PANTHER PRIDE
ORIOLE PARK SCHOOL
Compassion and Teamwork

# Oriole Park
# State of the School

November 7, 2017

## District Vision

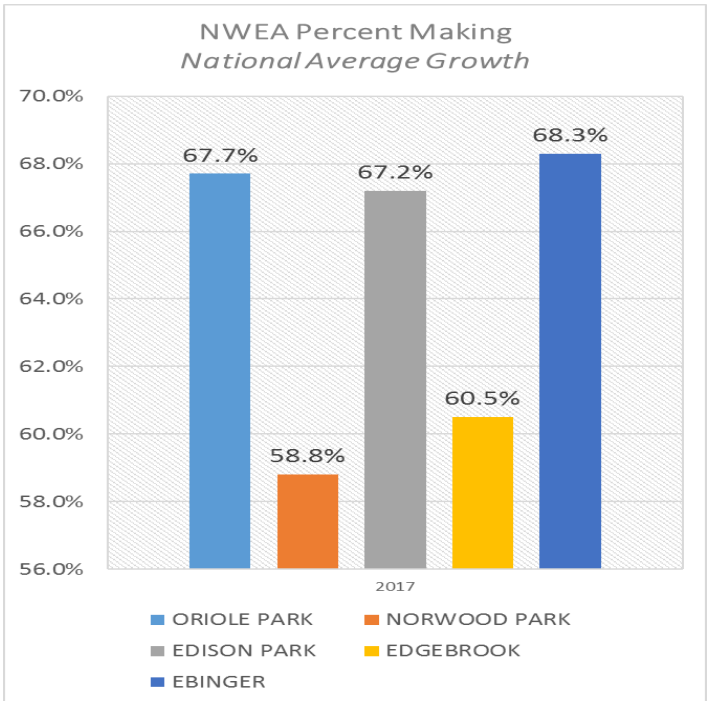
| #1 Academic Progress | #2 Financial Stability | #3 Integrity |
|---|---|---|
| Preparing our students for success in college, career and community requires a holistic approach. Our curriculum must evolve to include the courses demanded by today's colleges and the skills demanded by today's employers. 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. |

# What Does the School's Status Mean

| Good Standing<br>Levels 1+ - 2+ | Provisional Support<br>Level 2 | Intensive Support<br>Level 3 |
|---|---|---|
| These schools are meeting or exceeding the minimum performance expectations for CPS schools.<br><br>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. | These schools are in need of targeted support to keep them moving in the right direction. The CEO may require the following:<br><br>• Drafting a new CIWP<br>• Directing the implementation of the CIWP<br>• Providing additional training for the LSC<br>• Mediating disputes or other obstacles to improvement<br><br>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. | 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*:<br><br>• Replacing the principal<br>• School turnaround<br>• Ordering new LSC elections<br>• Closure<br><br>*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. |

3

# NWEA Growth

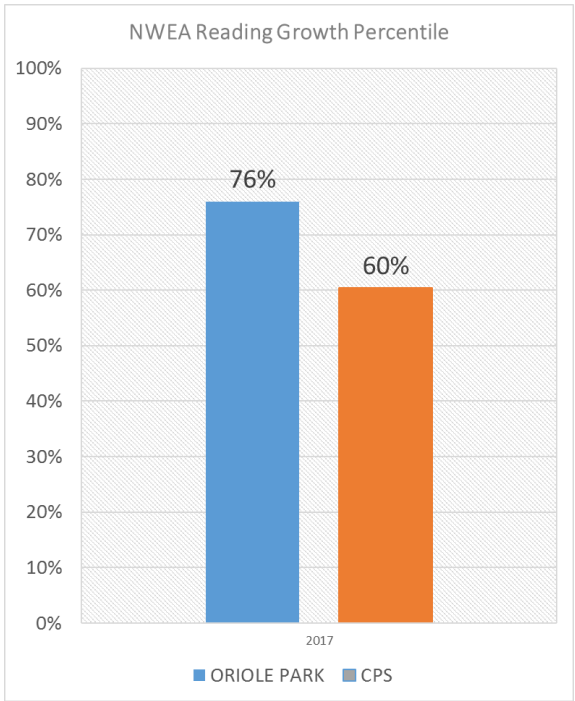


# NWEA Growth

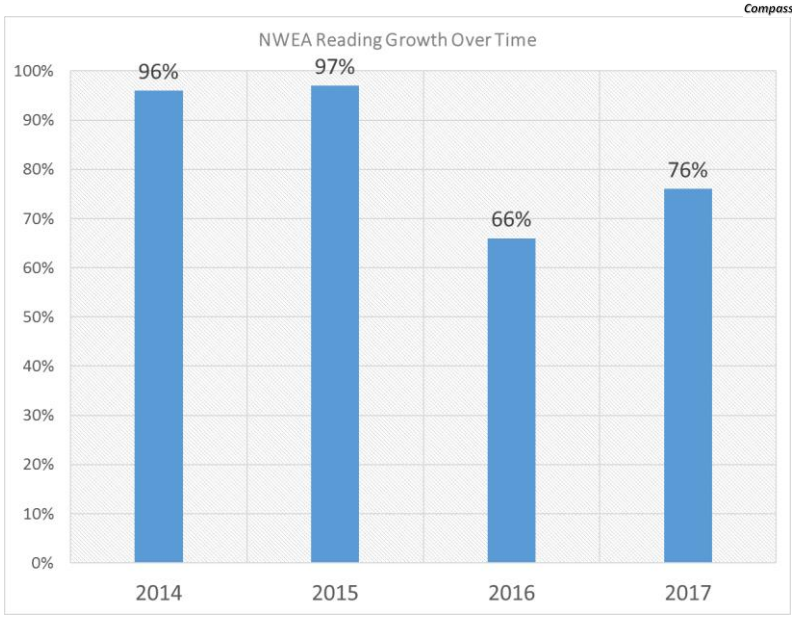
Reading Growth on NWEA MAP (grades 3-8)

