

The School District of Philadelphia
FANNY JACKSON COPPIN ELEMENTARY
1213 S. 12th Street
Philadelphia, Pennsylvania 19147

Phone: 215-400-7970

Fax: 215-400-7971

Rolling Agenda

Priority #1: Engage in practices that support diversity, equity, and inclusion to improve disproportionality.

Priority #2: Intentional and strategic scaffolding for Tier I instruction.

Priority #3: Bridge learning gaps through strategic programming and MTSS protocols.

November 20, 2024

1. Status of the School Updates

KE - Good morning! We are supposed to have a presentation from Dr. Jones, but they could not be here due to principal interviews.

KE - Sean was just here and presented data, you just met with for your child's report card, and the winter STAR window opens right after Thanksgiving and closes before winter break. The first STAR is just a benchmark, you will see your child's progress on the next one.

PBIS reward coming up - Friendsgiving. We extended it for the littles as well. It's Monday and Tuesday of next week. For the littles, it will be crafts, a dance party, pie Mr. Levinson. For the middle school, we have a dj, organized games, etc. Then, Dec 20th is a school wide trip to a ST. Joe's basketball game, very exciting things coming up. Dec 4th - Home is playing at the Fountain. The calendar is live, look for the string concert, vocal concerts, band and orchestra. Check the calendar for dates but

it's Dec 17-18-19 and then trip Dec 20.

Uniform update - there are requests for sweatpants with our school logos. We will send out a survey, Teachers and student body will take the survey and then we will work with HSA to get that going.

Upper students also asked for a Winter Ball that we will look to put on in Feb.

Student well-being survey, we designed our own in years past. We piloted a pre and post last year with some success, but we started to do affinity circles. We began to see a lot of nuances that the kids do not understand. We are looking for a model that we can use. Our main goal is teaching about acceptance. We work with our relationships first coach and the district's office. Students could select into as many circles as they identify. It's important that we have a staff member and a facilitator that the kids can be comfortable and seen and heard. This year we asked Hilary (relationships first) to help with a pre and post. We've already done several groups and we are going to bring the groups back with detailed notes to support our students.

Parent - Relaxed Day?

KE - Yes, we will have that during the winter, no exact date yet.

2. Imagine That!

KE - Welcome Randi! She will tell us all about her club and what's been going on so far.

R - Thanks for having me. The students come down, we take attendance, you get a notification so you know your child is with us, then we have circle up time. We have snack and then do a quiet activity. Reading, homework, etc. We give them the option and we also offer a quiet activity sheets. Then we move into a themed activity. Each day is a different theme (STEM, Sports, and then Fun Friday). Our last block is our

dismissal window. This is our free play time. Toys, blocks, things like that. Coach Mandy says the kids don't want to leave, they are having so much fun. We try to streamline our dismissal with notifications. We have different plans, 2 days, 3 days, etc. We are not offering 1 day right now because we have found it difficult to create consistency.

Parent - Do you provide the snack?

R - The snack is parent provided. We found trying to order for the kids became wasteful. We operate off the school district calendar.

Parent - Your background?

R - I was an account manager for 20 years, but I have been working with and running athletic programs and schools for several years. Coach Mandy is an actual coach. Coach Reese was at an afterschool program in the city, the kids love him. Coach Rel is a new hire, he will be starting this week, he has a lot of training but less experience, but we're happy to give him that training and get them started. We did provide a lot of the training but our coaches have all clearances, etc.

Parent - Is Imagine that associated with any bigger organizations?

R - No, it's ours.

Parent - Enrollment numbers?

R - It varies because of the different day plans and drop in options. If we get 10 more kids, we will be at our cap. Any more and we would have to hire another coach. Times are from dismissal to 5:45. Age is K-5. For cost break down, please ask.

Parent - activities and toys?

R - Magnetic tile building, dinosaurs, all sports and rec equipment, cooking supplies for imaginative play, so many toys, moon balls, honestly they just love playing with their peers. Just knowing they can play with classmates is awesome. We have beads for bracelets, and some arts/crafts supplies. There is a QR code on the poster. All the info you need is on there. info@imaginethatphilly.com. Thank you!

