

Baldwin School Council Meeting Notes

Tuesday, November 21, 2023

Attendees

Parents: Jessica Bodner, Caitlin Dube, Serena Facchinetti, Kate Flaim, Michele Morpew, Jennifer Nigro, Eugenia Schraa Huh, Chunying Yue

Staff: Heidi Cook, Maria Flores, Sara Oliveira, Susan Tiersch

Public Comment

This is something new for us. We've not had public comment at prior meetings but were asked to include it for items on the agenda. Serena spoke about her concern that the CPS guidelines for Covid are not in compliance with the CDC in relation to known and unknown exposure. There is usually a spike in cases at the holiday. Is there something we can do to limit transmission specifically at meal and snack time? Students are allowed to return on day 6, masking until day 10. But they are allowed to remove their masks for meals and snack. Days 3 - 8 are the most infectious days. Also, the CDC recommends two negative tests for symptomatic students. CPS only requires one. Some students live with high risk family members. Is there a way for the school to send information home to families if a student in a classroom has Covid, like we did in the past during the height of Covid?

These concerns are with district related policies. Serena has brought this to the attention of the district. Heidi will also make the district aware of these concerns.

Maria Flores, principal intern, facilitated the meeting.

School Improvement Plan

Every school in the district creates a School Improvement Plan. There is a template to follow. Areas of **need** are indicated and each area has a **goal** and an **action plan**. The areas of need identified are English Language Arts (ELA), Math, Attendance, and Climate and Culture for Specialists.

ELA

The **need** is to address persistent gaps between groups we are serving best and groups we are not yet reaching.

The **goal** is for 90% of students who are not meeting or partially meeting grade-level expectations to achieve high growth on the MCAS, and for 100% of students to make at least moderate growth.

The **action plan** is for teachers to have training to improve their reading and writing instruction, attend LETRS intensive training, and for staff to participate in professional development of Academic Language. We need to be consistent in how our language is used. Question about missing phonics. The new ELA curriculum that is being rolled out next year is clearly based in phonetics.

MATH

Need to train on the new Illustrative Math curriculum and need to pay attention to math language in the new curriculum.

The **goal** is for 100% of students to make at least moderate growth on math MCAS and also all teachers will use the math language (vocabulary) consistently.

Note: last year, math was a goal at Baldwin and the students made great growth.

The **action plan** is to ensure that all classrooms have 60 minutes of scheduled math instruction per day and to implement math academic language professional development for teachers.

Attendance

The **need** is to decrease overall chronic absenteeism rates.

The **goal** is to reduce the number of chronically absent students by reaching 13% or lower and also to show significant progress for high need and low income students.

The **action plan** is to establish a daily attendance email protocol and establish a team to connect and support families in problem solving for absenteeism. Contact the family to let them know we miss their child at school and ask what we can do to support getting their child to school.

Climate and Culture - Specialists

The **need** is to support teacher and student interaction beyond the homeroom classes (in their specialists classes).

The **goal** is to have positive student interactions on the next Climate and culture survey in specialists classes.

The **action plan** is to create a specialist collaborative planning time throughout the year and review student needs and strategies during that collaboration time. Currently, grade level teachers meet collaboratively once a week while their students are at specials. Specialist teachers don't have time to collaborate during the day.

Feedback

Small groups created for each of the areas of need to give feedback.

- Feedback - Climate and Culture - Specialists

How are families feeling in general, not just in special classes? There is an upcoming district climate survey done by Panorama where families, staff and students grade 3 and up can give their input. Schools will receive a detailed report of the survey results. Please spread the word to make sure everyone fills out the survey .How can specialist teachers be included in the Curriculum Night? Are specialist teachers trained in Responsive Classroom? - Yes. There is building level social-emotional training as well as Second Step training. Some of these are done at full faculty meetings.

How are specialist teachers evaluated? Does the district evaluate them? The district level collaborating with principal or assistant principal.

- Feedback - Attendance

What is the cause and reason for the absenteeism? Is there a culturally responsive response to families who are chronically absent? Are we helping meet kids' needs? Are all families feeling welcome? Have we thought about partnering parents?

- Feedback - Math

Are the needs of the student matching up with the testing? Is iReady aligned to what is happening in the classroom? Concern that the result of the assessment will cause parent alarm and concern. In some cases, the topic hasn't been covered yet in class, so really no cause for concern, but there is a disconnect if families

don't know that. Also, the iReady results are showing where the student should be at the end of the grade level. That is causing undue alarm and causes the teachers to have to explain to families taking up more of their time. How do we communicate that iReady is a measurement tool.

We hear about the issue around 8th grade algebra. Is the curriculum set up to support our students for this? There needs to be much better communication around this issue.

- Feedback - ELA

It would be great to have a feedback survey from families on how assessment information landed with families. And how information about the change in curriculum was communicated to families.

Also, is there a way to have families take books home? There needs to be equitable access for books for all families. Books that are aligned with what the child is working on. Ms. Kugel does a wonderful job.

(We do have Marcy's Corner - a bookshelf on the first floor for children to take books to keep at their home.)

Subcommittees

Due to time, we didn't spend much time on this. Caitlin is passionate about subcommittees. Here are her ideas for different sub-committees:

- Community building
- Parent voice in school council meetings
- Hopes and dreams for Baldwin

Next meeting: *Tuesday, December 19* at 8:00 a.m.

Agenda: Talking about the budget attached to the School Improvement Plan