

**PETERSON ELEMENTARY SCHOOL  
LOCAL SCHOOL COUNCIL MEETING AGENDA**

Wednesday, September 13th, 2023 @4:00 pm

In-Person at Peterson Room 128, Virtual Access: [meet.google.com/deq-dzvz-vpa](https://meet.google.com/deq-dzvz-vpa)

Join by phone: (US) +1 631-616-9371 PIN: 644 707 653#

LSC Members Present	LSC Members Absent
	Abir Mneimne (Abby Zodo) (Teacher Representative)
Yalil Nieves (Principal)	
Sarah Colella (Chair) Left early - 4:45pm	
Kyla Klein (Parent)	
Maleeha Mubashiruddin (Vice-Chair) (Late-4:25)	
Shirley D Warren-McClain (Non-Teacher Staff)	
Greta Trinter(Student)	
Steven Johnson (Community)	
DeAndrea Bell (Teacher)	
	Martinique Hallerduff

4:00 pm	Call to Order
	Explanation of Local School Council Meetings
	Vote to Approve Meeting Agenda <ul style="list-style-type: none"> <li>SC moves to approve, DB seconds, Passes unanimously</li> </ul>
4:05 pm	<ul style="list-style-type: none"> <li>CIWP Presentation <ul style="list-style-type: none"> <li>3 year plan</li> <li>Grounded in data</li> <li>Very involved process and we tried to include as many stakeholders as possible</li> <li>Guides how the school spends our resources</li> <li>Started forming the team in May, wanted educator input, some were part of the team</li> <li>Goal was to involve more teachers</li> <li>See document for a list of all the people who were directly involved in the team</li> <li>May - put a survey together to get educator feedback on what our upcoming priorities should be</li> </ul> </li> </ul>