3. SALT Design

KE - These are the meeting notes and info from our last meeting. The electrical update has shifted to a school yard redesign. We have looked at several options but the generators are non-negotiable. I have met with SALT twice. We just had our first meeting with our parent electrical upgrade group. I will update everyone at the next coffee with the principal in December. The district is really stepping up. What has held us up in the past is grants, designs from Harrisburg. SALT did the redesign at Pennell school. Their yard space is similar to ours. They understand that students want different play options. They have a whole bunch of ideas. We need to understand that this is K-8 and we need to find a balance. We are all about the playdome coming down and we do not need a full play court. 2 half courts is a better option. One of our parents is an architect and had some good ideas and showed us to scale what we have in terms of space. Our next immediate talk is about fencing and dumpster placement. Our original idea was to place the dumpster in the small space and then wheel them out towards the street during recess. We missed a window, we had a lot of info gathering but just not enough time. Once we have a more definitive plan, we will do another survey to everyone including students.

Parent - Is it possible that there will be times when it won't be accessible at all to the students?

KE - We are trying to avoid that as much as possible.

Parent - That's one of the problems, We have small windows of time where we can work. The plan may have to turn into a phased plan?

Parent - This summer?

KE - Ideally. We need a design and funding.

Parent - We are waiting for a design. We wanted to get something more concrete, but grants are going to be important.

Parent - The hope would be potentially finding another school we can donate the playdome and basketball court. This might be broken down into phases. The numbers are high, half a million.

KE - We need a design. We can't do anything without that.

Parent - How do you guys survey the affinity groups? 2 words to describe your ideal playspace.

MB - We need to support K-2 so we need to be cognisant of so many different age groups.

Student - Older kids sit and talk, we would like benches, shade, etc.

Parent - Colder months approaching, will parent volunteers be inside or outside? Board games, indoor activities, what can we help organize?

KE - We are looking to get things organized into kid friendly bins. It's easiest to put a movie on and then have a board game sections, drawing section, etc. It's a small space and we have so many kids. This is the first year we'll have everybody in the cafeteria. Since COVID, we had kids

eating in the classrooms, we aren't doing that anymore. It could be climate staff, teachers need space, things like that. There is going to be some experimentation and a learning curve. Here are the sections, if you don't want to do that, you can draw or watch the movie. We try to rotate sections, but we lose so much time moving the kids to groups and organizing so right now we are looking at different structures and ways to organize.

Parent - Do you need support to organize?

KE - We might. I will check in with Pena and Lev and let you know.

**MB - Along the same lines of indoor, once we have a set playground area, we have what we call socialized recess. We would have different stations with a leader at each section. Each classroom got so many of each wristband and that correlates to an activity. Color code each activity with a designated wrist band.

Parent - Is there a policy that does not allow a school lunch and a lunch from home?

KE - No, that is not a policy. We will make sure lunch staff is on the same page. Classroom teachers will reiterate the message as well. We'll address that immediately.

October 22, 2024

KE - Welcome! Sean Carr is back with us and Mr. Levinson will be coming up as well. Sean is going to do the STAR status update. Student gov will introduce themselves, electrical updates, and Mr. Levinson will do lunch/recess updates.

1. Student government introduction

There's a list of criteria for student government, we have a whole process.

2. Status of the school updates: Data review, Sean Carr, PESO

KE - Sean Carr has really helped the school grow.

SC - We talked about PSSA data last time we were here. Today we are going to talk about the STAR assessment. We now have Fall baseline data to assess. Why do we use STAR? It serves a couple of purposes, it provides up with a lot of data that is used on a variety of levels. We've been using K-12 as a universal screening tool. The district uses STAR as a leading indicator, the board wants to know how we are making progress throughout the year. It's highly predictive of end of year performances on the PSSA. We conduct research to see how predictive STAR is of PSSA results and STAR gives us a pretty good idea.

KE - We look at 1-1 assessments more for the younger kids. We do not make a practice of resetting assessments but we take a lot of things into account.

SC - Every student in the district takes the computer adaptive test. It tries to gauge how students compare with peers statewide and nationally. As students answer questions correctly, the test advances. If they are answering incorrectly, STAR adjuncts accordingly.

Parent - Does the fact that the chromebooks are so old and clunky affect the students' test taking abilities? I think it does.

SC - If it times out, the test will get flagged. Surely having the best technology would be ideal, but the test does flag for that.

KE - We run a diagnostic to make sure the computers can handle it. For PSSA's we didn't have any issues last year.

