

Principal's Report for Peirce Elementary

Principal Lori Zaimi

October 22, 2015

Competency A: Champions Teacher and Staff Excellence Through a Focus on Continuous Improvement to Develop and Achieve the Vision of High Expectations for All Students

Standard A1 : Develops, implements, and monitors the outcomes of the Continuous Improvement Work Plan (CIWP) and school-wide student achievement data results to improve student achievement.

- ❑ Identifies a diverse CIWP team (6-15 members including parents, teachers, school staff, and community leaders including LSC or PAC members) and involves them in the CIWP planning process.
- ❑ Provides timely updates on progress toward CIWP benchmarks to LSC.

Standard A2 : Creates a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team, and school-wide improvement goals, identify and address areas of improvement, and celebrate success.

- ❑ Delegates responsibility and empowers teams in the work of the school; and clearly communicates expectations and timelines (examples of teams can include ILT, Grade-Level Teams, Professional Problems Committee, etc.)

Standard A3 : Collaborates with staff to allocate personnel, time, material, and adult learning resources appropriately to achieve the CIWP targets.

- ❑ Maximizes existing school and district resources in order to support the achievement of CIWP priorities.

Standard A4 : Creates a safe and orderly environment.

- ❑ Creates a safe and orderly environment (e.g., train staff on School Safety Plan, ensure orderly and timely start to school day, ensure orderly transitions between classes or during dismissal)

- CIWP planning process has not yet begun for 2016-2018. A school committee will be developed for 2016-2018 CIWP planning. Surveys and focus groups will be developed to gauge parent, student and teacher input for development.
- Strategy 1: Literacy: Retired teachers will be used to support TRC Small group instruction, SECAS and teacher assistants who work an extended day will provide

small group support for 30-45 minutes after school daily. Teachers are using small group guided reading strategies for all students in 3rd-8th using lexile levels as a baseline measure. Learning Communities are used in 6th-8th grade, 3rd-5th grade teachers preferred to provide the differentiation in their classrooms - last years LC were only 30 minutes at the end of the day and a lot of time was lost to transitions. 6th-8th grade students have begun participation in our Debate team and Argument Centered Writing has begun.

- Strategy 2: Math: teachers are using the Go Math curriculum and Math Talks. Teachers will begin learning about Lesson Study and teaching through problem solving - some teachers have expressed an interest in participating in research lessons at other schools, principal is working on a grant from the McDougal foundation to support our work with Lesson Study.
- Strategy 3: Science: Science Lab is currently being used by all 8th grade students, Mr. Nanavati has completed a science inventory of materials and is beginning to get science kits passed out - many kits had not been used in prior years. As teachers are aligning their IB units, the NGSS standards are being examined and incorporated in planning. 2 teacher leaders are participating in the DePaul-Peirce partnership with Network 2, those teachers receive additional professional development in NGSS and are responsible for sharing information back at the school.
- Strategy 4: English Language Learners: As a school we need to increase the number of teachers who have their ESL and Bilingual Spanish endorsements. 4 teachers are participating in the Loyola Language Matters partnership - these teacher leaders will be responsible for sharing best practices in supporting our ELs. Some, not all, are currently using Content and Language objectives in planning, we need to provide more PD on how to use these standards and how they support our ELs. Teachers have access to Imagination Learning to support ELs. Brenda Paez will also support ELs and a schedule is in development.
- Strategy 5: IB: Our PYP implementation team has already begun meeting for this school year, this team is driving the work on IB unit development. The CIWP indicated that we will have a Service Learning Project committee, this team will become our MYP leadership team. All teachers and teacher assistants in PYP were trained over the summer in IB. Principal will attend training in January of 2016 for PYP and February of 2016 for MYP. Assistant Principal will attend MYP training in February of 2016. IB program coordinators will continue their development by attending an IB Instructional Coaching workshop in February of 2016. Teachers have been given time during Grade Level Meetings, after school flex PD and extended planning is scheduled for the end of the month. Several of

our PD days and GLM will be dedicated to IB planning. Peirce and Senn MYP teachers met over the summer and on our flex day to continue our MYP collaboration. All classrooms are familiar with the IB learner profile, each month we have a different area of focus. Second Step is being used to support Social Emotional Learning.

