

Waters Elementary School
LSC minutes for Mar 03, 2020

JR called to order 4:02pm

Quorum:

Parent Reps: Kirstin Bacon (KB), ~~Chris Brannan (CB)~~, Greg Foster-Rice (GFR), Jason Rieger (JR), Erica Smith (ES), Lydia Schmidt (LS)

Community Reps: Zach Koutsky (ZK), Lauren Niedespol (LN)

Teacher Rep: ~~Rielly Wall (RW)~~, Ms. Ballasch (MB)

Non-Teacher Rep: ~~Mr. Williams (MW)~~

Principal: Titia Kipp (TK)

Approval of Agenda:

Motion to approve the agenda, LS, ES Seconded. All in favor. No abstentions or nays.

Approval of Minutes:

Motion to approve minutes from the February Meeting, LS motion, ES second. All in favor. No abstentions or nays.

Public Comment

Please note: This period is dedicated for questions/comments that directly pertain to the 3 functions of the LSC: Budget, CIWP, and Principal Evaluation. Other questions/comments will be directed to administration (general school operations), teachers (specific classroom/grade level questions), or WatersToday (fundraising and volunteering).

Mary Gallery: wondering if there was an update to the nature playspace.

JR: We will bring that up in the report. Any follow up on additional sports equipment?

TK: Not at this time.

Special Presentations

A. Waters Today Update (5 min) - Waters Today

Kortney Moore -- Big Night, \$80,000 net. One big cause was the In Class Libraries for which we raised just under \$15,000. It was very nice to let donors know what we were raising money towards and hope we can keep that going forward. Walkathon May 28 is next big event

Sam Kaune – co-treasurer, we’ve gotten some feedback and want to increase awareness and transparency about how the money from WT is being used. Generally when we get approval from Ms Kipp. I’m new at WT, so one of the asks we would like is to be included in the budgeting

ES – have you received an invoice for the half music position?

Sam – we have not. Ms. Kipp can you follow up on that.

JR – thanks again for raising all that money

ES – and also all the volunteer hours that went into it

B. State of the School Presentation (20 min) - Principal Kipp

TK – I've invited Mr. John Ribolzi, Network Data Analyst. The state of the school has been an ongoing process. This is another opportunity to share what is going on with the school.

Ribolzi – few concepts I want to go over. Want to use data driven decisions to support what teachers are doing in the classroom. I'm of the school of thought that % of students at/above nat'l average is more significant than National School Attainment percentile bc it addresses the work of teachers in the classroom. What we're seeing from a Reading Attainment standpoint is students as a whole at/above 80%. Phenomenal at the right is Reading Growth (which is whether you're hitting your growth target from the previous year). What we are seeing for both attainment and growth is steady growth. What we are seeing for last year is 70% growth so we are at the level CPS expects.

Looking at the heatmapped scores – what we are seeing is growth across the board in attainment. In growth it's a little more challenging for high attaining schools like Waters. It's also difficult to see that growth maintained all the way to graduation. We are working on getting students to work harder in 8th grade to perform. Also, in math they're past what the NWEA covers because they've been doing algebra and then the MAP is testing them for things they haven't studied in a long time.

Math scores over time – we are seeing a lot of challenges maintaining growth year in and year out. Working on recommendations.

NWEA is a temperature check. What's more useful is diving it at the individual student level to offer individualized supports.

KB – how easy is it to sift through all the data and compare an individual student's attainment and growth scores to cover?

Ribolzi – I provide that level of granular detail so you can build strategy based analysis.

Ms. Ballasch – we look at who's hitting attainment and not growth.

KB – I appreciate that at the classroom level, can we look at schoolwide?

TK – that info is provided in the SQRP.

KB – It breaks it down by the groups, such as our priority group that is Hispanic.

Ribolzi – there's also a threshold for reporting. So if there's less than 35 students in a student group we cannot give you data that is impactful on the overall school.

