

MINUTES OF THE JOHN W. GARVY LOCAL SCHOOL COUNCIL
5225 NORTH OAK PARK AVENUE
CHICAGO, ILLINOIS 60656
TUESDAY, OCTOBER 10, 2017

The Garvy Local School Council regular meeting was held on Tuesday, October 10, 2017 in the school's library at 5:30 p.m.

The meeting was called to order by the chairperson, Mr. Han Kim at 5:32 p.m.
Quorum was established.

Members Present: Barbara Fabris, Nicole Foster, Victoria Grau, Stephanie Huber, Han Kim, Heather Chron, John Rizzo, Stasi Nilles, Lydia Hernandez

Members Absent: Sean Derry, Erin Spirovski

Guest: Stephanie Bester (Interim Vice Principal)

Minutes from the 9/12/17 LSC Meeting were perused.
Huber/Nilles - made the motion to approve them. Motion passed.

Mr. Kim moved discussion of selecting a new principal(Network Rep did not attend our meeting) and LSC Parent Vacancy to our next meeting in November. Happy to see the Kiss-and-Go Parent Volunteer Group started and the beginning of smoother drop off and pick up traffic.

LSC Principal Report

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.*
Standard A1. Develops, implements, and monitors the outcomes of the Continuous Improvement Work Plan and school wide student achievement data results to improve student achievement

Waiting on SQRP final results to be finalized before sharing.

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 successes

During Prep with the Principal grade level teams presented their Formative Assessment "homework" - teachers shared their major take-aways and ideas for Best Practices of Formative Assessment. Teachers also reported their progress with using the MTSS (Multiple Tiered Support System) progress logging students who are in Tiers 1, 2 and 3.

Standard A3. Collaborates with staff to allocate personnel, time, material, and adult learning resources appropriately to achieve the Continuous Improvement Work Plan targets

Using our current flex days to work on CIWP priorities with the ILT, reviewing longitudinal data to find a root cause analysis of students who stop growing at an accelerated rate over time. This work and the vertical alignment of curriculum spanning all grade levels continues our work plan for the 16-18 CIWP.

Standard A4. Creates a Safe, Clean and Orderly Learning Environment

Students have completed the following drills: Law Enforcement, Shelter in Place (tornado) evacuation (fire drill), and Allergen Drill. The Chicago Police Department assisted with the drill to simulate an active intruder in the building.

Standard A5. Ensures that the school's identity, vision, and mission drive school decisions

Initial SBB (Student Based Budgeting) budgets were based on FY 18 enrollment projections, and were adjusted for enrollment increases and advancements. Garvy received an adjustment based on the 10th Day enrollment. Due to an increase in enrollment, initially projected at 789 students and on the 10th Day we were at 825 students, we received \$12,698.22 in SGSA funds and \$135,504 in SBB funds.

- Due to a change in salary for a paraprofessional, \$7,752.99 was taken from the \$12,698.22 SGSA allocation, leaving a balance of \$4,945.23
 -
- SBB allocated funds of \$135,504 to be used for textbooks, computers, art, physical education, science and reading materials that were needed with the past budget cuts and increase in enrollment over the summer.
 - I will review budget lines with LSC and how the money was spent in detail tonight.

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.*

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

Our Flex Day after school session scheduled for 9/26/17 focused on MTSS logger and identifying students in Tiers 1, 2 and 3 and learning how to craft a learning plan for students who fall in Tiers 2 and 3. Teachers completed a case study and worked in grade level teams to develop these plans.

Standard B2. Evaluates the effectiveness of staff and holds individuals 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 part of the district appraisal systems

Formal observations are scheduled for teachers beginning the week of 10/9/17. Ms. Chron and Mrs. Bester will conduct classroom evaluations. Tenured teachers in the first year of their biennial cycle will receive one formal and one informal observation, at least three months apart. The few teachers in the second year of their Biennial cycle will only receive a formal observation. Non-Tenured teachers receive two formal and one informal observation, each a month apart. Teachers also receive weekly informal class observations by one of the administrators.

Standard B3. Implements student interventions that differentiate instruction based on student needs

Teachers have identified students needing additional support based on Reading and/or Math NWEA scores and/or Social Emotional needs. Teachers are using a tool called MTSS Logger to document supports and interventions. Checking with teacher grade levels to ensure NWEA goal setting is occurring for all students in grades 3-8.

Standard B4. Selects and retains teachers with the expertise to deliver instruction that maximizes student learning

We continue to look for a special education teacher to fill the maternity leave for Mrs. Spirovski.

