planning for some students with IEP services
 - Separate setting considerations for phase out at EOY
 - Clinician/LBS teacher collaboration meetings SY26 planning

DOMAIN 3: Climate & Culture

3a. Family & Community Engagement: *Builds strong relationships with families, LSCs, and community members.*

3b. Connectedness & Well-Being: *Creates a safe and welcoming environment for students, staff and self.*

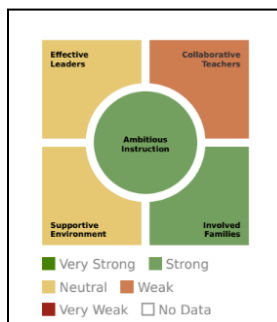
3c. Systems & Structures: *Effectively communicates and manages school logistics.*

3a. Family & Community Engagement:

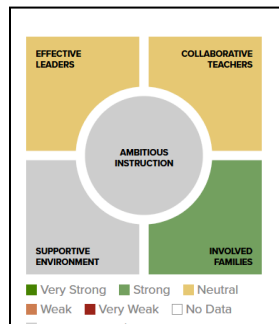
- SY26 Enrollment:
 - Fourth Grade and PK survey data for next school of enrollment → priority
 - Continue with K-3 confirmation of next school of attendance
 - NEW: 1/1 meetings with families that no longer reside in attendance boundaries, project to neighborhood schools
- Vaccination & Health Physical Exam Clinic: Friday, 4/11 → medical compliance now at 93.96%.
- End-of-Year activities and celebrations:
 - Bernie's Book Bank
 - SPLASH Day 5/23
 - PK, Kinder and Fourth Grade ceremonies/celebrations
 - Family Movie Night: Friday, June 6
- Internet Safety Presentations with States Attorney's office, thanks Mr. McLaurine!
- SAFE ambassadors workshops for pedestrian and bike safety, second grade → 5/16

3b. Connectedness & Well-Being

- Essentials Updates SY25 data released (with caveats)
SY24: Organized



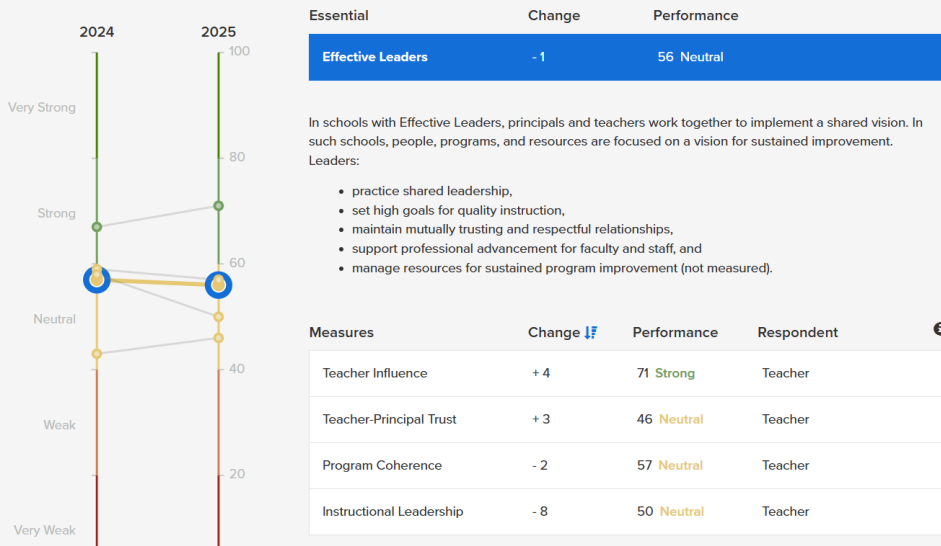
SY25: No summative rating but improved domains



Survey Response Rates for New Field Elementary School

Respondent	Response Rate	(CPS)
Students	97.6%	(82.1%)
Teachers	80.9%	(73.5%)

How has performance changed since the last survey?