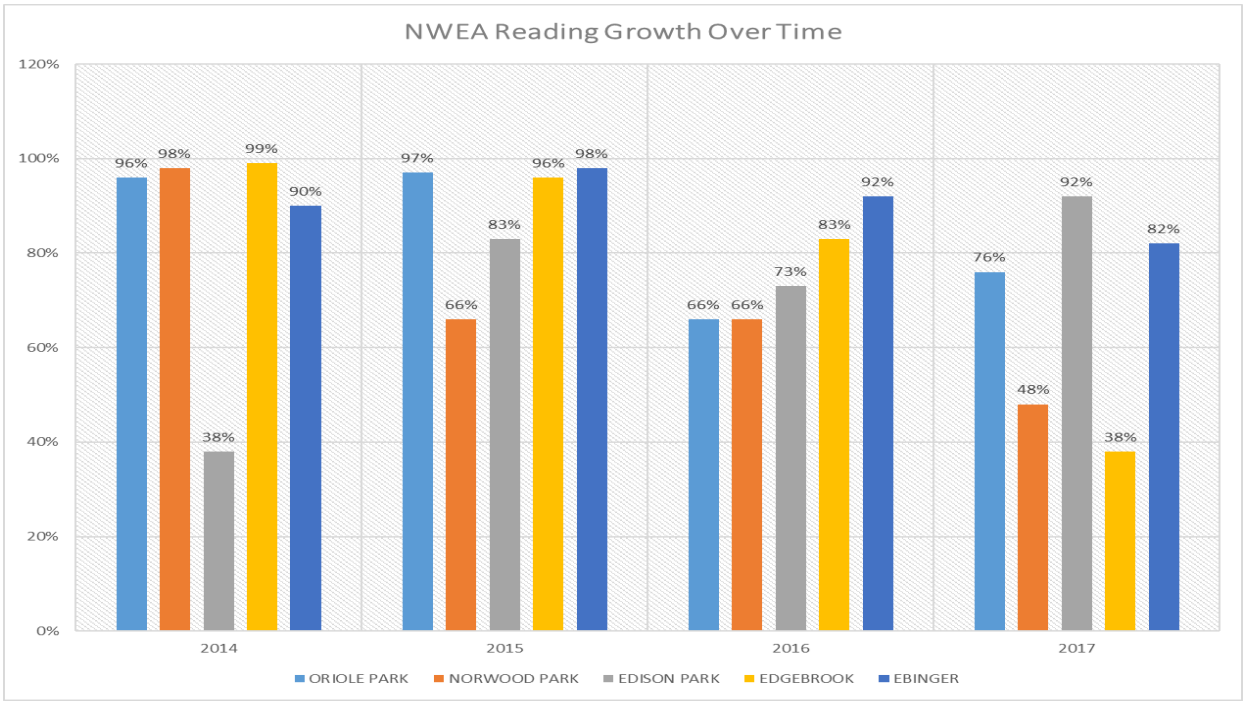
| | |
|---|---|
| All Students | Better than 76% of schools nationally |
| African-American Priority Group | |
| Hispanic Priority Group | Better than 64% of schools nationally |
| English Learners Priority Group | |
| Diverse Learners Priority Group | Better than 66% of schools nationally |

# NWEA Growth



# NWEA Growth


NWEA Reading Growth Over Time
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
96%
97%
66%
76%
2014
2015
2016
2017

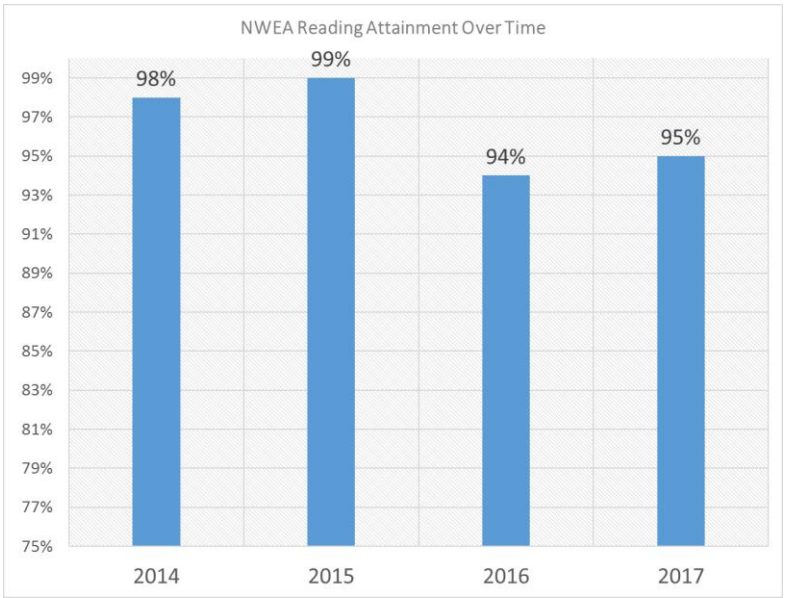

NWEA Reading Growth Over Time
120%
100%
80%
60%
40%
20%
0%
96%
98%
38%
99%
90%
97%
66%
83%
96%
98%
66%
66%
73%
83%
92%
76%
48%
92%
38%
82%
2014
2015
2016
2017
ORIOLE PARK
NORWOOD PARK
EDISON PARK
EDGEBROOK
EBINGER