JR – I want to understand the 8th graders

Ribolzi – percentiles are every kid in America thrown into a pool. All of you that swim at the same pace go into another pool. Then we say go. Some do better than others. Some are slower for whatever reason. That group who were all on the same pace before, are now stretched into new percentiles.

JR – I'm trying to determine why the 8th graders in 2014-15 did 99th percentile. Then there's a sharp drop in 8th grade growth performance.

JR – wondering what we take from this?

ES – why when you get to a high attainment level is it hard to grow on an adaptive test?

Ribolzi – its adaptive to a limit. If they perform higher than their grade level it levels off.

ES – is algebra on the NWEA?

Ballasch – there is, but it levels off.

KB – so as a 3rd grader and I take it today, and I get it all right

Ribolzi – almost every student gets it 50% right.

KB – but up to what standard level will it push me?

Ribolzi – difficult for me to answer as I don't work for NWEA. I don't have a clear answer. But as a third grader it will give you "slap down" questions that there's no way a 3rd grader can

KB – so why can't students continue to grow?

TK – it's not that they cannot grow, but it's challenging to continue that growth.

GFR – growth variability – how can schools even it out?

Ribolzi – One trend is the autonomy of schools. Changing resources for teaching. So we see changing systems/tools affecting the growth. So one option is stick to the tools you have, but weNeither Network nor District prescribe resources. I'm a fan of Khan Academy in support of NWEA, but that is just one slice of the pie, which is the whole child.

TK - we are also using IXL in the middle school. And teachers are happy with it and asking if we can expand schoolwide and figuring out the total quote for that.

Ballasch – Mr. Ribolzi has come out to work with us in the fall and will again in the spring to help teachers with their MAP scores.

GFR – that's great to know.

Ribolzi - CPS Visions goals has the district goals to be at 70 and each school is contributing to that.

TK – and part of the CIWP has been setting goals to move beyond where we are at. If we are at 80, how do we go higher?

LS – my question is for you, Ms Kipp. How will this be incorporated into the CIWP?

TK – we are working as a staff and with the Network staff on that and will share it out.

Ribolzi – we are still working on CIWP and honing them at individual schools.

Parent question about blue/red bars.

Parent response – if 70th percentile is college and career ready, can we see how many of our students are at 70th?

Ribolzi – we have that data. We can put it together.

Ms. Soto – if there's kids with special needs who are also taking this test (not being given in their home language or having DL needs) so that influences the figures as well. There's also students who come in and out of the school who affect the cohort. At the grade level we can accommodate for that info.

Ribolzi – students who are English learners with an Access score below 3.5 don't have to take it.

C. Presentation on Social and Emotional Learning at Waters (15 min) - Ms. Bricker and Ms. Ballasch

See attached documents

Bricker – this is my first time as a full time school counselor. Right now as a school we are meeting 3 of the 8 indicators (fine arts badge, healthy schools badge, ...) We are striving for the SEL badge. We could go for the established but we are going for a wall to wall so we can earn that exemplary badge

Current SEL through direction and support of Principal Kipp.

8 indicators of Exemplary Supportive Schools states

1. Need to embed SEL into CIWP (already doing that; working now with CIWP to continue making that a priority)
2. Every teacher providing 30 min/week of SEL instruction or embedding it into other subject areas
3. Clear framework for positive behaviors – ROAR. We recognize we are meeting that on paper but can work harder on it. We need more professional development. The indicator is 1 time/year of PD that is SEL related. Teachers who are in front of students every day need 3x/year SEL
4. SEL team – we want more people to join us
5. Right now we do not have a system for managing referrals

6. System for providing Tier 2 and 3 interventions (behavior contracts, goal charts, restorative conversations). Not every child needs a restorative conversation everyday.
7. Need to collect data on school's social/emotional perception. Needs to be more informal and frequent than my school/my voice survey.
8. Need to collaborate with partnerships to provide SEL instruction in the school. Right now we partly meet this indicator by meeting with Between Friends.

ES – as you were talking about the goals and strategies and I was thinking about the presentation we just heard, I wondered how you similarly measure your success?