SC - Just to double down, Renaissance collects that data and is aware of issues like that. Percentile rank is one piece of data. The SGP (student growth

percentile) is probably our best measure. It allows students to see how much students grow against their peers nationally.

MB - If I were you, I would not worry about the STAR computer based. Put more emphasis on the 1-1 assessment. K-1 is not valid, they are just clicking, new windows open up, they can't read a lot of the prompts, they are just clicking.

KE - Starting 2026 all PA schools will take the PSSAs online. Sometimes we get requests for testing after the first test. We need to trust the process and see the progress once we reach the second test.

Parent - What are we doing to make sure the kids can type and know how to use a computer? I'm seeing in 5th grade that not being able to type is an issue.

KE - Unfortunately, we are not teaching typing classes. It's just not part of the curriculum. The common core standards have taken that out.

SC - At least for the STAR, it's all multiple choice. K-5 takes CBMs. Those are not computer based. We use a mixed format on the computer, students with hard copy. That really informs teachers of the base literacy skills. Any questions about the assessments before we move on? None of this is reflective of what is happening right now, it's a baseline test in September.

KE - We will have this data for you at the 1st report card conference. We are progress monitoring, providing enrichment, interventions, etc. The reports are not available to parents at this time online. We pull a report on how kids do by standards.

SC - K-8 computer based test (see slides). We saw results with PSSA that mirror what we saw in STAR. I've never seen a year at Coppin where the blue doesn't get bigger and the red doesn't get smaller.

CBM performance - Comparing Fall to Fall. Blue is good, red is not where we want to be, and light blue is on the bubble. These are really useful to teachers to

see the foundational literacy skills. We typically work on these skills in the lower grades. The STAR math test is a default presentation (grades 3-8). Coppin actually takes it K-8. We hope to see our "on watch" kids move up. Questions?

Parent - Both in reading and math, there is a gap in grades 4-5. Any idea why?

KE - Across the district, we lose kids to special admit schools. A good chunk of those kids who scored in dark blue leave us. The lowest performing standard at our school is a conceptual standard. It starts at measurement, moves to multiplication, then fractions, then expression equations. We find our students of limited English proficiency really struggle here. But the average kid who can do the math fluently might struggle with the conceptual piece.

Parent - Why is there a dip at the higher grades?

KE - The domains change and there is a huge shift. The standards in literacy are more cut and dry. It becomes more nuanced. The district has experimented with a lot of ELA curriculums. We are working with teachers right now. We are supplementing a novel heavy curriculum with informational text as well. Writing is problematic with this curriculum. Dr. Watlington is coming on Monday to see how we are working with the curriculum. We are collecting data on students constantly. We are making strategic decisions based on what we know is missing.

Parent - Is it safe to assume what we are seeing in scores for baseline might not have been taught yet?

KE - We use iReady to specifically measure the standard the teacher is currently teaching. The teachers have to do a lot of enrichment.

Parent - I know a lot of schools in the area did pen and paper PSSA's, is there a comparison there?

KE - Not yet. We've always done STAR with fidelity here. When you implement a new curriculum, you're going to see a dip. That didn't happen here. Same with when we switched from paper to computer based. A lot of our middle school teachers use so much through google docs. We need to teach kids how to use their scrap paper. The new ELA curriculum has online assessments so that will help us pivot as well.

SC - For K-3, they also take those curriculum based measures. My biggest take away is mixed add/subtract looks stronger but generally speaking the data is similar.

Parent - Is the grade level equivalency relevant?

SC - Renaissance said they cannot remove it. The way it works is, it takes a scale score and relates it nationally. That grade equivalent has no relation to the content of that grade. The best measure is percentile rank. And then in the winter when we have the SGP that's also a really good measure.

3. Electrical Plan updates

KE - We cannot move the generator. The position where it is right now is it. It cannot go on the roof. It has to go there because of different regulations. The district is open to let us redesign our play space. We have a design company coming out on 10/31. We need a design first and then we can find grants to match. In the meantime, there are dumpsters on wheels. Let's see how quickly they fill up. Mr. Martin says he will push them out of the play space during recess times. Our pick up days have gone up from 2-4. We are going to closely monitor the situation. We are thinking of getting rid of the big court and making 2 small half courts, removing the play dome and putting small play structures. We painted some 4 squares, etc on the ground. We are exploring all the different places to put the dumpsters. We have a temporary solution while we get the more slow moving pieces in place.

