

LSC Principal Report – Inter-American

Date: December 11, 2012

Fiesta Cultural and Tech Gala funds:

Funds from Fiesta Cultural 2012 - \$13,400

- Exploradores – Libro de estudios sociales (gr. 6-8)
- Don Quijote de La Mancha, La Bomba De Hiroshima (gr. 6-8)
- Lucy Calkins Units of Study for Teaching Reading Grades (gr. 3-5)
- Human Biology and Health (gr. 6-8)
- Science Readers (Ideas y Invenciones) (gr. 4)
- Our Federal and State Constitution student books (gr. 7-8)
- Interacciones Quimicas, Celulas y Herencia, Human Biology and Health (gr. 6-8)
- Science Notebook: writing About Inquiry (gr. 6-8)
- Social Studies American Hero Biographies (gr. 3-5), Chicago Student Edition (gr. 3)
- Second Step Kit for social skills development (gr. 1)
- Classroom Library Books (gr. Pk-8)

Funds from Tech Gala 2012 - \$18,200

- 6 Elmos (document cameras)
- 12 LCD projectors
- 3 Tech carts (holds laptops, document cameras, projectors)
- 10 Laptops for classroom
- 6 Mimio Teach – converts whiteboards to Interactive boards

Thank you parents, teachers and community members!!!

Categorical Program Audit:

Inter-American Magnet School was audited on October 19, 2012 to review our categorical programs. Please see attached report and the “corrective action” plan to address the concerns in the preliminary report that was issued on October 30, 2012.

SGSA Expenditure Analysis

- a. Exception: Fund 225 monies (\$6.883) are not being spent in a timely manner
- b. Corrective Action:
 - i. \$4032 are funds for TechXL Support Fee that will be pulled by district
 - ii. \$1551 are funds set aside to help support raises for 225 positions
 - iii. \$1000 are funds set aside for homeless services per district requirement

Instructional Rounds:

The Ravenswood-Ridge Network visited our school on November 21, 2012 for instructional rounds. In Instructional Rounds, teachers, network staff and administration spend time in classrooms to observe for a targeted instructional practice. In the morning, the rounds team visits classrooms to observe instruction and writes down evidence related to the targeted instructional practice. In the afternoon, the team categorizes the evidence and look for themes and patterns in the evidence.

Targeted Instructional Practice: What instructional strategies and informal assessment strategies do students and teachers use to support language development, conversation/discourse and metacognition?

Themes and Patterns: Teachers across all content areas are intentional about using a variety of instructional strategies that get students talking in the language of instruction (ie: literature circles, partner work, role play). Teachers are purposeful about using grouping strategies that better support language development with students in each group that are modeling the language and students that are developing the language. Many teachers were using explicit forms to give students feedback about how they were doing in the language work happening in the classroom (ie: anchor charts, rubrics). Many teachers were using explicit instruction to make sure that students were using high-level language and specific vocabulary that was relevant to the content area. All teachers were enthusiastic about what they were teaching and students were actively engaged across all content areas. There was evidence in many classrooms of questioning and discussion techniques that engaged students in higher levels of thinking about their learning. There was evidence of teachers and students negotiating

meaning using a variety of effective strategies to stay in the language of instruction.

Next Steps: Primary grades (gr. Pk-K) are continuing to work on incorporating more best practices to further develop oral language skills to establish a strong foundation in both languages for ongoing success in being strong readers and writers in later years.

Early grades (gr. 1 - 2) are continuing to work on incorporating more best practices for explicit instruction about what skills and concepts students know that they are developing and those that need to be mastered.

Intermediate grades (gr. 3-5) are continuing to work on incorporating more best practices for teaching academic vocabulary for deeper levels of comprehension and learning in all academic areas.

Middle grades (gr. 6-8) are continuing to work on using a common rubric to set expectations and give students meaningful feedback on listening and participation skills.

Medical Compliance:

The Ravenswood-Ridge Network asked for all network schools to reach 100% compliance which means that all students in the school must have their medical records up to date. Parents received notification of the medical requirements in the spring of last school year. We sent out three reminder notices to students who were not compliant. From over 160 students who did not have up-to-date medical records, we reduced the list to 28 students. On December 11, 2012; we have 8 students who are not medical compliant – 98% compliant. This was very important for the network. I would like to thank Nurse Ruth, our agency nurse who entered all of this data and contacted parents.

Agency Nurse:

After many weeks of determined advocacy, our school was staffed with an agency nurse in order to monitor a student who has a life threatening condition which needs daily monitoring and medication. Nurse Ruth McMann is here daily from 10-2. She is able to see students who are injured or who become ill during the day.

Snack:

After many weeks of determined advocacy, our school was approved for providing snack for our students in grades k – 4 in the afternoon. Students have a choice to drink a milk, eat a snack or not to eat. The teachers take responsibility to record