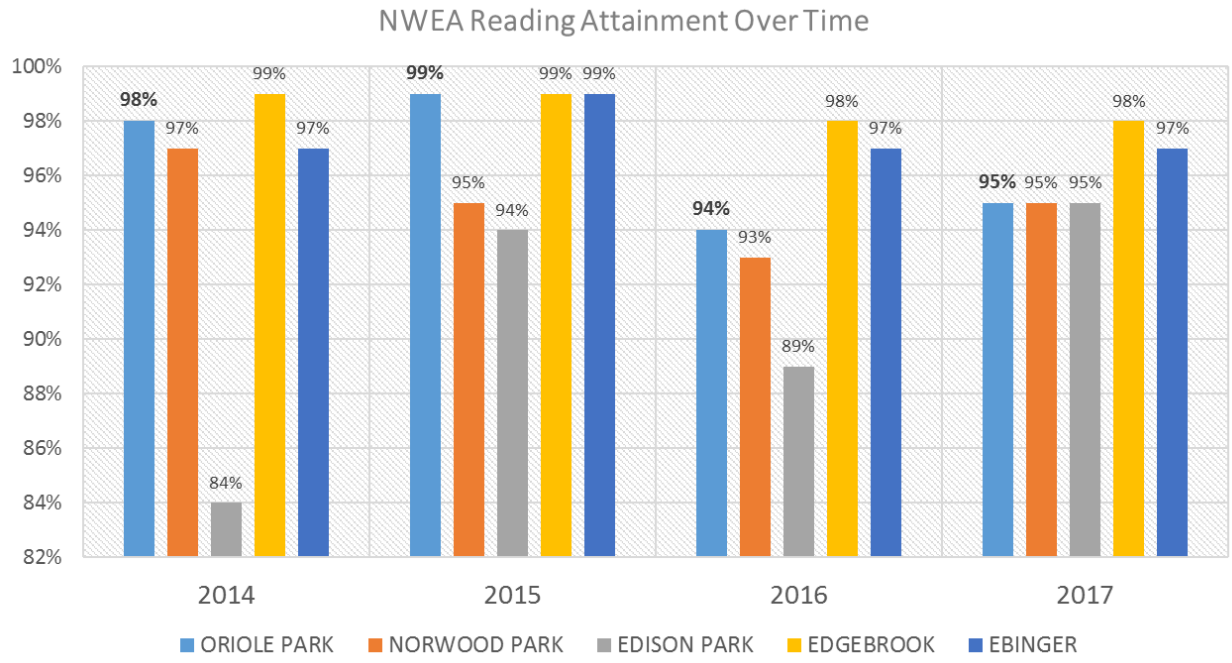
# NWEA Attainment

Attainment on NWEA

| | |
|---|---|
| Reading attainment for 2nd grade | Better than 93% of schools nationally |
| Math attainment for 2nd grade | Better than 74% of schools nationally |
| Reading attainment for 3rd - 8th grade | Better than 95% of schools nationally |
| Math attainment for 3rd - 8th grade | Better than 92% of schools nationally |