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- August - reviewed the data we had - IAR, Star360, iReady, 5 essentials, cultivate data, etc - to reflect on how the school has been doing
  - Then worked with teachers to identify student-centered problems
  - Educators had 5 categories to vote on for priority areas: chose "Curriculum and Instruction" & "Inclusive and Supportive Learning"
  - The team engaged in root cause analysis to determine the causes of problems (that we could impact)
  - After we dug in, bunch of "whys", we came eventually to two theories of action
  - Gathered feedback on CIWP plan from the educators in an iterative process
  - Last step is to get the LSC approval (today)
  - Priority Area #1
    - Problem: students not meeting grade level standards.
    - Cause: Educators are not familiar with curriculum and not teaching it with fidelity to provide strong Tier 1 instruction
    - Action: provide professional learning/development on curriculum, conduct shared observations, coaching, etc. That will lead to a shared implementation of curriculum and shared strategies, increase educator confidence, create stronger vertical and horizontal alignment. In theory this will lead to all students receiving instruction that is grade-level aligned with more differentiation, so we should see student growth in Star360 and iReady and demonstrating progress in mastery of grade level standards on IAR.
    - Summary - mastering content, curriculum, improving Tier 1 instruction, giving teachers training and opportunities for collaboration
    - Q (Steven): What's been going on the past few years?
    - A (Ms Nieves): This is hard and needed work. Past few years, kids haven't been achieving standards. Identified curriculum as a problem. Teachers were creating their own units, which created some gaps and inconsistencies. Now we've adopted a high quality curriculum that's standardized, and educators need to learn how to use it. This is also about social-emotional learning. We have relied on teacher-created resources previously, but having a shared curriculum allows us to standardize on that as well. For math we are looking at things right now. Social studies - going to be looking for new curriculum over the next couple of years. Science - we've sent all teachers to "Project Lead the Way" STEM training. In 6-8th grade we are currently using Skyline. There are challenges but also strong benefits (it's free). SEL is a critical component. This year was ELA but we are going to continue to make changes. It will take years for us to get good at the new curriculum so we should be patient.
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- A (Ms Hurley): We are still going to do the things we've committed to in past CIWPs, but we really need to focus on the basics of teaching and curriculum for this 3 year CIWP plan.
  - Q (Steven): Should the CIWP mention STEAM since we are a STEAM school?
  - A (Ms Nieves): Struggling to identify how do we solidify our identity as a STEAM school. We have done some things like STEAM night, Nascar extracurriculars, but we really need to put the foundational piece in place to support the STEAM work in the future. We are going to continue working on our STEAM identity as well over the next few years. Need to think about the instructional shifts that need to happen to accommodate that - including cross-program collaboration. We will still provide opportunities but let's get the basics right first.
  - A (Ms Hurley): Technical events/projects will still exist. Also part of it will be teaching science to the younger grades so we are still working to expand that. Students can demonstrate problem solving in other types of classes besides just science, so it's also about process.
  - A (Ms Nieves): Not where we wanted to be, but we can't do that advanced stuff until we get the foundations right. These trends, the data shows us that these problems go way back. People may think we were doing fine, but that isn't the case. Our kids have not been performing well even before the pandemic.
  - Priority Area #2
    - Kids not receiving Tier 2 and 3 supports. Tier 2 and 3 are more specialized supports and interventions for kids. As a school we still need to get a handle on Tier 1, so it makes sense that we also will need to address Tier 2 and 3. Not just understanding curriculum but also need to learn the strategies to support tier 2 and 3. Understanding kids needs and support them. Similar to Area #1 - understand interventions so that educators can implement them more consistently. Should translate to kids meeting and exceeding grade level expectations and increased number of educators trained to use interventions. Make sure action steps align with feedback from educators.
  - Actions
    - Make time for learning and professional development to ensure instructional consistency.
    - Grounding our decisions in data, not assumptions, and using tools that are available to us (MTSS)
    - Getting good at additional supports that kids need
  - Discussion
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- Q: (Steven) Over the space of a year, can you share a range of how many hours are available to focus solely on these things?
  - A (Ms Nieves): Schools are complex institutions. Sometimes people want to know why things don't go faster, but these kinds of changes take time because there is so much other stuff we do, and we don't have a ton of time devoted to professional development time. There are PD days for educators, but much of that time is taken up with watching videos provided by CPS. Some time needs to be set aside for grading too. There are 24 hours for principal-directed prep, some of that time is dedicated to things like graduation. There are probably 4 other PD days during the year, so in total something like 44 hours for the rest of the year, which is really not much. People who are not involved directly probably don't see the other time demands placed on administrators, staff, and educators.
  - A (Ms Nieves) Will try to layer some of this stuff in with other responsibilities, but there are always distractions
  - A (Ms Hurley) FOP is so important - they pay for subs which allow educators to take time for PD
  - Q (Maleeha): Since there is so much to learn, are there ways for educators to share learnings in team meetings and such?
  - A (Ms Nieves): Yes, and we expect that particular cohorts will identify targeted questions/areas to discuss and learn about in team meetings. We're working with FOP to fund professional development with curriculum companies. It's pretty expensive (\$6000 per person per day). With K-5 we are doing an online training for \$2140 per person per day. In middle school the company we are trying to work with has not been super responsive, so we are going to norm around educator needs and go back to ask for funding once we have a better idea of what teachers say they need.
  - Q (Maleeha): Based on this process and role of the interventionist, how will interventionist role change with this CIWP?
  - A (Ms Nieves): Interventionist will be with us for 2 more years, which isn't a lot of time. We are going to try and focus on the younger kids so they can catch kids up early, especially 2nd grade. They have a caseload and work with students. Also building capacity to support teachers with implementation. They need to train our teachers if we aren't going to have them in a couple of years. An interventionist's role is not best practice to pull a kid out to give them separate instruction. All these kids are still the responsibility of the educator and they need to develop the skills to support all their kids regardless of their starting point.
  - Q (Kyla): Are we just focusing on teaching to the test?
  - A (Ms Nieves): Has concerns as well, but that's the data we have. Wanted teachers to be a part of the process and they were on the same page. Would be more concerned about results if they are inconsistent from year to year. Yes our curriculum is guided, but it's teaching the kids what they need - critical thinking skills, etc. If
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we put this plan into place we should see kids engage in productive struggle, seek clarification, etc

- A (Ms Hurley): If there were inconsistencies between different tests, but we are getting really similar results between tests. We are using multiple sources for metrics that all show the same things, which show that there are real concerns to address
- A (Ms Nieves): Teachers had a voice in choosing the curriculum, and the starting point was identifying challenges kids are experiencing and identifying what they wanted out of the curriculum. Teachers reviewed, discussed, read, and landed on this curriculum

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4:35 pm	Public Comment
	<ul style="list-style-type: none"><li>● No public comment</li></ul>

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4:45 pm	<ul style="list-style-type: none"><li>● Discussion and vote on CWIP</li><li>● Steven motioned to approve, Maleeha seconded. Motion passes unanimously</li></ul>
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4:55 pm	Adjournment
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**ESCUELA PRIMARIA PETERSON**  
**AGENDA DE LA REUNIÓN DEL CONSEJO ESCOLAR LOCAL**

Miércoles 13 de septiembre, 2023 @ 5:00 pm

En persona, salón 128, Acceso virtual: [meet.google.com/deq-dzvz-vpa](https://meet.google.com/deq-dzvz-vpa)

Únete por teléfono:(US) +1 631-616-9371 PIN: 644 707 653#

4:00 pm	Llamada al orden
	Explicación de las reuniones del consejo escolar local
	Voto para aprobar la agenda de la reunión
4:05 pm	<ul style="list-style-type: none"><li>• Presentación del CIWP</li><li>• Discusión</li></ul>
4:35 pm	Comentario Público
4:45 pm	<ul style="list-style-type: none"><li>• Discusión y votación sobre el CIWP</li></ul>
4:55 pm	Aplazamiento