All Measures

5Essentials
Collaborative Teachers

DATA RANGE

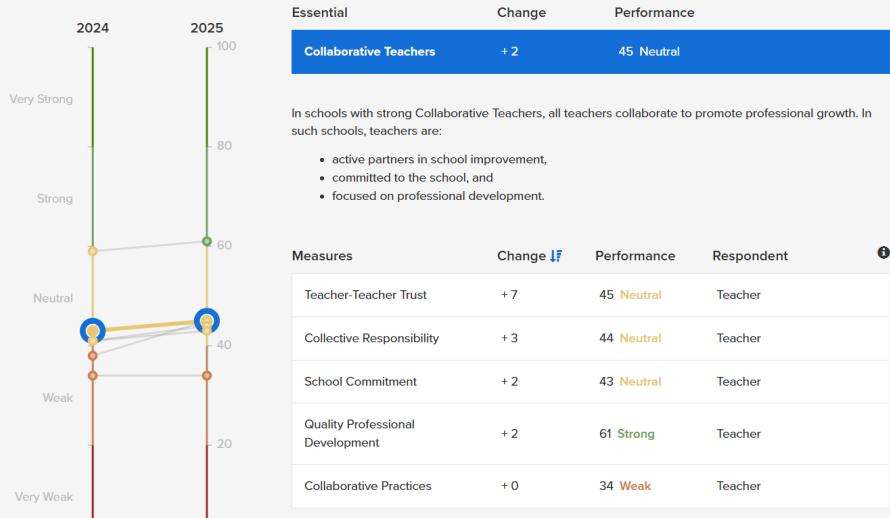
• 1 Year Performance

• 2 Year Change

COMPARISONS

CPS

How has performance changed since the last survey?