- Strategy 5: Arts: All students receive weekly arts instruction, Raven Theatre proposal is in place to support 1st grade students, change from 4th grade in years past. After School All Stars began with a wide range of arts programming for both free and fee based opportunities. Mr. Soto wrote an Ingenuity grant - if we receive this grant, Dream Big will work with 2nd and 3rd grade students.
- Principal has worked to support the following committees, each committee is chaired by a teacher at the school: RTI, PBIS, PYP Implementation, PPLC and Admin team.
- Eva Thiveos, network 2 data strategist has begun working with our admin team around analyzing school-wide data. Teachers will then analyze data and set goals for growth.
- In addition to classroom teaching positions, school has a dedicated counselor, case manager, (2) IB teacher leaders and assistant principal.
- Special Education Classroom Assistants work a longer workday and are in the process of being programmed to support students for 30-45 minutes after school daily.
- Provides LSC with budget and internal accounts reports on a regular basis. Reports are emailed monthly to LSC members.
- Teachers have participated and been debriefed on school drills - Fire, Lockdown, Shelter in Place.
- Early entry at 7:55am has worked extremely well to increase instructional time at the beginning of the school day.
- Principal, Assistant Principal and IB coordinators have monitored student transitions during classes and to and from the lunchroom to decrease the amount of time needed to transition.
- Principal and Assistant Principal work to be visible as often as possible during morning entry and dismissal.
- Principal attended 5 half day trainings on budget the weeks of October 8th and 15th.
- Peirce had a financial audit on Thursday, October 15th and Friday October 16th.

Competency B: Creates Powerful Professional Learning Systems to Guarantee Learning for All Students.

Standard B1: Works with and engages staff in the development and continuous refinement of a shared vision for effective teaching and learning by implementing a standards-based curriculum relevant to student needs and interests, research-based effective practice, academic rigor, and high expectations for student performance in every classroom.

- ❑ Ensures curricular plans are driven by Common Core State Standards (CCSS) and implemented consistently.
- ❑ Coordinates curriculum planning between educators within and across grade levels, including educators serving English language learners and students with disabilities to ensure alignment and consistency.
- ❑ Ensures that English language learners and students with disabilities have access to quality instruction delivered by qualified teachers and are having learning needs met.
- ❑ Provides professional development, instructional coaching, and other resources to support teachers implementing curriculum aligned to Common Core State Standards)

Standard B2: Evaluates the effectiveness of teaching and holds individual teachers accountable for meeting their goals by conducting frequent formal and informal observations in order to provide timely written feedback on instruction, preparation, and classroom environment as a part of REACH Students.

- ❑ Regularly observes teaching practice and provides timely and constructive feedback about instruction, preparation, and classroom environment grounded in CPS Framework for Teaching)

- Mr. Aigner has left Peirce and is now working as a Dual Language coordinator at another school in Chicago. We are in the process of hiring a Case Manager/EL Lead teacher.
- Ms. Carolyn Serren was hired as our PYP Spanish Teacher - she will stay with us until Ms. Sandoval returns.
- In the process of hiring a 6th grade Math Temporary Assigned Teacher to take over the 6th grade math class in November.
- Principal has participated in student IEP meetings and has developed a monthly Sp.Ed. team meeting.
- IB program coordinators review teacher's weekly lesson plans, and provide feedback and support.