Standard B5. Ensures the training, development, and support for high-performing instructional teacher teams to support adult learning and development to advance student learning and performance

Network 1 is implementing an Elementary School Leadership Summit this year, inviting administrators and teachers leaders to engage in a Powerful Classroom Practice focusing on building student agency, authority, and identity in the classroom. Mrs. Lopez in 3rd grade will represent our K-5 teachers, Mrs. Spyratos in 7th grade will represent our 6-8 Literacy/Social Science teachers, and Mr. Jablonski in 8th grade will represent our 6-8 Math/Science teachers.

Standard B6. Supports the system for providing data-driven professional development and sharing of effective practice by thoughtfully providing and protecting staff time intentionally allocated for this purpose.

Garvy School was designated this year to participate in the NWEA MAP Skills program which helps teachers individualize instruction based on student needs. Garvy will receive focused support on reading implementation in grades 3-5. Mrs. Martin in 4th grade has been designated our teacher lead and Mrs. Angie Lopez and Ms. Ana Lopez will also attend the workshops.

Standard B7. Advances Instructional Technology within the Learning Environment

40 new Chromebooks were purchased for our MTSS Lab in the Library for Mrs. Anthony to use for research and tiered support in literacy.

Standard B8. Conducts difficult but crucial conversations with individuals, teams, and staff based on student performance data in a timely manner for the purpose of enhancing student learning and results

Currently planning for the Flex Day in October (10/25/17) to review SQRP data with a focus on attendance and NWEA growth scores, specifically in math and reading in the middle grades.

ILT meeting agendas focusing on comparing subgroups of Spanish and Polish Bilingual English language students with the purpose of enhancing overall student learning and results.

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 student expectations for positive learning behaviors and by focusing on students' social-emotional learning.*

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

The fall sports season to include Girls Volleyball- Grades 5 & 7/8 and Cross Country boys and girls Grades 5 & 7/8 began the week of October 3rd. Go Bulldogs and Coach Jablonski, Camacho, and DeWitt.

Also, currently working with Ms. Gray-Rodriguez on the Creative Schools Grant for CircEsteem, the social emotional "circus" lessons for the 5th grade. Inspires team building and self

confidence. Brought Hubbard Street Dance Company back for the 5th year to the 3rd grade to assist students understanding of inference using movement and dance.

Standard C2. Builds a culture of high aspirations and achievement for every student

GoCPS activation has begun and the deadline for high school applications has been extended to December 22nd. This year the high school fair will be held at Prussing School on 10/18/17- 5:30-7:30 P.M. Contact Ms. Stanis, our school counselor, with any questions.

Standard C3. Requires staff and students to demonstrate consistent values and positive behaviors aligned to the school's vision and mission

Restorative Conferences and Skill Building sessions have begun for the 2017-2018 school year.

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.*

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

The Bilingual Advisory Council (BAC) met on 10/4/17 and will continue to meet the first Wednesday of the month at 8:30 A.M. in Room 208A with our (ELPT) English Language Program Teacher, Mrs. Anna Kolanczyk-Olech. The BAC held their elections at the September meeting (9/13/17). The officers are: President: Mrs. Barbara Potok, Vice-President: Mrs. Malgorzata Bigos, Secretary: Mrs. Iryna Kurnystka, Representative: Mrs. Danuta Potok and Alternate Representative: Mrs. Anna Szafranec - at the last meeting it was discussed to get the BAC to become more visible by announcing their meetings in the Newsletter, with a possible advertisement as well as having a table at Report Card Pick-Up day in November. The goal is to have parents understand what the BAC does and to include all parents of Garvy School.

Standard D2. Creates, develops and sustains relationships that result in active student engagement in the learning process

Hubbard Street, Stretch-N-Grow, and CircEsteem are sustained relationships that result in active student engagement in the learning process.

Standard D3. Utilizes meaningful feedback of students, staff, families, and community in the evaluation of school programs and policies

Garden Tea held the last Tuesday of September (26th) was key in hearing parents voices regarding morning drop off and daily pick-up procedures. Parents discussed the need to have students line up on the concrete to prepare for winter, creating an easier entrance into the school building with parents on the turf so students can line up in class lines.

Attended the 16th District Chicago Police Department meeting held on Wednesday, September 27th and reported the issues with traffic, double parking, etc. CPD presence the two days following, as well as cones for Kiss-N-Go being used has helped in the morning drop off. A drawing of the school and traffic (policy) pattern was also sent home as well as a robo call in response to parents and community concerns. Things seem to be moving along much better!