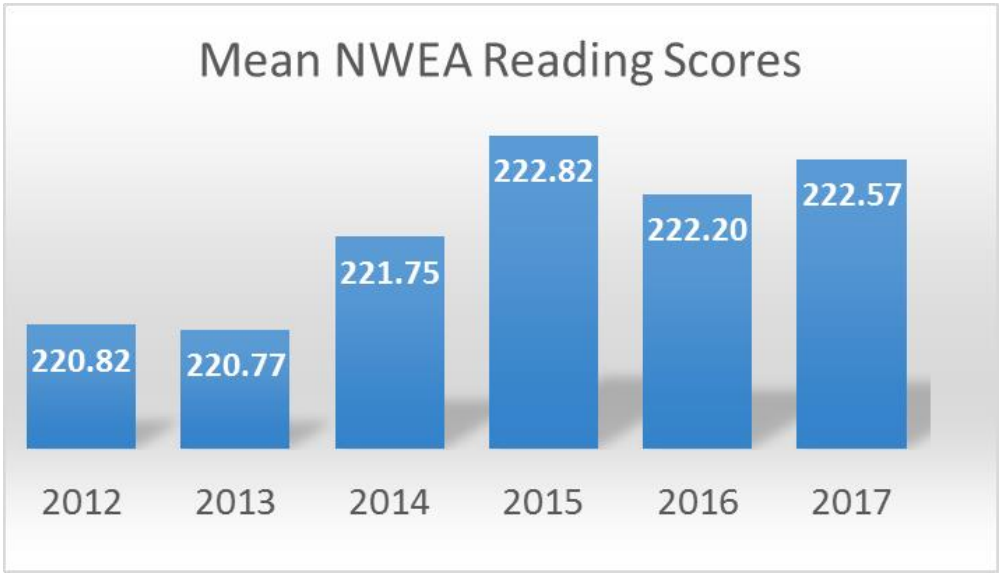
# NWEA Attainment






# NWEA Attainment

PANTHER PRIDE
ORIOLE PARK SCHOOL
Compassion and Teamwork

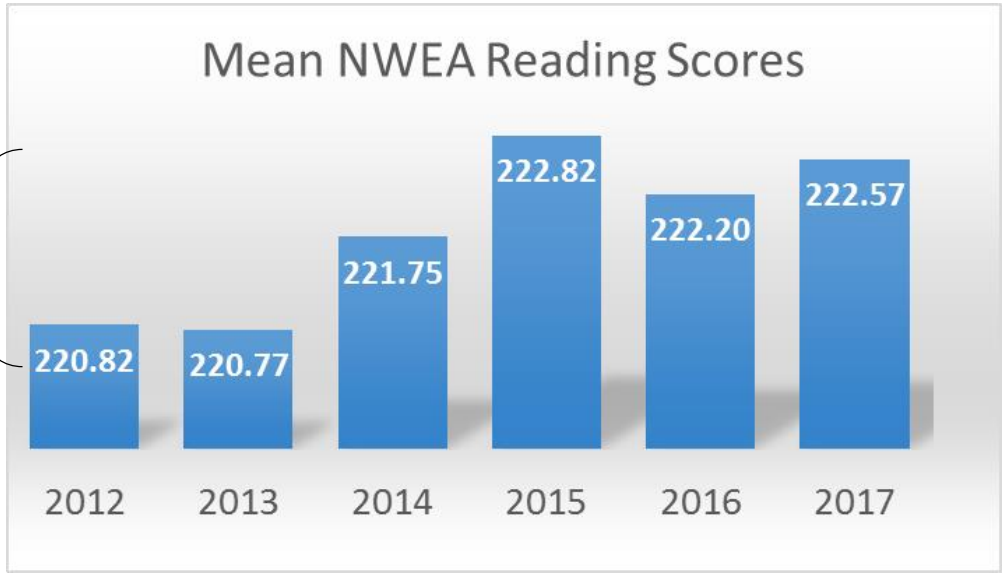


# NWEA Attainment

**2.05 RIT Variation**

**From High -.25**

**From Low +1.8**




# NWEA Growth

Math Growth on NWEA MAP (grades 3-8)

| | | |
|---|---|---|
| All Students | Better than 85% of schools nationally | |
| African-American Priority Group | | |
| Hispanic Priority Group | Better than 89% of schools nationally | |
| English Learners Priority Group | | |
| Diverse Learners Priority Group | Better than 43% of schools nationally | |

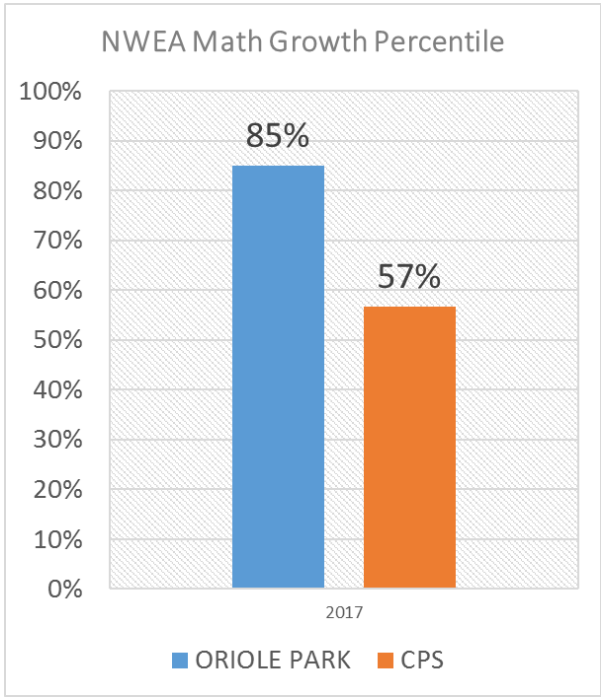
# NWEA Growth

Math Growth on NWEA MAP (grades 3-8)

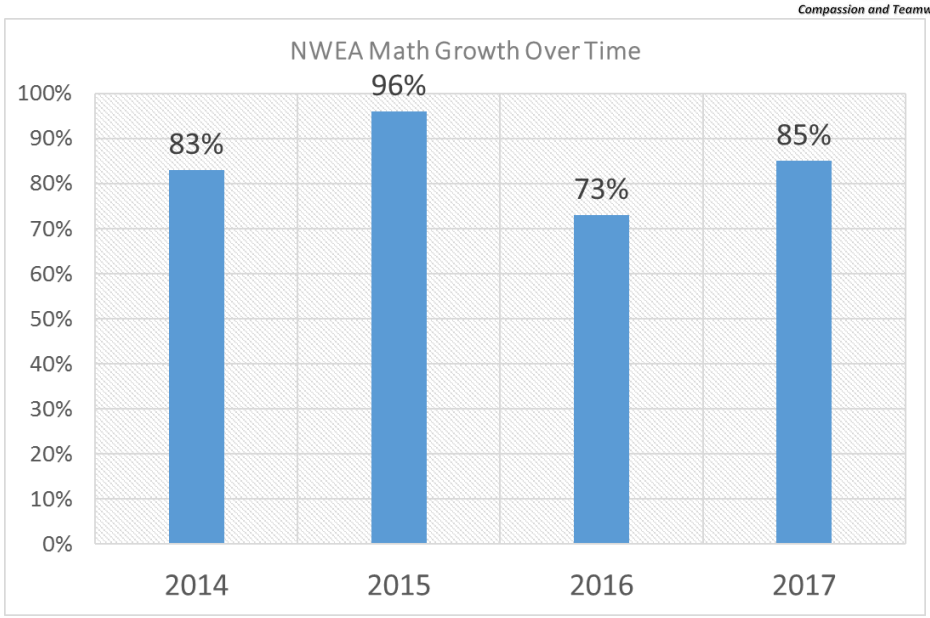
| | | |
|---|---|---|
| All Students | Better than 85% of schools nationally | |
| African-American Priority Group | | |
| Hispanic Priority Group | Better than 89% of schools nationally | |
| English Learners Priority Group | | |
| Diverse Learners Priority Group | Better than 43% of schools nationally | |