- PYP teachers are currently developing 6 units of study that are aligned to both IB and CCSS.
- PYP team completed the Program of Inquiry (POI) which becomes a roadmap to unit development.
- Grade Level Meetings the weeks of September 28th, October 5th and October 19th were dedicated to IB planning.
- During the Danzas Ceremoniales de Mexico presentation, teachers in PK-2nd, 3rd-5th and 6th-8th had cross-grade level planning for vertical articulation.
- Staf Flex PD Day on October 15th from 3:15 - 5:00pm was used for grade level planning. MYP teachers met at Senn HS for Senn-Peirce collaboration around the approaches to learning, managebac and personal projects.
- Extended Planning days will begin the week of October 26th for teachers in PK-5. Teachers will have 3 hours of planning time to develop their IB units of study.
- Most English Language Learners are placed in a classroom with an ESL certified teacher. Brenda Paez will be working with teachers on supporting students who are not currently being instructed by an ESL teacher.
- Peirce received (1) additional Sp.Ed. teacher - we are in the process of hiring for that teacher. Currently all students with an IEP are being serviced based on the requirements of their IEP.
- Peirce was slated to lose (2) Sp.Ed. classroom assistants, an appeal was submitted, we are waiting to hear on the results.
- IB Lead teachers support teachers through review of IB units, support in planning and observation of instruction. Principal and Assistant Principal observe several classrooms each week and will now begin providing feedback to staff.
- REACH teacher observations began the week of October 5th. Principal and Assistant principal have begun the REACH cycle with teachers and will make sure that all evaluations are completed before the May deadline.

Competency C: Builds a Culture Focused on College and Career Readiness

Standard C1: Leads a school culture and environment that successfully develops the full range of students' learning capacities, creative, social emotional, behavioral, and physical.

- Exposes all students to college and career experiences that are linked to students' aspirations (e.g., college visits, job shadowing, internships, Career Day, etc.).
- Works with staff to define and implement a process requiring students to create both short and long term academic and social-emotional goals (e.g., student portfolios, progress tracking, goal sheets, surveys, etc.)

- ❑ Ensures all students have equitable access to rigorous and enriching curriculum beyond basic literacy and numeracy (e.g., science, arts, etc)
- ❑ Reviews and monitors Student Code of Conduct to ensure a supportive discipline model, emphasizing corrective and restorative responses before moving to out-of-school suspensions (as appropriate).

- Students in our MYP program had a visit from Illinois State University on October 22nd.
- Students in 6th-8th grade have set goals and are tracking progress during their weekly advisory meeting.
- Beginning stages of goal setting is in place for students in K-5th grades. Discussions have begun around what goal setting can look like in a primary classroom and how students can track progress.
- BAG (Behavior, Academic, Grades) data and school data sheet are used to support teachers understanding of where individual students are at - the number of students receiving Ds and Fs and the number of students who are at risk based on attendance, grades and behavior.
- **Include school-wide SCC data**
- School schedule allows for music, art, dance, science, humanities, social emotional learning, technology, library, physical education instruction.
- Several arts partnerships are in place - Raven Theatre application in process for 1st grade, Dream Big Ingenuity Grant sent for 2nd-3rd grades. Giordano Dance for 5th grade. Argument Centered Writing and Debate for students in 6th-8th grades. Would like to have arts partners for 4th and Kindergarten.
- Anne Choe and Virag Nanavati are working at partnering with the School for Professional Psychology.
- We will have a restorative practices coach working at Peirce on Wednesdays - current area of focus will be on the use of restorative language while working in classrooms.
- Anne Choe & Jillian Estanich along with parent volunteers coordinated our HS Informational Session and HS Fair.
- Jillian Estanich worked with Senn HS and Northwestern on a study which brought 8th grade Peirce students together with Senn HS students - students walked over to Senn every afternoon for a week and participated in a small group mentoring session. Data was collected by Northwestern students.
- I Paint My Mind did an art installation in the first floor hallway - Principal is working with teachers and Nora Hughes on ways to re-vitalize the school and increase the amount of student-created art on display.

- Brooke Thompson works with the Education Through Music Program, they have been holding ETM workshops at Peirce regularly - several Peirce teachers participate in this project.
- Principal, AP and IB Coordinators participated in an SEL (Social Emotional Learning) school walkthrough with network SEL lead. Feedback was shared with staff around areas of strength and areas of development - we will continue focusing on implementation of Second Step and use of PBIS.
- Peirce was accepted to partner with CAPE (Chicago Arts Partnership in Education) 2 teaching artists will partner with Peirce staff around arts integration.
- Student Council Installation Ceremony was held on Thursday, October 15th.
- Middle School students have developed action based plans within Learning Communities - topics which have been proposed are related to bringing in recycling bins school-wide, increase equipment for the playground, peer-tutoring programs and a food/clothing drive for needy families. Principal has been in correspondence with students to get these initiatives started.

