

New Field LSC Principal Report January 2023

Expressions of Gratitude: Teacher, Staff, Parent, Community, and Student Shout-OutsK-2

- Kindergarten team, for fundraising and securing SMART Boards for all of their classrooms, bravo!
- K-2 TBE team members for leading bridging and metalinguistic analysis in their classrooms
- Ms. Savita Sharma, for transitioning from a parent mentor into a SECA
- Ms. Manini Rao for launching Cycle #2, OST
- Ms. Emily Blocher, our wonderful cadre sub
- Ms. Patricia Lopez and Ms. Lena Pankratz, for launching a new Spanish language phonics program
- Ms. Claire Kunkel, for launch Student Voice Committee

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.

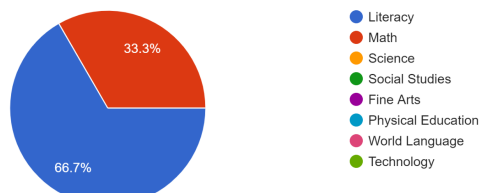
COMPETENCY B: Creates powerful professional learning systems that guarantee learning for students.

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.

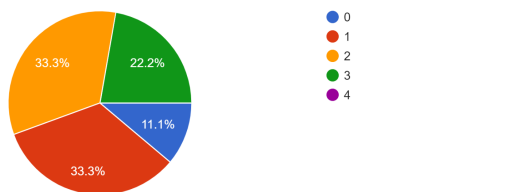
CIWP Updates:

- Instructional Leadership Team, Essential question: How do our curriculum and instruction reflect students' individual needs, experiences and interests?
 - Middle-of-Year Instructional Rounds - week of January 23, 2023 & next steps
 - Student goal setting next steps: February artifacts & March celebrations

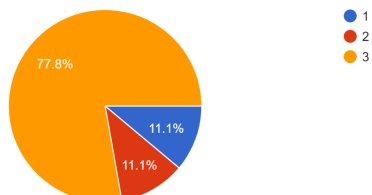
Subject
9 responses



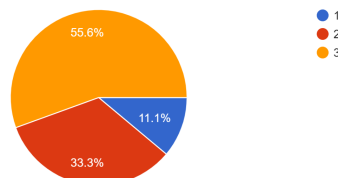
Q#2: What is the taxonomy level of the lesson learning target? 0- No learning Standard was identified in the previous question 1- Retrieval (R...ing, Problem Solving, Experimenting, Investigating)
9 responses



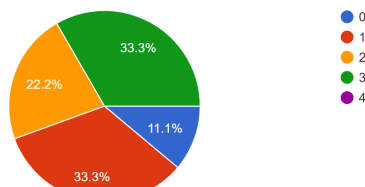
Q#5: Does the instruction center on multiple perspectives and valuing diverse students identities? 1-No: There is no evidence 2-Partial: I... is reflective of BOTH components of the question.
9 responses



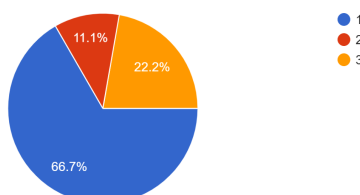
Q#1: Does the learning target address the standard? 1- No: There is no learning target 2-Partial: There is a learning target But it is...e level standard 3-Yes: It is a Grade level Standard
9 responses



Q#3: What is the taxonomy level of the student work? 0-No learning Standard was identified in the previous question 1- Retrieval (Recognize, Recall,...ng, Problem Solving, Experimenting, Investigating)
9 responses



Q#6: Do we see or hear evidence of student goal-setting in practice? 1-No: There is no evidence. 2-Partial: Evidence of student goal-sett...vidence of student goal-setting is seen and heard.
9 responses



- Literacy Team: K-2 Foundational Skills inventory and walkthrough: tentatively Tuesday, February 2

Staffing Updates:

- Staff member removed pending CPS Investigations outcome - notification sent to families and the greater community on Friday, January 20
- TAT SECA vacancy - hiring in process
- TAT LBS Teacher vacancy - hiring in process
- Parent Worker vacancy, hiring in process

Building & Safety Updates:

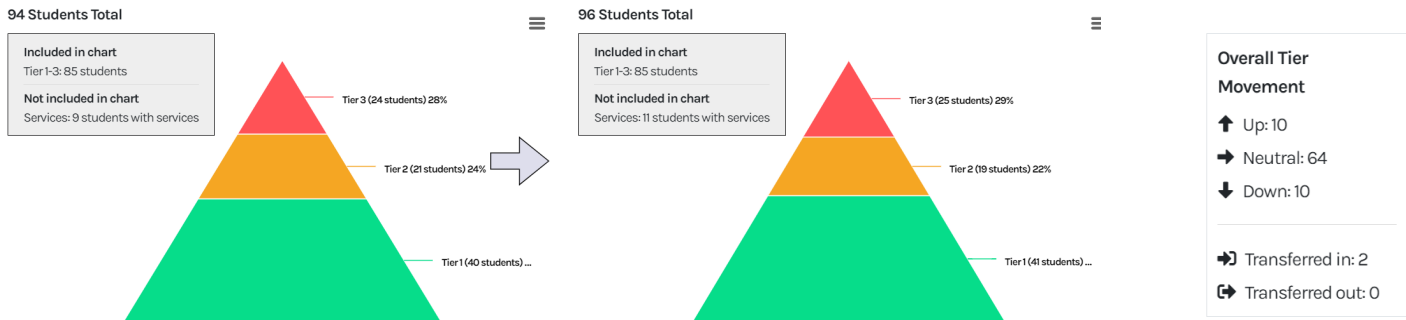
- Staff member removal pending on-going investigation
- New Field phone lines: intermittent issues due to power surges or power outages: repairs made on Friday, January 27

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

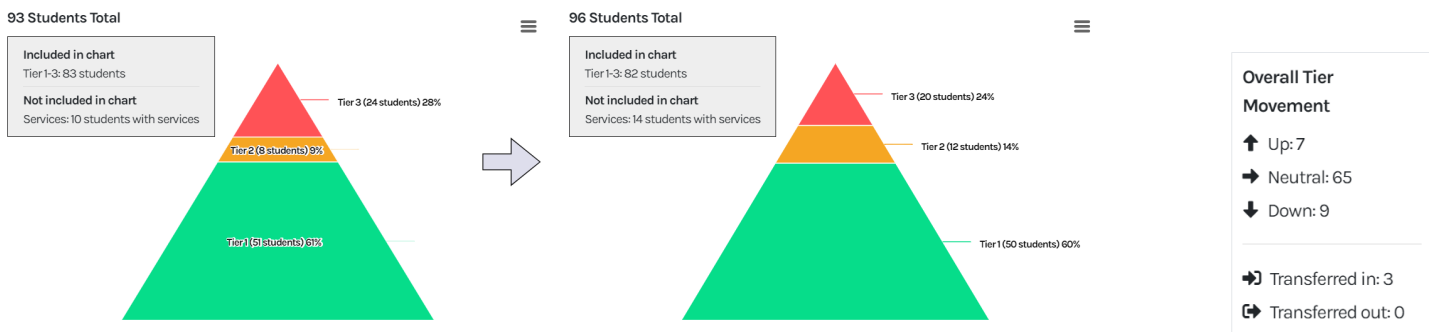
Principal works with staff and community to build a culture of high expectations and aspirations for every student by setting clear staff and students' social-emotional learning.

- MTSS Cycle #2 launched!
 - Kindergarten groups finalized Wednesday, February 1
 - Large gains in Grades 2, 3 & 4
 - Increased attention, particularly to Tier 1 supports for students in Grade 1
 - New groups: Foundations phonics intervention groups. Possible pilot for Heggerty phonemic awareness intervention program

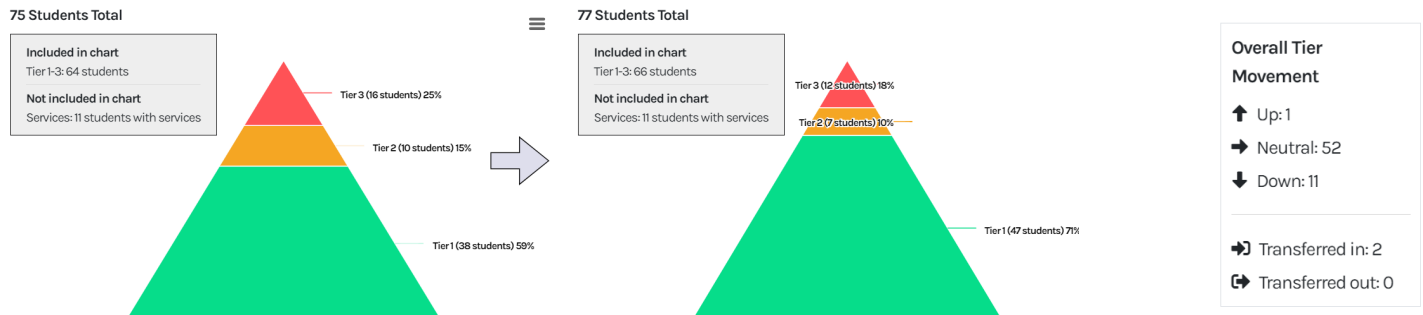
Grade 1:



Grade 2:



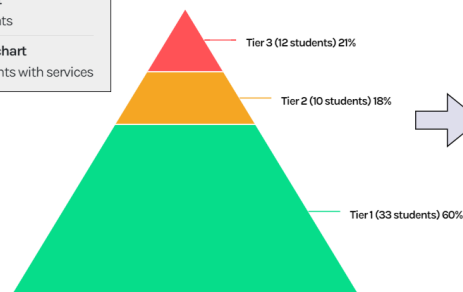
Grade 3:



Grade 4:

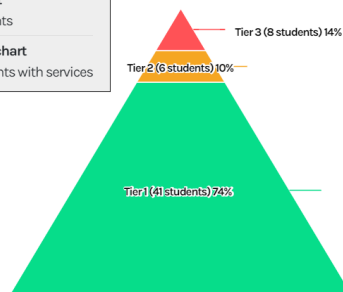
63 Students Total

Included in chart
Tier 1-3: 55 students
Not included in chart
Services: 8 students with services



64 Students Total

Included in chart
Tier 1-3: 55 students
Not included in chart
Services: 9 students with services



Overall Tier Movement

↑ Up: 2
→ Neutral: 39
↓ Down: 13

↔ Transferred in: 1
↔ Transferred out: 0

- MOY Assessment and student regrouping for Tier 1, general instruction: iReady K-2, STAR360, BAS
 - Grade level meetings and February 3 PD time dedicated to unpacking assessment reporting features and planning for targeted teaching
 - Staff PB project to focus on differentiated math instruction
- SEL Cycle #2 groups launch Wednesday, February 1
 - Full caseload for LSSI on-site therapy (15 students)
 - S.S. Grin: A small group that focuses on positive behaviors such as empathy, cooperation, communication, impulse control and more.
 - Rainbows - Grief & Loss Group: Students may have a recent or past loss, divorce, separation, incarceration, difficult challenges at home, chronic illness of family member that is impacting student's access to academics or social-emotional well being
 - Anxiety Management Group: Student may frequently question their ability to complete tasks or continually ask if they are completing a task correctly, may seem shy and not seek out help, may have a hard time concentrating or startle easily, may seem insecure and voice their constant worries
 - Coping Skills Group: Students who may become frustrated, angry anxious, or depressed and need a small group that hopes to build resilience to help students bounce back to a quality level of functioning and wellbeing in their school and community.
 - Making & Keeping Friends Group: Students may have trouble knowing how to make friends or how to maintain healthy friendships
 - Celebrating the Strengths of Black Youth (3rd and 4th only): Emphasizes the importance of academic achievement, teaches children techniques to appropriately manage emotions and behavior, boosts children's self-esteem and confidence, and helps children and their families build skills to address challenges related to racism and discrimination.

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

- January PAC Meeting: Encouraging *Read Alouds* at home - [minutes linked here](#)
- Coffee with the Principal, Friday, January 27
- Vaccine Clinic: Wednesday, February 1, 10:00 - 1:00 PM
- BAC: Understanding ACCESS and modeled bridge lesson (English/Spanish)
- Healthy Student Market: averaging 90 families and over 175 adults and 175 children each market
- School tour scheduled for February 7, 2023

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.

- Mentoring new principal at Swift ES

Internal Accounts Updates:

- 124 Rollover Funds Loaded

MOY Budget Status & Adjustments:

[See updated spreadsheet linked here](#)

Fund	Grant	Fund Name	Grant Name	Total Funds Available	Notes
115	1023	General Education Fund	FY23 Comparability	79,510.32	Must spend in accordance with guidelines
332	430282	NCLB Title I Regular Fund	Title I - School Discretionary	\$996.08	\$900 remaining for mandated homeless set aside
115	576	General Education Fund	Supplemental Aid	\$8,886.06	-3860.59 bucket position pointer, must clear
115	575	General Education Fund	Student Based Budgeting	\$25,861.70	Utilize \$17,979 to clear negative position pointer by reallocation position funding.
370	499824	Elementary and Secondary School Relief	ESSER III - DW Unfinished Learning	\$21,935.04	\$20,000 set aside for Student Voice Committee remaining balance is dedicated to after school programming
115	316	General Education Fund	Early Childhood Instruction	-\$17,979.10	Negative position pointer. Must rebalance with 115/575 funds
362	376684	Early Childhood Development	State Preschool For All Age 3-5	\$1,145.84	PK teacher-directed spending
115	300110	General Education Fund	EBF - Bilingual Programs	\$755.67	BAC Funds
	332	NCLB Title I Regular Fund	Mandated Parent Involvement	\$1,305.66	PAC Funds
124	400	School Special Income Fund	School Parking Lot Rental** (any rental)	\$28,785.55	Rental of school facilities, income (rolls over year-to-year)
124	2239	School Special Income Fund	Internal Accounts Book Transfers	\$2,361.64	Internal Accounts book transfers, cumulative (rolls over year-to-year)
114	mixed	Special Education Fund	mixed	\$5,735.17	ECSE teacher discretion funds SPED workload reduction funds (as determined by teachers & clinicians)
mixed	mixed	General Education Fund	mixed	\$1,202.48	PE & Arts funding, teacher discretion within allowable guidelines
mixed	mixed	Mandatory sub set aside	mixed	\$25,359.64	Lines locked for sub use only
mixed	mixed	CTU Individual Teacher Instructional Supplies		\$6,776.03	Teachers receive \$250 for classroom supplies and materials each year