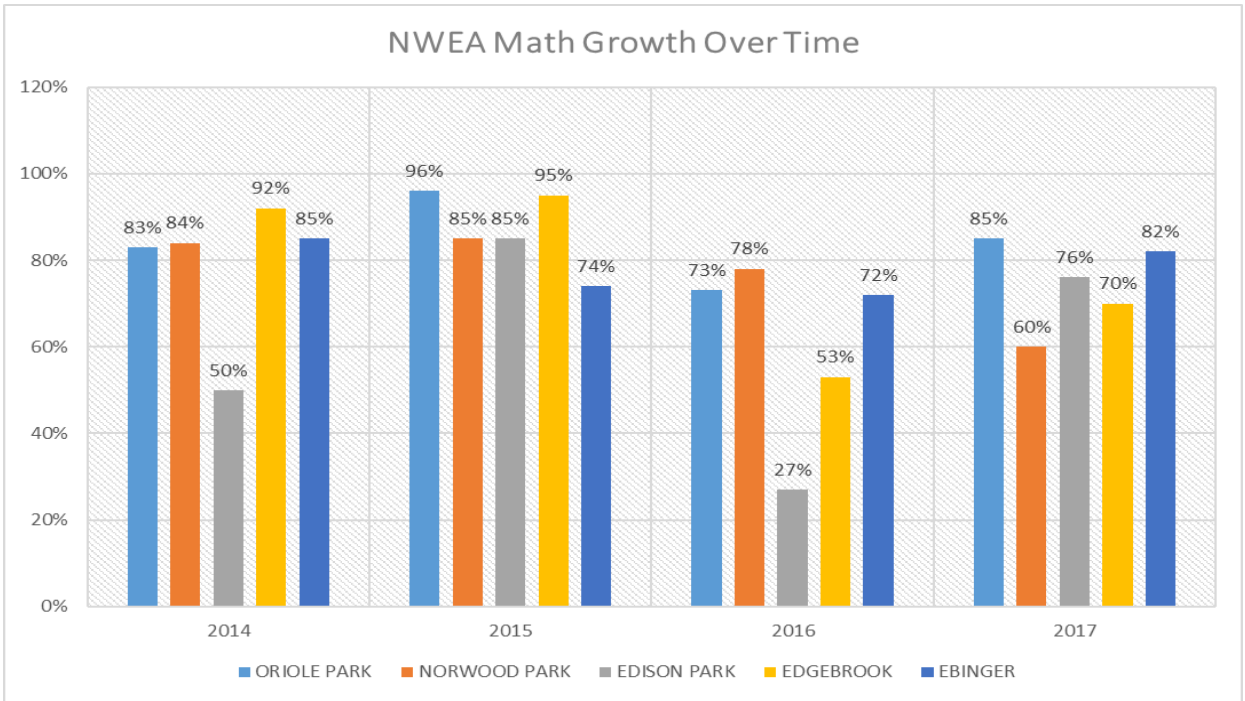
**Khan Academy, targeted with individual NWEA scores in Grades 2-8**

# NWEA Growth



# NWEA Growth


NWEA Math Growth Over Time
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
83%
96%
73%
85%
2014
2015
2016
2017

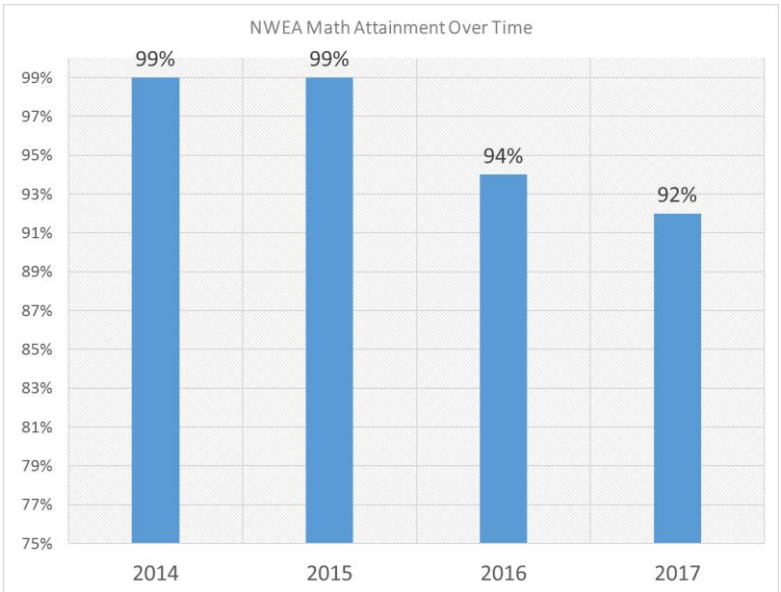

NWEA Math Growth Over Time
120%
100%
80%
60%
40%
20%
0%
83% 84% 50% 92% 85%
96% 85% 85% 95% 74%
73% 78% 27% 53% 72%
85% 60% 76% 70% 82%
2014
2015
2016
2017
ORIOLE PARK
NORWOOD PARK
EDISON PARK
EDGEBROOK
EBINGER

