

Hannah G. Solomon Elementary School
State of the School 2017-2018



Mr. Christopher Gamble – Principal
November 14, 2017

Agenda



- ❧ Introduction (Mission and Vision)
- ❧ Demographics and Statistics
- ❧ NWEA Data
- ❧ PARCC Data
- ❧ Early Literacy Data
- ❧ School-Wide CIWP Priorities, Initiatives, Celebrations, and Challenges

District Vision



#1 Academic Progress	#2 Financial Stability	#3 Integrity
Preparing our students for success in college, career and community requires a holistic approach. Our curriculum must evolve to include the courses demanded by today's colleges and the skills demanded by today's employers. Our educators must be supported and empowered, and our schools must be safe and nurturing learning environments for all students.	Student success remains the shared priority of the district and the Chicago community. Despite financial challenges that force painful choices, protecting and improving student achievement comes first. We must continue to streamline our spending, implement best business practices and advocate for equal treatment of our children under Illinois law.	Educating the next generation is a great responsibility, and it depends on strong relationships between the district, its schools, students families and their communities. CPS will demonstrate integrity in all its relationships through clear, honest communication; by achieving results and by respecting the expertise in our diverse communities.

- High Quality, Rigorous Instruction**
Setting high academic standards for all of our students builds a strong foundation for a holistic education.
- Collective Impact**
Strong partnerships, with trust earned through transparent engagement, allow Chicago's collective expertise to best support student success.



- Talented and Empowered Educators**
Talented teachers and administrators are a catalyst for student learning.
- Safety and Support**
Safe and supportive schools create an environment for successful learning.
- Financial Stability**
A "student first" budget builds a stronger financial future.

Mission



Hannah G. Solomon Elementary School is committed to ensuring the academic and social-emotional growth of all students to enable each student to meet his or her true potential. This progress will be achieved by facilitating collaborative curriculum planning and professional development, building active partnerships with parents and the community through transparent and frequent dialogue, promoting a culture of accountability for all adults who support student learning, integrating service providers into instructional planning, and demonstrating a culture of respect for all students from all backgrounds.

Vision



Our vision is to build confident lifelong learners at Solomon. We will do this in multiple ways. Teachers will develop a challenging and relevant curriculum and provide student-centered instruction. Students will be challenged to contribute effectively in the community and understand their role in our global society. *All adults will prioritize positive relationships among staff and students. committing to a respectful, inclusive, encouraging, and accepting unified school community of learners and leaders.* Solomon will strive to fully integrate students with diverse learning, linguistic, and cultural needs into each learning community.

Demographics & Statistics



356 Students

Demographics

Asian **37.9%**

Black **5.1%**

Hispanic **13.5%**

White **41.3%**

Other **2.2%**

Statistics

Low Income **55.3%**

Special Education **19.4%**

Limited English **36.2%**

Student Attendance **96.9%**

NWEA Spring Results

Student Growth



Percentiles By Grade Level, 2015-2017

(50th percentile is national average)

Grade	Reading (percentile by grade)		Math (percentile by grade)	
	2015-2016	2016-2017	2015-2016	2016-2017
3	99	36	87	96
4	69	36	37	98
5	74	72	35	92
6	98	75	69	84
7	46	87	96	98
8	57	88	85	78
ALL	85	71	75	94

NWEA Spring Results Student Attainment



Percentiles By Grade Level, 2015-2017

(50th percentile is national average)

Grade	Reading (percentile by grade)		Math (percentile by grade)	
	2015-2016	2016-2017	2015-2016	2016-2017
2	99	96	95	86
3	96	97	88	98
4	95	96	96	97
5	92	96	89	98
6	87	90	86	92
7	97	96	97	96
8	96	98	97	98
ALL	96	96	93	97

PARCC



Percentage Performing at Proficient or Above, 2014-2016

(Range of Network 1 in Reading/Math: 30-47)

Grade	Reading (percentile by grade)		Math (percentile by grade)	
	2015-2016	2016-2017	2015-2016	2016-2017
3	78	85	85	92
4	70	50	83	72
5	68	79	73	88
6	65	46	48	55
7	79	64	59	48
8	82	77	23	71
Algebra			94	

Early Literacy Data



TRC Literacy Assessment, 2016-2017, Grades K-2

Beginning of the Year, 2016-2017	Middle of the Year, 2016-2017	End of the Year, 2016-2017
91 Students	86 students	66 students
23.1% Far Below Proficient	31.4% Far Below Proficient	19.7% Far Below Proficient
26.4% Below Proficient	11.6% Below Proficient	16.7% Below Proficient
50.5% Proficient/Above	57% Proficient/Above	63.6% Proficient/Above

