

Hannah G. Solomon Elementary School
State of the School 2018-2019



Mr. Christopher Gamble – Principal
November 13, 2018

Agenda



- ❧ Introduction (Mission and Vision)
- ❧ Demographics and Statistics
- ❧ NWEA 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.

What is the SQRP?



- The School Quality Rating Policy (SQRP) is the Board of Education's policy for evaluating school performance.
- It establishes the indicators of school performance and growth and the benchmarks against which a school's success will be evaluated on an annual basis.
- Through this policy, each school will receive a **School Quality Rating** and an **Accountability Status**.

What is the Purpose of the SQRP?

The School Quality Rating and Accountability Status serve the following purposes:

- **Communicating** to parents and community members about the academic success of individual schools and the district as a whole;
- **Recognizing** high achieving and high growth schools and identifying best practices;
- Providing a framework for **goal-setting** for schools;
- Identifying schools in need of targeted or intensive **support**; and
- **Guiding** the Board's decision-making processes around school actions and turnarounds.

How Are Ratings Assigned?



- Schools earn between 1 – 5 points for each metric.
- Points are weighted according to the tables on slide 6 and added together. The school's overall score is also between 1 – 5.
- Based on the overall score (or minimum attainment percentile – see below), the school receives a School Quality Rating and Accountability Status.

Overall Score		Minimum Attainment Percentile	School Quality Rating	Accountability Status
4.0 or more	OR	90th	Level 1+	Good Standing
Between 3.5 and 3.9		70th	Level 1	Good Standing
Between 3.0 and 3.4		50th	Level 2+	Good Standing
Between 2.0 and 2.9		40th	Level 2	Provisional Support
Less than 2.0		--	Level 3	Intensive Support

What Does the School's Status Mean

Good Standing Levels 1+ - 2+

These schools are meeting or exceeding the minimum performance expectations for CPS schools.

While these schools are still bound by federal and state law and CPS policies, they have some autonomy around school improvement planning and budgets. LSCs approve CIWPs in these schools.

Provisional Support Level 2

These schools are in need of targeted support to keep them moving in the right direction. The CEO may require the following:

- Drafting a new CIWP
- Directing the implementation of the CIWP
- Providing additional training for the LSC
- Mediating disputes or other obstacles to improvement

If the CEO determines the problems are not able to be remediated by the above methods, the CEO may place the school in Intensive Support.

Intensive Support Level 3

These schools are in need of intensive support to quickly improve the quality of education for students. In addition to the types of support provided under "Provisional Support", the following actions may be taken*:

- Replacing the principal
- School turnaround
- Ordering new LSC elections
- Closure

*These actions are allowable under Illinois School Code, but will not necessarily happen in all "Intensive Support" schools. A hearing and a Board vote are required for these actions.

Vision



- ❖ “Our vision for a positive learning environment includes...
- ❖ Engaged citizens interacting respectfully with all adults and peers
- ❖ Common language about school-wide expectations throughout the building
- ❖ Positive reinforcements that celebrate growth of all kinds for students and adults
- ❖ Procedures for documenting student behaviors and determining next steps, clearly communicated to relevant stakeholders
- ❖ Clear communication of Tier 2 and Tier 3 behavioral supports
- ❖ Students advocate and “stick up” for each other to emphasize our community
- ❖ Adults modeling the behaviors they expect to see from students
- ❖ Adults taking care of each other
- ❖ All students can achieve our expectations.”

Demographics & Statistics



363 Students (356 in 2017-2018)

Demographics

Asian **35.5%** (**37.9**)

Black **5.2%** (**5.1**)

Hispanic **16.0%** (**13.5**)

White **41.6%** (**41.3**)

Other **1.7%** (**2.2**)

Statistics

Low Income **52.1%** (**55.3**)

Special Education **21.5%** (**19.4**)

Limited English **37.5%** (**36.2**)

Student Attendance **94.9%** (**95.6**)

NWEA Spring Results

Student Growth



Percentiles By Grade Level, 2016-2018

(50th percentile is national average)