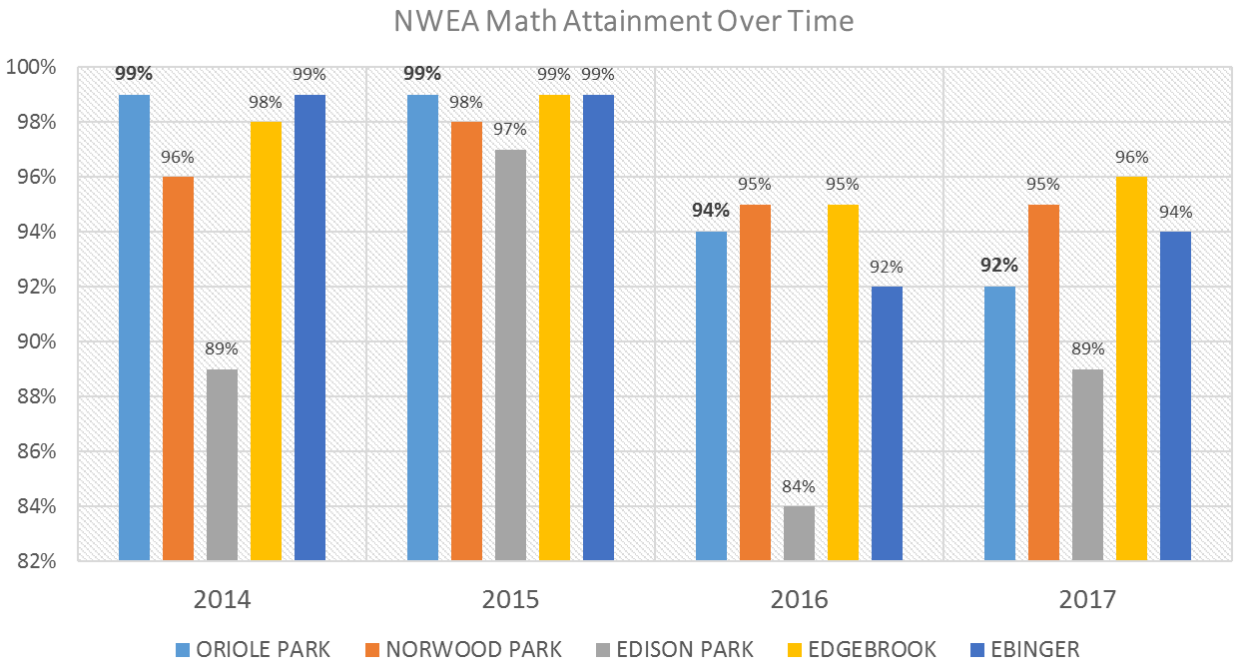
# NWEA Attainment

Attainment on NWEA

| | |
|---|---|
| Reading attainment for 2nd grade | Better than 93% of schools nationally |
| Math attainment for 2nd grade | Better than 74% of schools nationally |
| Reading attainment for 3rd - 8th grade | Better than 95% of schools nationally |
| Math attainment for 3rd - 8th grade | Better than 92% of schools nationally |