Bricker – how do I collect data on 640 students? I attended some workshops. We will use the data from informal questionnaires of students.

TK – I also think that improving behavioral supports will reduce incidents at school. Want to work with RAS to hold same standards of accountability there as well. So when you say “how do you capture the data?”, it’s also about referrals to the office, behavior clashes, so that we log all behaviors and improve upon it.

JR – what is an example of embedding SEL curriculum?

Ballasch – a lot of children are concerned about coronavirus. There’s an SEL standard about minimizing stress so you can succeed. So it’s not just a lesson about viruses and handwashing, but how to respond through information rather than panicking.

LS – when you talk about PD, it’s our job as LSC to support you. What’s the timeframe? You’re saying some of these partnerships are expensive.

Bricker – a lot of the PDs are provided by CPS. Some are expensive. Between Friends is quality and not too expensive. We feel Between Friends is phenomenal.

Ballasch – Between Friends is a violence prevention program within relationships. From gender stereotypes to consent (from basic classroom personal space to dating). How do you say “no” assertively. LGBTQ acceptance. Great program. It gets taught by the vendor, and they deliver it wonderfully. Closer to the students as peer group. 8 hours over 8 weeks.

Parent – Between Friends website is amazing

Bricker – for k-5 we are looking at Responsive Curriculum. I have had some inquiries about Second Step.

GFR – Restorative Justice was mentioned briefly, can you elaborate?

Bricker – in a nutshell, students have conflicts all the time, and my goal isn’t to discipline, it’s to talk to students and make it a teachable moment. If they’re friends they can return to that, if not they can still be kind to each other.

GFR – Assuming that Restorative Justice is the overarching model, can we foreground that as a guiding principle and be more clear with teachers, students, and the parent community? That way we can all reinforce these ideas.

Bricker – yes (and in follow up email Bricker responded that this is something we will be focusing on – see also conversation below in Principal Report)

Old Business

A. Vote to approve budget transfers from the last meeting

We met with Ms. Kipp and the transfers make sense.

ES – move to approve the budget transfers from the last meeting, ZK seconds. GFR abstains. 8 approve. Motion passes.

New Business

a. Checks to approve

- 1) 8th grade luncheon at Navy Pier aboard the Odyssey \$4671.38
- 2) We Got Game Winter Sports Season \$ 1990.00

Parents pay for both of these in advance. And there is a system for students who cannot

Ballasch - Motion to approve the checks, ES seconds, all in favor. Motion passes.

b. Approve budget transfers

Reports

a. Chair Report (5 min)

b. Principal Report (10 min)

Busy couple of weeks. Wanted to address the concern around Covid-19. We've been taking steps at school – parents brought supplies to school and organized a taskforce to clean reach areas, desks, etc.... Teachers have been reminding students of handwashing and using dryers in school. Erica put posters up around the building. A hand sanitizer from central office was accepted at main entrance. We are accepting donations. We also placed an order for supplies through the district. We were also notified that district-wide there was a bulk order that will be distributed to all the schools. We want to make sure we have correct emails and phone numbers on file in case we need to reach out to parents. If you're sick, stay home. There's another stomach flu going around too. Be mindful of travel. We are following those protocols to try to keep virus out of the building.

There's some updates to new addition. The steel beams are up. We will need to temporarily remove the two classrooms at end hallway (206 and 306) during spring break to accommodate construction. Timed for Spring Break.

Wednesday we have another workshop for parents – DL group. Redwoods. Kelli Landes (parent) – Redwood Literacy works with constellation of things around literacy. Work with dyslexia, executive functioning skills. For anyone who wants to know how to get anyone to get more excited to read. Ms Bricker's Office from 6-7pm. We are all Diverse Learners.

We really want to encourage folks to attend these workshops.

Nature Playspace being reviewed by central office. CPS wants it to conform to specs.

JR – Alex said he would be in contact w CPS.