Parent - We don't recycle, can we get rid of that one?

KE - Jason will let us know.

Parent - The dumpsters are an issue. Can we keep the dumpsters permanently out of the yard?

ML - Because we don't have a parking lot, we can't do that. There's a lot of moving parts.

We have games painted, there's a twister game, hopscotch, bottle cap board. When I was a kid, we played bottle caps. It's basically a race, the kids get old soda caps, you move the caps in order, you get to bump the other kids, 5 or 6 kids can play at a time, we found some different models of game boards, and we ordered bottle caps for game pieces. It's just one little game that we can play. Major incidents have gone down in the school yard. Thanks to parent volunteers, more bodies means closer proximity, moving dumpsters, all these things will reduce incidents during that time.

Student - Bottle caps might be taken by lunchroom staff?

ML - Staff will be made aware.

Parent - First graders are having anxiety at lunch. As punishment, kids are being made to eat alone (time out on the stage) and told recess will be taken the next day. Can there be some warning? This is too harsh.

ML - We will reinforce policies at the meeting on Friday.

KE - We did a harm and feelings training with Hilary, our relationships first coach. I have one-off meetings with the staff but we will be circling back this Friday.

ML - We were excited at the beginning of the year to try everybody in/everybody out. We have more volunteers, Mr. Barry, and others to make this work. But there are a lot of moving parts to keep the kids safe. We do not have a policy of isolating kids.

Parent - What is the expectation at lunch? Do they need to be seated, silent, it's not clear?

ML - In general, stay in your seat. Quiet inside voices. Unwanted components on the shared tables, these are things that we established with the kids. We try to get them to wait to use the bathroom.

Student (CF) - For upper lunch period, it's grades 6-8. It gets loud with so many kids. Sometimes we lose our time outside because kids are not being quiet enough.

KE/ML - There are things that happen that the lunch aides have to use their discretion for, but we will talk about all this with the aides on Friday.

Parent - Maybe make some changes to the space? Sound proofing, new PA system, paint, etc.

Parent - We are discussing using some of the money from the fundraiser last year to make changes.

4. Recess/Lunch updates (Combined with item 3)

September 17, 2024

5. Status of the school updates: Data review, Sean Carr, PESO

KE - Welcome to monthly coffee meeting. All dates are on the Coppin website. This meeting is for you to be informed and for us to work together. We are a committee made from 2 teachers, myself, student representatives and our families. We will have a 5 minute presentation from Sean Carr. He signed up to come and give us a data review.

SC - PESO office, we are the school facing wing that works with data on student performance, not just academic performance but social as well. If a question comes up, I can get you an answer. I support 30 schools around the district, mostly K-8.

Data - It's the beginning of the year, so we can look at PSSA data from last year. This data is not the absolute final, but I don't suspect much will change, there was a small error but data should not change much.

ELA first - 61% of students scored proficient or advanced. We have the 9th highest rate among SDP K-8 scores.

KE - Out of our 300 or so students who take this, only 23 scored below basic.

SC - Math, 53% of students scored proficient and advanced. 6th highest rate among SDP K-8 schools. Science, 61% puts us 12th. Major decrease in students who scored below basic across our subjects. Attendance - we are 8th highest rate among all SDP k-8 schools. We made really strong efforts. This is the old learning network, but we have since reconfigured to make each network truly regional. Every grade is out performing where we were last year.

Parent - Do ratings online match up with this data?

SC - Depending on the website, there will probably be a lag. I suspect it's not as accurate as we'd like it to be.

KE - Thank you, Sean. We might be able to get Sean to come back in when the STAR data is out.

6. Electrical upgrade - George Leone, Capital Projects

KE - We have a large team here, I'm going to allow everyone to introduce themselves. Katie Grosh is here as a volunteer everyday, HSA is here.

James Rucker - Design Manager at 440, Office of Capital Programs. We are listening and ready to talk it through with you today. We have our team here and PECO as well. We'll talk and then we'll listen.

George (construction manager) - The building has an antiquated electrical system. It's a 2 phase upgrade. We have to install additional equipment, the school needs more capacity. We are getting all new power distribution throughout the building, power circuits, we are replacing all the data lines for WIFI, new fire alarm system, all new lighting, any electrical in the building is being removed and replaced. All new security cameras and system.