All Measures

5Essentials / Collaborative Teachers
Teacher-Teacher Trust

DATA RANGE

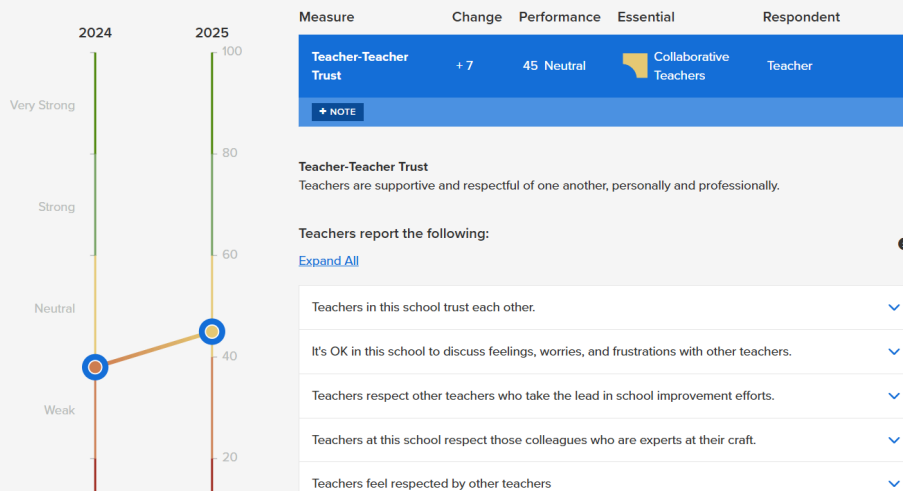
• 1 Year Performance

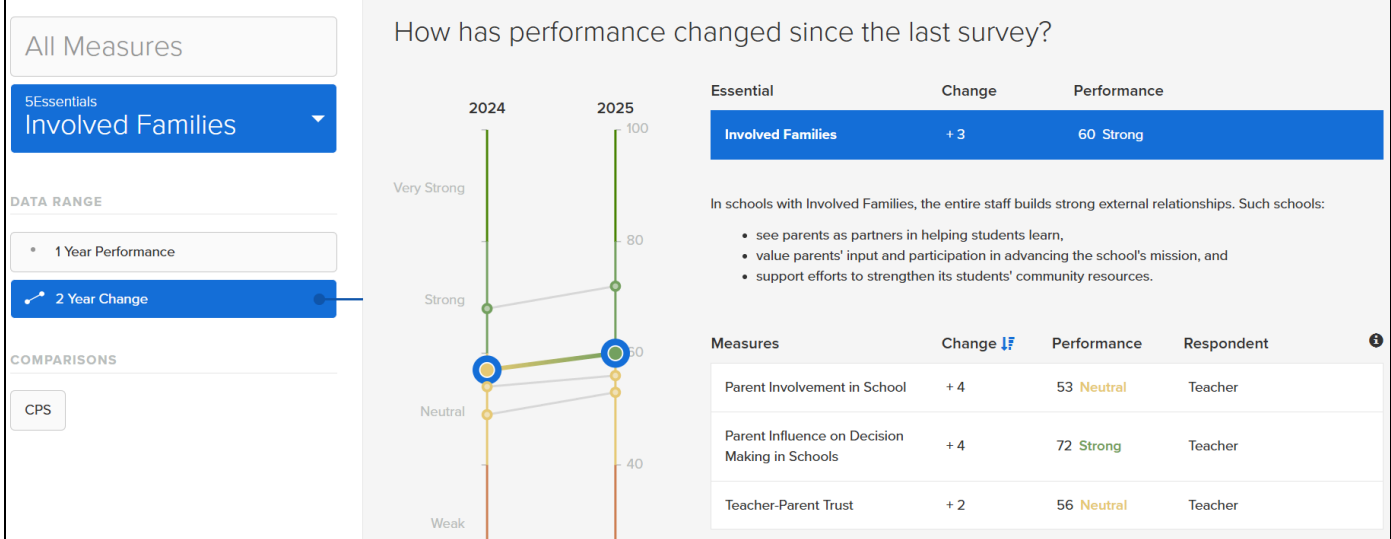
• 2 Year Change

COMPARISONS

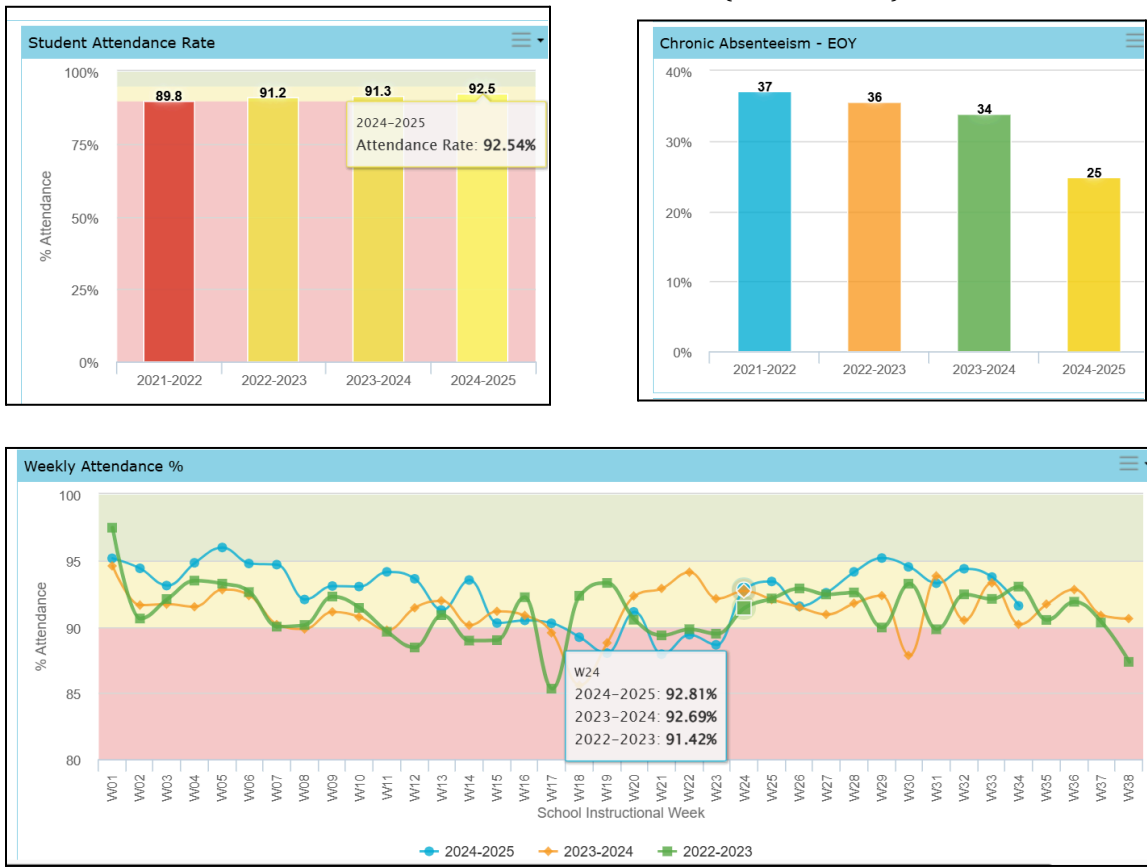
CPS

How has performance changed since the last survey?





- Socio-Emotional Tier 2 groups run through May 30: DESSA data collection for all students, Wednesday, 5/14
- BHT student decision-making process for Tier 2 and 3 students
- Tier 2 Attendance Buddies launched week 24 (began March 6)
 - Overall attendance is up to 92.54%!!!
 - Overall chronic absence rate is down to 24.9% (or lower, 23%)



March 2024: 91.26%	March 2025: 92.5%
April 2024: 91.41%	April 2025: 94.32%
May 2024: 91.7%	May 2025: 93.56%