We are getting super excited by STEAM week (right after IAR). Makers week March 23-27 and Steam projects March 30-Apr3 with a culminating activity organized by Ms. Vecchioni.

ES – About the Nature Playspace, what's under review?

TK – the materials and supplies for ADA compliance. We just need to confirm with Alex that he can meet these ADA specs.

ES – IAR question, is it the same test as last year? Any changes to duration of the test?

TK – Ms. Bricker, any changes?

Bricker – it is now online for all grades (3rd-8th). We had to update the schedule because CPS was newly uploading the

JR – you mentioned you might be addressing the anti-bullying

TK – we address incidences as best that we can and follow central office

LS – is one of the vendors ...[didn't catch name].

Bricker – no we are looking at vendors that are more proactive. If we address and deliver a school wide SEL program with fidelity, it will address many of these issues.

TK – we have reviewed and are reviewing additional resources.

Bricker – Second Step

GFR – Restorative Justice is important to foreground so parents understand what it means, can support it, and that we have accountability measures at the school to ensure that all staff are implementing it properly.

TK – we want to do more of those parent/teacher academies and presentations

Kirsten – just a suggestion – we assume that parents know the first line of action, maybe it would be worth the time for them to know that their first line of action is to meet with the teacher and Ms. Bricker?

Bricker – I agree.

TK – as we embark on this SEL school wide this is something we can address.

c. BAC (5 min)

Ms. Beza – EL representative to offer information about BAC meetings. At the September meeting we elected officers: **President is**, and VP is Alicia Mayorca. We also met Dec. 17, Ms Aguilar presented on different strategies that we use to support students in the classroom. Also presented on Feb. 18 in a workshop about the science curriculum. We use a lot of demonstrations so we use both their native language and English. I understand we didn't have a lot of BAC meetings. Everyone has their own schedules. We met, and we discussed different ways we can work together. We are going to be setting goals about what everyone can do as a team since that wasn't clear. We also set our own goals as a BAC to meet more frequently. Access scores – first time they were used in the SQRP. We had 39% and are close to the highest school in the district which had 40%. We use WEDA standards. Next meeting will be to address the MTSS. Next meeting is March 27

GFR – what mechanisms are you using to draw families to attend and take advantage of these supports? What can we do to support you?

Beza – we used to only put hard copies in backpacks. We will now add emails and robocalls. We will also have a table at Report Card pickup day.

LS – another thing that came up was the budget for the bilingual program. What are we getting from federal/state?

d. Budget (10 min)

ES – we had budget subcommittee meeting last week. We have a surprise surplus of \$140,000 in or SBB budget line because of changes in staff. In the coming weeks the staff will be having conversations about what the budget priorities will be. We also have about \$100,000 in unrestricted funds that is revenue from Early Birds, Church Rental, and RAS. But that does not include what we have to spend to run those programs (paying stipends, staff, etc). We have about \$8,000 in student fees compared to \$30,000 in student fees from last year. We also have the WT money as mentioned from Sam from WT – we still have about \$26,500 in those funds that have been allocated but not spent down yet.

JR – the other question from last week was how much we would lose over summer from loss of rental income.

TK – we took in \$5000 last summer from RAS that we will lose. But we will be able to still host the church in the gym over summer, so that's a net loss of \$5,000.

ES – school clerk?

TK – we have brought Ms. Amerson back as a second clerk in the office to supplement Ms. Mendez' role. She has knowledge of the school and office processes with internal accounts and budgets.

ES – to be clear, Ms. Mendez is the official school clerk, and Ms. Amerson is a second clerk.

TK – the excess funds that we have in SBB is because recent hires have been less expensive than teachers who've been at the school for a long time.

ES – we also have 6 DL staff and 5 SECA aides

TK – they are paid for by CPS (114 funds, not our 115 pot)

ES - the contact page on the website needs to be updated.

KB – another staffing question – 4th grade leave?

TK – we have been actively looking for someone. Waiting to hear back from someone who has come across our radar.