The transformer from PECO will be installed next to the building. We relocated a memorial to the other side of the yard. Where the transformer was supposed to be installed had to be reviewed because of a window and some underground plumbing. There are not too many other places we can move the transformer, we are trying to keep it as compact as possible. There was an issue with a sapling tree that was destroyed upon removal, the district will be replacing that tree. We are looking to make modifications and improvements as we go.

KE - We are not replanting the tree until we know what's going on. We have some momentum to do something with the school yard.

Parent - Are transformers required?

Parent- This upgrade is absolutely necessary. I have been in this building when the power goes out. I just want to have one big, productive conversation. What we want to move towards is a discussion about how the play yard is going to work. Fencing, safety concerns, what's possible in terms of recovering play space? How can we work together?

JR - We have 10 schools getting emergency electrical upgrades. We want to collaborate with you, we want everyone safe on a daily basis.

Parent - We want to understand, what in this building is drawing so much power? Can we put it in the basement, on the roof, etc.

PECO - The district said we are doing these upgrades, this is what we need. The equipment that is getting putting in, we need a transformer, it's a 2-3 phase upgrade. Transformer and all the conduites are underground.

Parent - Next steps for construction?

PECO - Deliver and install, we are ready to install. School district policy does not allow transformers on the roof.

Parent - Do we need an emergency transformer?

PECO - Yes.

Parent - How did this design come to be? Were other alternatives explored?

PECO - We have a capacity planning team. After we evaluated and took all of the recommendations, scouting, etc, we came up with a plan. It's based on the needs of the building. The 3 options were to build a vault (manhole in the street) in the building, (the district would have to buy all the equipment themselves and space is a major issue.) The district went with this equipment because it's new, you can't use what you have anymore.

We can't put it in the building. A buried vault will not work because of space.

Parent - This has to be an issue in other places. Can we do some research and see what other schools are doing?

PECO - We can do whatever the district needs us to do, but we need to work within the constraints of the school's footprint.

Parent - The transformer is the big pad. What about the generator pad? Can we move the generator pad? What constraints do we have on moving the generator?

PECO - We have a little more wiggle room there.

Parent - Can we go back to the designer to make this less impactful to the yard? Did the district have a one size fits all plan? We are in a smaller building than Childs, do we need to same size they do?

PECO - We evaluate on a project by project basis.

Parent - Sounds like PECO is not responsible for the placement, can we go back to the district?

JR - Yes, we can look at the design and placement of the generator.

Parent - There are still options and the district is willing to discuss.

Parent - What can we do right now for the playspace?

Parent - Does this open up an opportunity for us to redesign the entire play space?

District (JR) - Yes, this is a unique situation. Certain commitments have been made, I cannot guarantee that we are going to be able to tear everything up

and start on a blank slate.

Parent - The only way to gain back as much space as possible is to stack. Alternate source of generator? If it's about putting weight on the roof, other sources options. Solar?

District - We can look into it.

Parent - Where was the original spot and why didn't it work?

PECO - Too close to a window.

Parent - It feels like this plan was thought out mathematically and not necessarily with the children that play here.

KE - We are not going to get all the answers today. Moving forward, what do we need to do? Maybe parents can commit to a monthly? We need a team to work through this. We want to keep everyone in the loop. A lot of really good points and valid concerns.

District - We will not move forward with the transformer placement until we meet again. We will do our due diligence and move forward.

Parent - We need talking points, the media is involved. We don't want to look like bad people.

KE - If you know of other parents who could not be here, please let us know. If you would like to be on the committee to help with this, contact me.

Parent - My goal today was a respectful conversation and I feel like we did that. We appreciate the work you're doing and we look forward to working with you.

Parent - It feels like we are operating under a lot of assumptions, is there actually a pause button on this project?

District - Yes.

PECO - Generator delivery is scheduled for late December.

Parent - What can we do for playspace right now? Columbus?

KE - We would be competing for space at Columbus.

Parent - The entire future of the school district's upgrade could be better because of us. So please advocate for us.

Parent - Solar?

PECO - No.

Parent - Is L and I an issue? Because we have zero problem petitioning L & I. We might be able to get variances, etc. Can we at least get the dumpsters and trailer moved? Into the street?

PECO - We need permits for that, but we'll see.

KE - We will start with the group, try to meet bi-weekly, and move forward from here. Welcome back, Martin! I will email everyone, Thank you for coming!