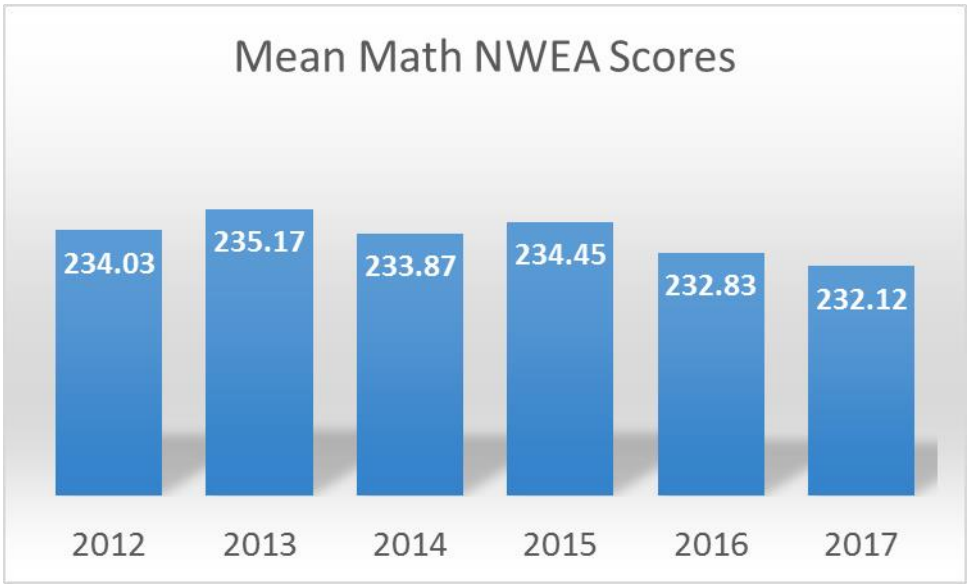
# NWEA Attainment



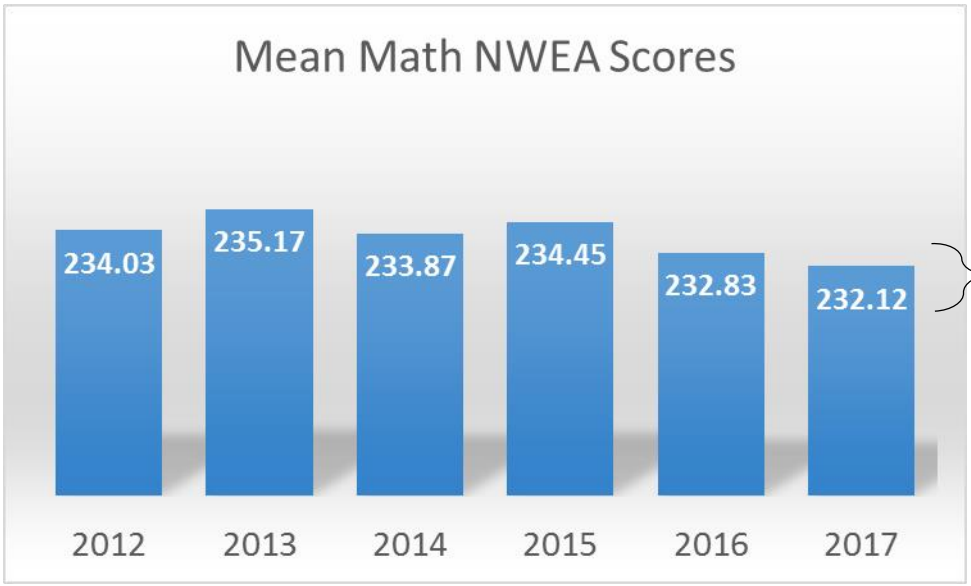



# NWEA Attainment

PANTHER PRIDE
ORIOLE PARK SCHOOL
Compassion and Teamwork



# NWEA Attainment




**3.05 RIT Variation**

**From High -3.05**

**From Low -0**

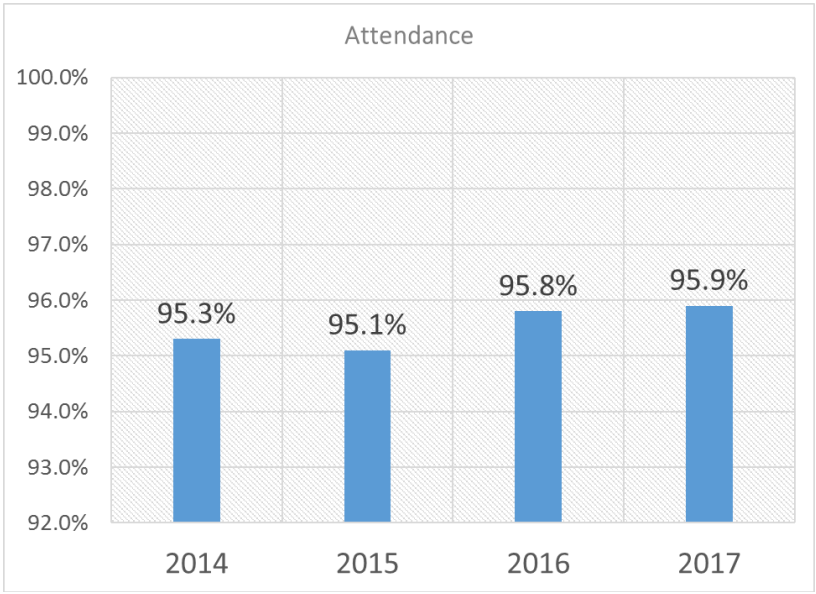
# NWEA Attainment

Attainment on NWEA

| | |
|---|---|
| Reading attainment for 2nd grade | Better than 93% of schools nationally |
| Math attainment for 2nd grade | Better than 74% of schools nationally |
| Reading attainment for 3rd - 8th grade | Better than 95% of schools nationally |
| Math attainment for 3rd - 8th grade | Better than 92% of schools nationally |

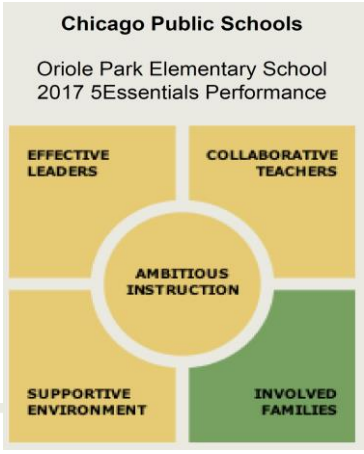
| 2nd Grade | 2014 | 2015 | 2016 | 2017 |
|---|---|---|---|---|
| NWEA Math Score | 197.2 | 194.0 | 193.2 | 196.1 |
| Percentile | 93% | 82% | 57% | 74% |

# Attendance




# School Climate

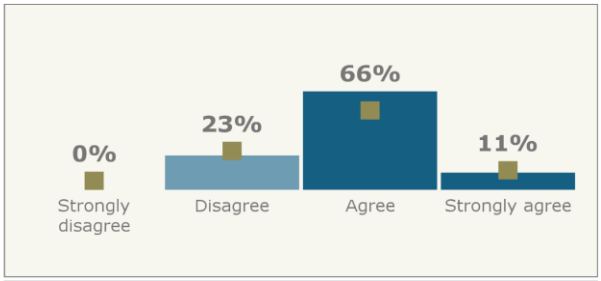
| 2014 | 2015 | 2016 | 2017 |
|---|---|---|---|
| **Well Organized** | **Organized** | **Well Organized** | **Organized** |



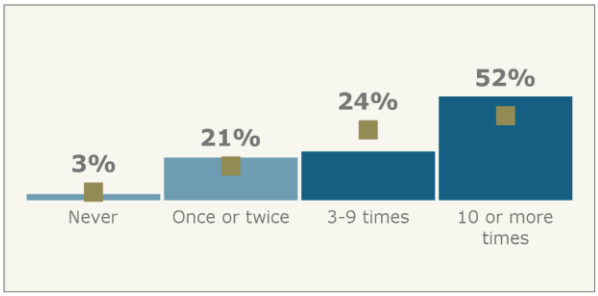

- **Ambitious Instruction:** Classes are challenging and engaging. *Neutral*
- **Effective Leaders:** Principals And Teachers Implement A Shared Vision For Success. *Neutral*
- **Collaborative Teachers:** Teachers Collaborate To Promote Professional Growth. *Neutral*
- **Involved Families:** The Entire Staff Builds Strong External Relationships. *Strong*
- **Supportive Environment:** The School Is Safe, Demanding, And Supportive. *Neutral*

# School Climate

**Curriculum, Instruction, And Learning Materials Are Well Coordinated Across The Different Grade Levels At This School.**