Grade	Reading (percentile by grade)		Math (percentile by grade)	
	2016-2017	2017-2018	2016-2017	2017-2018
3	36	20	96	71
4	36	55	98	92
5	72	15	92	35
6	75	68	84	56
7	87	95	98	93
8	88	54	78	68
ALL	71	56	94	72

NWEA Spring Results Student Attainment



Percentiles By Grade Level, 2016-2018

(50th percentile is national average)

Grade	Reading (percentile by grade)		Math (percentile by grade)	
	2016-2017	2017-2018	2016-2017	2017-2018
2	96	98	86	86
3	97	83	98	85
4	96	98	97	99
5	96	89	98	94
6	90	96	92	98
7	96	90	96	93
8	98	96	98	97
ALL	96	94	97	94

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



BAS Literacy Assessment, 2017-2018, Grades K-2

	Does Not Meet Expectations (BOY/EOY, # of Students)	Approaches Expectations	Meets Expectations	Exceeds Expectations
Kindergarten	19/2	0/0	1/7	9/19
1st Grade	11/11	3/2	6/13	13/8
2nd Grade	7/7	5/8	7/2	9/11

5 Essentials: Parent, Teacher, & Student Survey



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

CIWP Priorities



Expectations for Quality and Character of School Life: Restorative Approaches to Discipline

Expectations for Quality and Character of School Life: Safety and Order

Culture of and Structure for Continuous Improvement: Professional Learning

Expectations for depth and breadth of Quality Teaching: Instruction

Expectations for Quality and Character of School Life: Student Voice, Engagement, and Civic Life

CIWP Initiatives






- ❁ RESTORATIVE APPROACHES TO DISCIPLINE
 - ❁ Grant from OSEL for weekly coach with Alternatives
 - ❁ Grant from network for Calm Classroom
 - ❁ Attendance Grant: school visits, additional staff trained in RP practices (talking circles, peace circles)
 - ❁ Use of parent coffees to introduce and support RP practices
 - ❁ Use of new full-time School Social Worker, Catherine Huang

CIWP Initiatives





SAFETY AND ORDER

-  Building common language and expectations for student and staff behavior
-  Creation and implementation of new incident report system
-  Creation of Behavioral Health Team for Tier 2/3 supports

CIWP Initiatives



STUDENT VOICE

-  Continued prioritization of after-school activities (drama, music ensemble, sports teams for grades 5-8)
-  Working towards establishment of Student Voice Committee

CIWP Initiatives






- ❧ PROFESSIONAL LEARNING
 - ❧ Building teacher voice through: quarterly CIWP evaluations, establishment of funded teacher leadership positions, collaboration with PPLC on flex time professional development time, staff survey for ILT workstream
 - ❧ Building parent voice through participation in quarterly CIWP evaluation process

CIWP Initiatives



INSTRUCTION

-  Funding and implementing technology and educational programs for use with SMART TVs: Unique Learning System, addition of Boardmaker
-  School visits: Attendance Grant, Daily 5/CAFÉ
-  Classroom visits: D5/CAFE

Celebrations



- ❧ Level 1+ on SQRP (final score of 4.0 out of 5, down 0.5 from last year)
- ❧ “Emerging” Supportive School Certification, applying for “Established”
- ❧ “Excelling” Creative Schools Certification
- ❧ City/state-wide student recognition: Metro History Fair, Science Fair
- ❧ 7 National Board Certified teachers and 1 NBC mentor (CTU Quest)
- ❧ 2 REACH Framework Specialists
- ❧ Recipient of Confucius Institute, Ingenuity, Creative School Funds, Office of Social Emotional Learning, Network 1 grants
- ❧ Graduates went to selective-enrollment Northside College Prep, Lane Tech, Lincoln Park, Taft IB, Von Steuben Scholars

Challenges



- ❧ Appropriate staffing
 - ❧ Primary grade teacher assistant
 - ❧ Assistant Principal
- ❧ Expanding the web of parent/community participation and leadership
 - ❧ Evening adult programming requires time/\$\$\$
- ❧ Communication
 - ❧ Maintaining consistency of communication school-wide
 - ❧ Maintaining “small school” feel, closeness of staff
 - ❧ Consistency with vision for positive school culture
- ❧ School-wide implementation of academic 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!