Competency D: Empowers and Motivates Families and the Community to Become Engaged.

Standard D1 : Proactively engages families and communities in supporting their child's learning and the school's learning goals.

- Engages families in supporting their child's learning and the CIWP priorities (e.g., State of the School Address, PTA, PTO, PAC, BAC, parent-teacher conferences, etc.)
- Fosters home-school connections, with communications and events focused on student progress toward academic and social-emotional expectations (e.g., principal newsletter, open house, report card pick-up, literacy night, Career Day, teacher-parent phone calls, etc.).
- Responds to concerns of families in a professional and timely manner, providing resources to address concerns.
- Engages LSC, parents, and community members in school governance, problem-solving, and decision-making to ensure student success (e.g., dealing with issues of academic performance, discipline, attendance, etc.).
- Develops and implements a comprehensive plan for families and children to successfully transition to kindergarten.

- Principal attends monthly parent-group meetings. PAC, BAC, PSO, LSC

- Principal will develop focus groups to gather feedback as we prepare for the 2016-2018 CIWP.
- Safety & Security Meeting was held on October 21st.
- Principal attended school-fairs for the 48th ward and the Northside Parents Network.
- Principal sends a monthly e-newsletter home to families, works with parent leaders in maintenance of the school website and supports the dissemination of information to the school and PSO Facebook sites.
- Principal works to have a 24 hour turn around window when responding to parent and family inquiries.
- Principal attended the East Andersonville Residents Council and Edgewater Glen Community Meetings to give a presentation on Peirce.
- Ms. Brugman and Schaper recently earned funding at DonorChoose.org for classroom projects
- Parapet Wall has been approved to be fixed - work will begin on Monday, October 26th outside of door 2.
- Centennial Celebration weekend is upon us! Students will participate in a 100 year photo at 9:45am on the turf followed by the street dedication at 10am at the corner of Bryn Mawr and Glenwood, we will then have our ribbon cutting ceremony outside of the main entrance in honor of our bricolage project.
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Competency E: Relentlessly Pursues Self-Disciplined Thinking and Action.

Standard E1 : Creates and supports a climate that values, accepts and understands diversity in culture and point of view.

- Builds collaboration, understanding, and respect between different stakeholder groups (students, staff, parents, LSC, community)(e.g., partnerships to access community resources).
- Effectively responds and resolves concerns and issues of students, staff, parents, LSC, and community members.
- Uses ongoing written and oral communication to effectively communicate with different stakeholders about school curriculum, activities, student achievement, and safety.
- Motivates and inspires staff to contribute to success of school.
- Maintains honesty, integrity, and professionalism in carrying out leadership responsibilities.

- ❑ Fosters a school environment that embraces diversity and cultural differences (e.g., Diversity Professional Development, Community Service, Unity Month, Black History Month, National Hispanic Heritage Month, Women's History Month, etc.)

- Will hold quarterly meetings with PAC, BAC, LSC, FOP and PSO leads as a way to streamline all parent groups work with Peirce. Meetings have not yet been held as we were waiting on the officer elections of the BAC.
- Principal maintains an anonymous suggestion box on the school website.
- Principal works with Assistant Principal, teachers and parent group leaders to disseminate information - robo calls, emails, website, backpack mail and social media are current tools of communication around activities.
- Principal encourages staff to give each other "shout outs" in our weekly staff bulletin.
- Principal encourages cultural diversity - most recently students participated in the Danzas Ceremoniales de Mexico in recognition of Hispanic Heritage Month.
- Mrs. Scheller and Ms. Lebovitz organized a family night at the Swedish American Museum for Friday, October 23rd in recognition of the schools country of study - Sweden for the centennial celebration.
- Principal takes staff, parent and student confidentiality seriously - works to maintain a positive relationship with all stakeholders.

Budget Transfer

\$7,835.90 was transferred from internal accounts to budget line

124-54125-119067-002239 to cover dance instruction. Transaction was made on 9.10.15