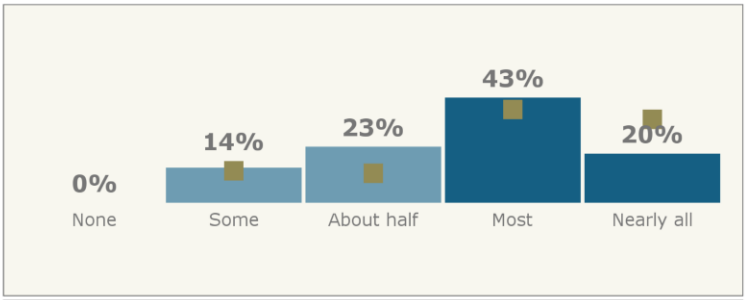



**Worked On Instructional Strategies With Other Teachers?**

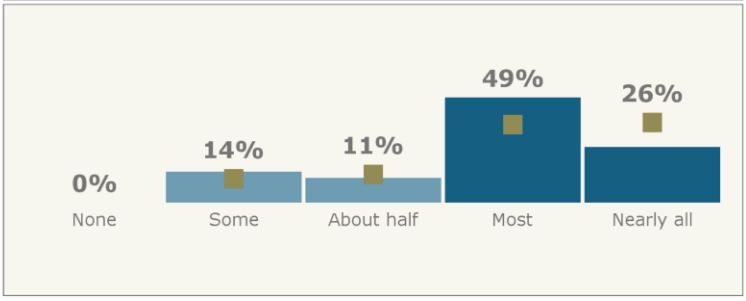



**Teachers Report That Other Teachers In The School:**

**Feel Responsible When Students In This School Fail?**




**Feel Responsible To Help Each Other Do Their Best?**

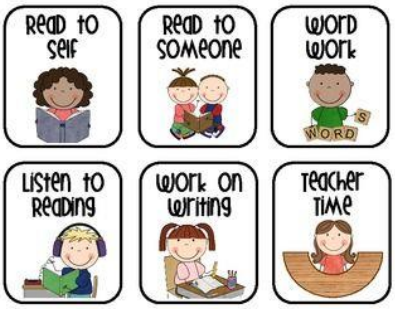


# CIWP Priorities

1. *If we implement the **Daily 5 framework for balanced literacy in grades 1-4**, then we see teachers will employ increased differentiation, rely less on the basal reader, and students will be engaged in targeted, rigorous tasks at their reading level, which leads to increased growth on TRC, NWEA Reading, PARCC, and ACCESS.*
2. *If we **align our writing instruction to the scope and sequence, implement Words Their Way word study in grades K-4**, then we see a consistent approach to writing instruction across the grade levels and content areas, which leads to increased performance on the Reading NWEA.*
3. *If we **align our current science materials to the NGSS scope and sequence** and purchase additional materials to fill in gaps, then we see robust, hands on, inquiry based science instruction at all grade levels, which leads to increased performance on the ISBE Science assessment.*
4. *If we train all staff on **restorative practices** and ensure that they are being implemented through classroom walkthroughs, then we see all teachers and staff members building positive relationships with students, which leads to fewer misconducts, increased attendance rate, and increased performance on all assessments.*

# CIWP Priorities - *Reading*

*1. If we implement the **Daily 5 framework for balanced literacy in grades 1-4**, then we see teachers will employ increased differentiation, rely less on the basal reader, and students will be engaged in targeted, rigorous tasks at their reading level, which leads to increased growth on TRC, NWEA Reading, PARCC, and ACCESS.*



# Accelerated Reader

"…nontangible incentives of teacher praise and constructive feedback have proven more motivational than tangible rewards."
(Cameron & Pierce, 2003; Deci et al., 1997; Lepper & Cordova, 1992)

This year middle school ***only***.
This will be the last year for AR.

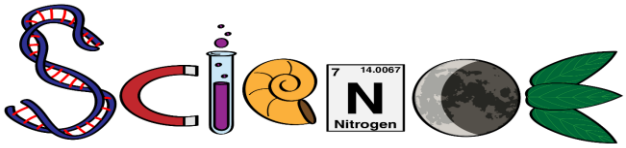
# CIWP Priorities - *Writing*

*2. If we **align our writing instruction to the scope and sequence, implement Words Their Way word study in grades K-5**, then we see a consistent approach to writing instruction across the grade levels and content areas, which leads to increased performance on the Reading NWEA.*

- Monthly Student Work Analysis
- ThinkCERCA (4-8)
- Words Their Way (K-4)
- Daily 5 (1-4)
- K-8 Scope and Sequence
- Middle School Cross-Curricular Writing Plan

# CIWP Priorities - *Science*

*3. If we align our current science materials to the NGSS scope and sequence and purchase additional materials to fill in gaps, then we see robust, hands on, inquiry based science instruction at all grade levels, which leads to increased performance on the ISBE Science assessment.*




- K-2 - Science Fusion
- 3rd-5th Grade - TCI Science
- Network Support to Align the Curriculum and FOSS Kits

# CIWP Priorities- *Restorative Practices*

*4. If we train all staff on **restorative practices** and ensure that they are being implemented through classroom walkthroughs, then we see all teachers and staff members building positive relationships with students, which leads to fewer misconducts, increased attendance rate, and increased performance on all assessments.*

# CIWP Priorities- *Restorative Practices*

After conflict or harm, Restorative Practices provide a way of **thinking** about, **talking** about, and **responding to issues** and problems by **involving all participants** to discuss their **feelings** and **opinions**, identify **what happened**, describe **how it affected everyone**, and find **solutions** to make things better.

# CIWP Priorities- *Restorative Practices*

- Restorative Practices Leadership Cohort-*Year 2*
- Restorative Mindset/Conversations
- Talking Circles
- Second Step
- Advisory
- Team building field trips
- Peace Circles

# Consistency

"Teachers are creative people with **different personalities** and life histories. They need to be allowed and encouraged to bring their own ideas and beliefs to their lessons, demonstrating **flexibility in how they teach their students**. More importantly, **each group of children is different** and teachers must attend to the individual and collective needs and interests of their students. Thus, teaching and learning should change from classroom to classroom and from year to year.

Consistency is particularly important when you focus on **curriculum planning**. You need to ensure that **key concepts and skills** have not been omitted and that **focus points** and **decisions are agreed upon**."
(Taffin D'Heursel-Baldisseri, 2014)

# Consistency

- Beginning of the Year Instructional Expectations Meetings
- Weekly Team meetings
- Quarterly Vertical Articulation Meetings (Reading/Writing, Math, Science)
- Peer Observations
- Observations at Network 1 Schools

# References

Pierce, W. D., Cameron, J., & Banko, K. M. (2003). Positive Effects of Rewards and Performance Standards on Intrinsic Motivation. *Psychological Record*, *53*(4), 561-578.

Taffin D'Heursel-Baldisseri, A. (2014). Consistency? It's a matter of balance. *TES: Times Educational Supplement*, (5078), 38.

Wild, T. C., Enzle, M. E., Nix, G., & Deci, E. L. (1997). Perceiving others as intrinsically or extrinsically motivated: Effects on expectancy formation and task engagement. *Personality And Social Psychology Bulletin*, *23*(8), 837-848.