			Total funds available:	\$192,637.78
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	Unit: 22071		New Field Elementary School											
Position Number	Fund.Grant.Prog.Acct	Account Name	Original Approp	Funds Transfer In	Distributed Transfer In	Funds Transfer Out	Current Approp	Budget Expenditure	PS \$ Pay Period Amount	Kronos \$ Pay Period Amount	Total Expenditure	Available Funds	Budget Exp % Used	Bucket Inactive Date
611570	115.000576.221234.51130	Teacher Salaries - Extended Day	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00	\$1,295.28	\$0.00	\$0.00	\$1,295.28	(\$295.28)	130	04-DEC-22
599270	115.000576.219005.52140	Career Service Salaries - Other	\$19,200.00	\$0.00	\$0.00	\$0.00	\$19,200.00	\$22,765.31	\$0.00	\$0.00	\$22,765.31	(\$3,565.31)	119	29-DEC-22
599270	115.000575.219005.52140	Career Service Salaries - Other	\$4,800.00	\$0.00	\$0.00	\$0.00	\$4,800.00	\$5,691.33	\$0.00	\$0.00	\$5,691.33	(\$891.33)	119	29-DEC-22
553003	115.000576.221234.51500	Teacher Salaries - Substitutes	\$3,000.00	\$0.00	\$0.00	\$0.00	\$3,000.00	\$2,182.77	\$0.00	\$0.00	\$2,182.77	\$817.23	73	
641957	370.499823.119010.52140	Career Service Salaries - Other	\$1,000.00	\$24,320.00	\$0.00	\$0.00	\$25,320.00	\$16,380.80	\$0.00	\$0.00	\$16,380.80	\$8,939.20	65	
654141	356.490952.180040.51130	Teacher Salaries - Extended Day	\$5,500.00	\$0.00	\$0.00	\$0.00	\$5,500.00	\$1,615.80	\$0.00	\$0.00	\$1,615.80	\$3,884.20	29	
611812	332.430290.390030.51130	Teacher Salaries - Extended Day	\$1,600.00	\$0.00	\$0.00	\$0.00	\$1,600.00	\$185.04	\$0.00	\$0.00	\$185.04	\$1,414.96	12	
612213	370.499837.221234.51130	Teacher Salaries - Extended Day	\$16,650.00	\$0.00	\$0.00	\$0.00	\$16,650.00	\$1,214.50	\$0.00	\$0.00	\$1,214.50	\$15,435.50	7	
637508	370.499822.251001.52140	Career Service Salaries - Other	\$20,196.00	\$0.00	\$0.00	\$0.00	\$20,196.00	\$10.71	\$0.00	\$0.00	\$10.71	\$20,185.29	0	
642137	370.499823.119010.52140	Career Service Salaries - Other	\$1,000.00	\$26,752.00	\$0.00	\$25,752.00	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,000.00	0	
653360	124.002239.221234.52130	Career Service Salaries - Extended Day	\$400.00	\$0.00	\$0.00	\$0.00	\$400.00	\$0.00	\$0.00	\$0.00	\$0.00	\$400.00	0	
653379	124.002239.211210.52130	Career Service Salaries - Extended Day	\$200.00	\$0.00	\$0.00	\$0.00	\$200.00	\$0.00	\$0.00	\$0.00	\$0.00	\$200.00	0	

Suggested Spending Plan for Comparability Adjustment:

Total Comparability Adjustment		\$79,510.32
Amount	Item/Usage	Purpose
\$25,000	Parent Worker bucket	Pay for balance of hourly work for SY23 (80 days x 13 hours x \$17/hr)
\$1,000	PD/Assessment sub bucket	Pay for subs when teachers attend professional development or when they administer 1/1 assessments
\$42,000	Open .5 FTE position	Hire halftime LBS teaching candidate to fill vacancy in temporary LBS position NOTE: we may not need to spend this if we are able to work with Office of Diverse Learners & Support Services (ODLSS) to adjust our staffing model
\$11,510.32	Staff Participatory Budget Project	Ensure staff voice in critical school needs Reestablish former practice of staff-directed funds Adjusted model: Focus on instructional materials, subscriptions or supplies that would increase differentiation in math instruction <ul style="list-style-type: none"> • Survey staff • Inventory current materials • Present 3-4 options for investments • Take staff vote

On deck for February's LSC Meeting:

- CIWP?
- Church contract renewal