

# ORIOLE PARK SCHOOL

## State of the School December 16<sup>th</sup>, 2019



# ORIOLE PARK SCHOOL

7.4% English  
Language  
Learners

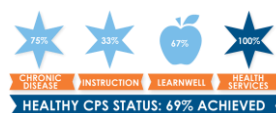
8.7% of  
Students have  
IEP

23.5% Free &  
Reduced  
Lunch

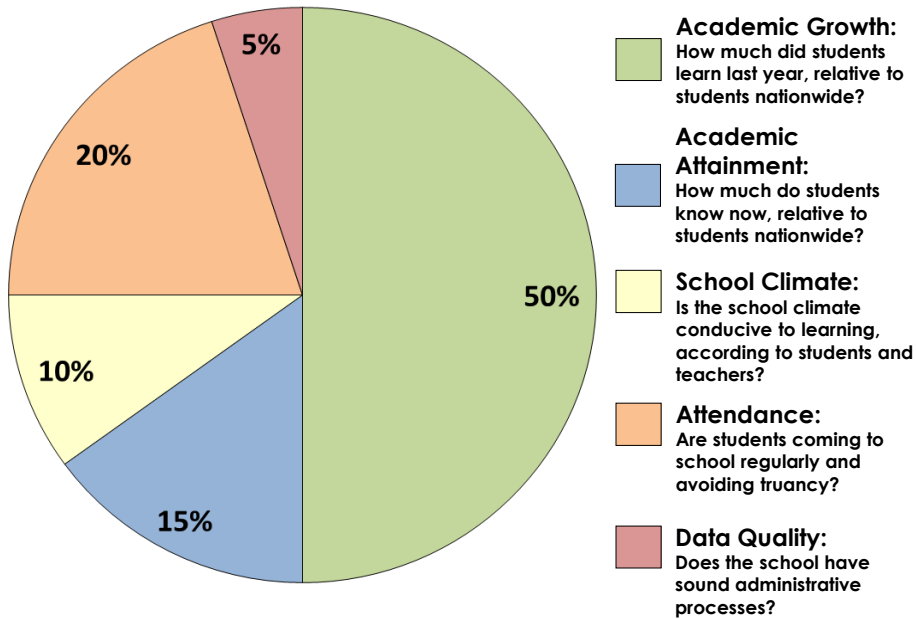
730 Students

Level 1+  
SQR  
Rating

43 Teachers  
76 Total Staff



## What Metrics does the SQRP Include?



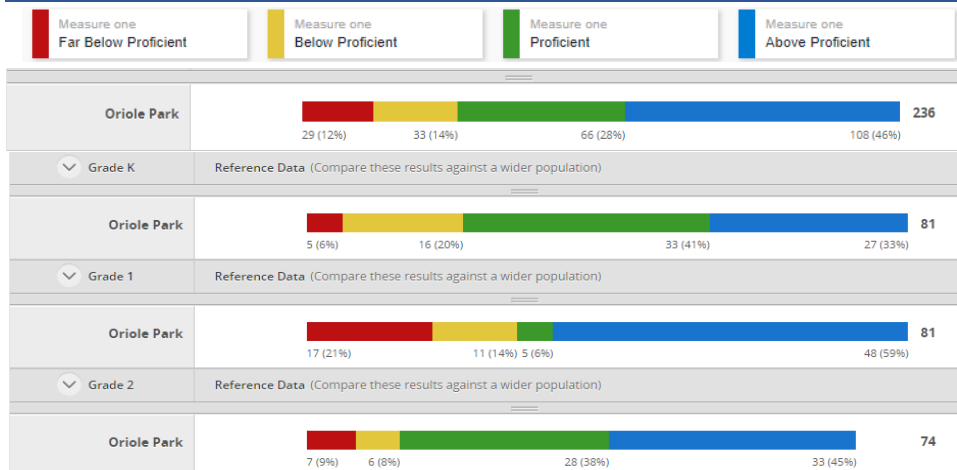
## SQRP Performance - SY18

School Quality Rating Indicator	Indicator Score & School Quality Rating Points (of 5 possible)	Indicator Weight (% of total)	Weighted Points
<b>NWEA MAP Growth Indicators—All Students</b>			
National School Growth Percentile - Reading	50th percentile (3 points)	17.5%	0.525
National School Growth Percentile - Math	88th percentile (4 points)	17.5%	0.7
% of Students Meeting/Exceeding National Average Growth Norms	63.5 percent (4 points)	10%	0.4
<b>NWEA MAP Growth Indicators—Priority Groups</b>			
African-American Growth Percentile - Reading			
Hispanic Growth Percentile - Reading	70th percentile (5 points)	1.25%	0.0625
English Learner Growth Percentile - Reading			
Diverse Learner Growth Percentile - Reading	56th percentile (4 points)	1.25%	0.05
African-American Growth Percentile - Math			
Hispanic Growth Percentile - Math	84th percentile (5 points)	1.25%	0.0625
English Learner Growth Percentile - Math			
Diverse Learner Growth Percentile - Math	25th percentile (2 points)	1.25%	0.025
<b>NWEA MAP Attainment Indicators</b>			
National School Attainment Percentile - Reading (Grades 3-8)	94th percentile (5 points)	5%	0.25
National School Attainment Percentile - Math (Grades 3-8)	95th percentile (5 points)	5%	0.25
National School Attainment Percentile - Reading (Grade 2)	74th percentile (4 points)	2.5%	0.1
National School Attainment Percentile - Math (Grade 2)	63rd percentile (3 points)	2.5%	0.075
<b>Other Indicators</b>			
% of Students Making Sufficient Annual Progress on ACCESS	N/A for all schools		
Average Daily Attendance Rate (Grades K-8)	95.8 percent (4 points)	20%	0.8
My Voice, My School 5 Essentials Survey	Well Organized (5 points)	10%	0.5
Data Quality Index Score	99.9 percent (5 points)	5%	0.25
<b>School Quality Rating Total Weighted Points</b>			<b>4.1</b>