KB – I'm not seeing it on the CPS website (TAT category)

TK – I'll follow up with HR

ES – We are also hiring a new security guard?

KB – Can we put a posting a job listing on our website? I'm just saying to post a link to the HR at CPS.

e. CIWP

Nilsa Alvarez – Jan 21 LSC meeting, Ms. Vecchioni gave a progress monitoring meeting. How the four dimensions have merged to 3 and the categories refined to 12. So there's a new CIWP. Initial steps for CIWP planning had some planning deadlines including selecting team: Kipp, Vecchioni

We need to follow up and confirm that our CIWP members will be on the team (GFR and Ms. Bacon)

SEF scoring happened
ISL

Needed to choose CPS Vision goals or SQRP goals.

Ask Ms. Alvarez to email this document.

LS – can we see the current CIWP?

TK – I'll look into how to export that as a document.

f. Facilities and Grounds (5 min)

See above

g. Principal Evaluation

LS – the surveys will go out right after Spring Break and there will also be paper copies at report card pickup day on April 22. Then we will need another meeting after that point and before the May LSC meeting to look at all the data and vote on scores.

h. PPLC

PB – I covered a lot in the SEL presentation. We are piloting the SEL programs and this has been our focus.

i. Fine Arts

LS - nothing

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Hope Nichols (WT) – if teachers want us to do a wipe-down Wednesday I would be happy to coordinate. We also have a little budget set aside for community fund to use at the back end of the year if someone wanted to do another non-STEAM or non-Art night.

Mary Gallery – will you be updating the new security guard?

TK – we are in process of updating that.

Eileen Favorite – I would love to see money leftover in the budget go towards SEL

Adjournment:

JR move to adjourn. LS and seconded by ES. All in favor.

LS – this is a meeting of the PE Committee. Move that we go into executive Session. JR seconds. All in favor. KB recording.

Exit Executive Session, adjourn meeting, 8:30pm.

List of action Items before next meeting (chief agent for instigating action is underlined):

Remaining Action Item list (not all are major, and many will be different due to Remote Learning for remainder of 2019-20 School Year, but all are documented as of the end of the March meeting for future purposes)

1. TK, LSC Fine Arts Committee, relevant teaching staff - identify mechanisms and timeline for engaging with CPS Arts “Standards for Success” (and possibly for incorporating into CIWP). Establish more regular schedule of meetings of this committee.
2. TK and teachers - identify timeline and mechanisms for accepting, organizing, sorting, and distributing books that we assume will arrive as part of the Big Night Paddle Raise for Classroom Libraries
3. TK and teachers - identify and begin to organize plan for occupancy of the new building (which grades go where, what’s going on with Digital Media Classroom, etc) and communicate to the community the steps in that process even if it is not complete.
4. TK and Budget Committee - in response to parent question, identify funds raised from Student Fees in 2019 and compare to previous years. Establish a plan and goal for Student Fees in 2020.
5. TK and Budget Committee – in response to questions about consumable costs within the different arts essentials (each of which got the same amount approved for them in the Fall), please provide information on both the exact amount approved for each essential and how much has been spent by each essential to date.
6. TK and F&G Committee - follow up on Nature Playspace contract as it winds its way through CPS. Identify timing and locations for staging so we can start communicating to school and garden community.
7. TK and PE Committee - continue collecting data from TK, school community and teachers/staff (survey), and Network Chief Mr. Segovia

New Tasks relevant to Remote Learning circumstances:

1. Identify new timelines and procedures for CIWP (deadlines, what is the mechanism for meeting, are the goals any different given circumstances, etc)
2. Identify new timelines and procedures for Principal Evaluation (community and teacher surveys, timelines, procedures, etc)
3. Identify new timelines and procedures for implementing Restorative Justice model of SEL schoolwide for presumptive return in Fall 2020 (deadlines, mechanisms for disseminating information, professional development, parent/teacher academies online?, etc)

4. Coordinate with WT about fundraising (what has been delayed because of Covid19? What are expectations for next year?)
5. More?