Standard D4. Demonstrates an understanding of the change process and uses leadership and facilitation skills to manage it effectively

Change in custodians and engineer had been an issue and after meeting several times with Aramark and Geralex issues seem to be on the decline and facility management coming along.

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.*

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

Attends monthly Bilingual Advisory Committee meetings with parents and ELPT (English Language Proficiency Teacher) as well as listens to parent concerns raised at Garden Tea, allowing for all parent voices to be heard and discussion of those concerns in a round table format.

Standard E2. Demonstrates personal and professional standards and conduct that enhance the image of the school and the educational profession; protects the rights and confidentiality of students and staff

Website maintenance is coming along, pictures updated for me and the entire staff. Twitter account recognizes parents, students and teachers which enhance the image of the school.

Standard E3. Relentlessly pursues reflective behavior

Update of 30-60-90 Day Plan - shared in folder

Communicates frequently with Mentor Principal, Christine Zelenka, regarding district mandates and other concerns. Sees mentor at least once every week or so and reflects on practice and day to day decisions made for policy and school operations.

Business Items:

Internal Accounts September 2017

Internal Accounts: Checks Over \$1,000:

None.

Budget Addendum:

Rizzo/Foster- Made the motion to approve the

SBB Funds of \$135, 503.63 appropriations. Motion to approve passed.

\$31,000 to the Reading line for approx. 21 laptops for teachers to use with their starboards and desks and chairs for classrooms due to increased enrollment

\$15,000 to Math line for approx. 6 laptops and approx. 5 document cameras

\$3000 to Art line for supplies

\$20,000 to Math line for Math Textbooks

\$3,000 to Science line for instructional materials

\$2,000 to Physical Education line for PE equipment

\$2,520 to Reading (Digital) line for BAS (Baseline Assessment Kit) for grades 3-8 for our MTSS school-wide program

\$2,520 to Reading (Non-Digital) line to purchase novel sets for 8th grade and replace novel sets school-wide

\$31,800.42 to open a .5 Spanish Bilingual Teacher to service Grades: 1, 4, 5, 6, 7, 8 students

\$23,245.39 to open Misc. Bucket for a retired teacher (non-board) for 2 people to assist with math enrichment and the library.

Totaling: \$134, 085.81

*The rest I plan to put into office supplies for teachers (approx. \$1357.85)

Huber/Rizzo - Made the motion to approve SGSA Funds of \$12, 698.22 .

\$3,808.42 Pointer line due to a change in status for an employee,

\$3,944.57 Benefits;

Leaving \$4945.16

These funds to be utilized for ink to support the entire school's printing (i.e., NWEA Reports, Report Cards, Progress Reports, Student Work, etc.)

Motion to approve Passed.

PPLC REPORT

Problem: Parents are entering the building and are being told by security that they need to go to the office to sign in. Parents are proceeding to the office, but then leaving the office when the office gets busy to move about the building without notice to teachers or scheduled meetings.

Solution: Our protocol is for parents to stop at security and proceed to the office, which is currently working. Unfortunately, parents are making their way throughout the building anyways. Teachers and staff who find parents in the building should approach parents and encourage them to make appointments. Please stress to parents that this is for safety and so as to not disrupt instruction of both their students and the other students in the classroom. If you need further assistance, please contact the office.

Problem: Teachers are unsure as to who should be involved in Fun Friday. Should homeroom teachers be solely involved or should Paraprofessionals and Special Education teachers assigned to students at that time be part of/ present for Fun Friday?

Solution: Paraprofessionals and Special Education teachers who are assigned to a student during a scheduled Fun Friday time, should be at Fun Friday with the student that they are assigned to. They are not required to "lead" a Fun Friday activity, but should be with/servicing the students they are assigned to.

SAFETY and SECURITY REPORT

There have been some broken acts of misconduct, most happening in the playground, around noon involving fighting or unacceptable minor physical actions according to the three reports done by Mrs. Bester. Sometimes incidents are occurring after school on school property.

Mr. Kim advised discussing the possibility of having Trespass Signs put up after curfew hours, so that Garvy could obtain police assistance in the matter.

Public Comments

A concerned parent made the alert of graffiti in the boys bathrooms.

Mr. Kim informed us of current police training being given on how to deal with active shooters, and highly recommended anyone interested in giving blood, to do so.

Foster/Nilles - Made the motion to adjourn the meeting.

Meeting was adjourned at 6:25 p.m.

Minutes respectfully taken and submitted by Mrs. V. Grau.

Minutes approved on: 11/14/17