5 Essentials: Parent, Teacher, & Student Survey



Response Rate:
81.7% of Students
83.3% of Teachers

Essential	Descriptor (2017)
Effective Leaders	Neutral
Ambitious Instruction	Strong
Collaborative Teachers	Neutral
Involved Families	Strong
Supportive Environment	Neutral

CIWP Priorities







- ❧ Utilize all RSPs, paraprofessionals, and staff at the classroom level to develop a shared focus
- ❧ Effectively utilize instructional materials through alignment to our curricula and the CCSS across all grade levels
- ❧ Build student opportunities to develop personal voice and engage with all peers in a meaningful way
- ❧ Build the capacity of teachers to fully implement MTSS school-wide
- ❧ Align the work stream and actions of the ILT with the priority areas and professional learning goals of the CIWP

CIWP Initiatives



ALIGNED RESOURCES

-  Developing shared focus PK-5 on balanced literacy practices and Benchmark Assessment System with support of Crossland Literacy
-  Developing shared focus in cluster program (teachers, paraprofessionals) on supporting diverse learners with support of the Autism Helper
-  Weekly consult meetings between DL cluster teachers and related service providers
-  Collaboration between DL teachers and administration in developing school schedule

CIWP Initiatives



❖ INSTRUCTIONAL MATERIALS

- ❖ Expansion of technology that align to our curricula and CCSS: Chromebook cart, SMART interactive flat panel TV, teacher grants for Chromebooks in classrooms, aligning fundraising to future purchases
- ❖ Funding of Benchmark Assessment System sets K-5
- ❖ Funding of Calkins Writers' Workshop sets in targeted grades
- ❖ Current inventory and leveling of classroom libraries in anticipation of future purchase
- ❖ Prioritizing professional development of staff (free and fee-based) on literacy, writing, science/NGSS, DL, ESL practices to continue to identify best practices, resources that our students needs, and ways to collaborate with our peers

CIWP Initiatives







❖ STUDENT VOICE

- ❖ Expansion of after-school sports programming (basketball, volleyball, soccer, x-country, Girls on the Run)
- ❖ Additional extracurriculars: Solomonshire Players, Fonseca Martial Arts (fee-based)
- ❖ Student leadership beyond STUCO through Safety Patrol (expanded to 5th grade), PEERS PE, Special Olympics, Buddy Baseball, ABC Project, Resurrection College Prep Writing Contest, Patriot's Pen Contest
- ❖ Funding Neighborhood Bridges leadership development
- ❖ Student-informed dress code

CIWP Initiatives






MTSS

-  Innovative scheduling with intervention time included
-  Prioritizing MTSS Team meeting time through use of staff meeting, using team leadership more effectively
-  Building consistency in baseline literacy assessment practices w/ BAS in K-5
-  Purchased Compass Learning as an intervention tool

CIWP Initiatives



ILT

-  Focus on feedback strategies revealed additional student and staff needs \Rightarrow informed current staff learning on “making thinking visible”
-  Building teacher leadership and voice
-  Building consistency of shared practice

Celebrations



- ❖ 2017 National Blue Ribbon School award recipient as an Exemplary High Performing school



Celebrations



- Level 1+ on SQRP (final score of 4.5 out of 5, up 0.2 from last year, from 8th to tied for 2nd in Network 1)
- “Emerging” Supportive School Certification
- “Excelling” Creative Schools Certification
- City/state-wide student recognition: Metro History Fair, Science Fair
- Golden Apple Teacher nominee
- 7 National Board Certified teachers and 1 NBC mentor (CTU Quest)
- 2 REACH Framework Specialists
- Recipient of Confucius Institute, Ingenuity, Creative School Funds grants

Challenges



- ☛ Budget instability from year to year
 - ☛ Lack of full-time bilingual position and loss of 2nd clerk, for example
 - ☛ Increased reliance on fundraising/parent groups
- ☛ Expanding the web of parent/community participation and leadership
 - ☛ Evening adult programming requires time/\$\$\$
- ☛ Scheduling
 - ☛ Loss of common planning time with teachers
- ☛ Communication
 - ☛ Maintaining consistency of communication school-wide
 - ☛ Maintaining “small school” feel, closeness of staff
- ☛ School-wide implementation of MTSS
 - ☛ Maintaining high support AND laser-like focus

Thank You!



We would not have the
amazing success we do
without your partnership
and the hard work of our
faculty and staff!