## SQRP Performance - SY19

School Quality Rating Indicator	Indicator Score & School Quality Rating Points (of 5 possible)	Indicator Weight (% of total)	Weighted Points
<b>NWEA MAP Growth Indicators--All Students</b>			
National School Growth Percentile - Reading	76th percentile (4 points)	15 %	0.6
National School Growth Percentile - Math	84th percentile (4 points)	15 %	0.6
% of Students Meeting/Exceeding National Average Growth Norms	69.7 percent (4 points)	10 %	0.4
<b>NWEA MAP Growth Indicators--Priority Groups</b>			
African-American Growth Percentile - Reading			
Hispanic Growth Percentile - Reading	76th percentile (5 points)	1.25 %	0.0625
English Learner Growth Percentile - Reading			
Diverse Learner Growth Percentile - Reading	52nd percentile (4 points)	1.25 %	0.05
African-American Growth Percentile - Math			
Hispanic Growth Percentile - Math	85th percentile (5 points)	1.25 %	0.0625
English Learner Growth Percentile - Math			
Diverse Learner Growth Percentile - Math	37th percentile (3 points)	1.25 %	0.0375
<b>NWEA MAP Attainment Indicators</b>			
National School Attainment Percentile - Reading (Grades 3-8)	93rd percentile (5 points)	5 %	0.25
National School Attainment Percentile - Math (Grades 3-8)	93rd percentile (5 points)	5 %	0.25
National School Attainment Percentile - Reading (Grade 2)	88th percentile (4 points)	2.5 %	0.1
National School Attainment Percentile - Math (Grade 2)	68th percentile (3 points)	2.5 %	0.075
<b>Other Indicators</b>			
% of Students Making Sufficient Annual Progress on ACCESS	53.1 percent (4 points)	5 %	0.2
Average Daily Attendance Rate (Grades K-8)	95.6 percent (4 points)	20 %	0.8
My Voice, My School 5 Essentials Survey	Well Organized (5 points)	10 %	0.5
Data Quality Index Score	99.9 percent (5 points)	5 %	0.25
<b>School Quality Rating Total Weighted Points</b>			<b>4.2</b>

## TRC Proficiency – EOY SY19 (N=236)



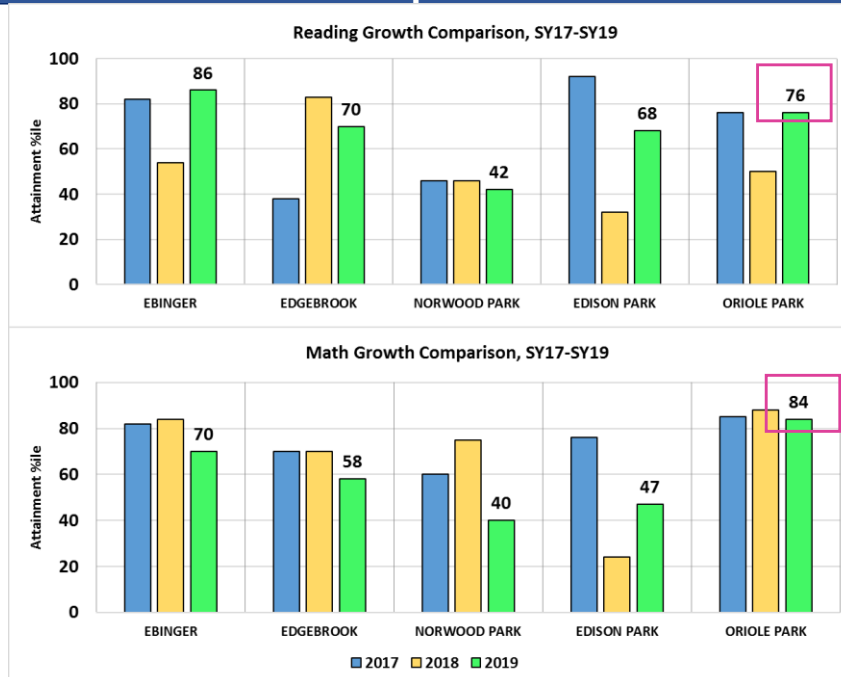
Text Reading Comprehension, or TRC, is a test that measures a student's ability to read and understand text. The student is given a passage to read orally and the teacher conducts a running record.

Grade	BOY Reading Level Goal(s)	MOY Reading Level Goal(s)	EOY Reading Level Goal(s)
Kindergarten	RB to B	C	D
Grade 1	D	G to H	J to K
Grade 2	J to K	L	M to N

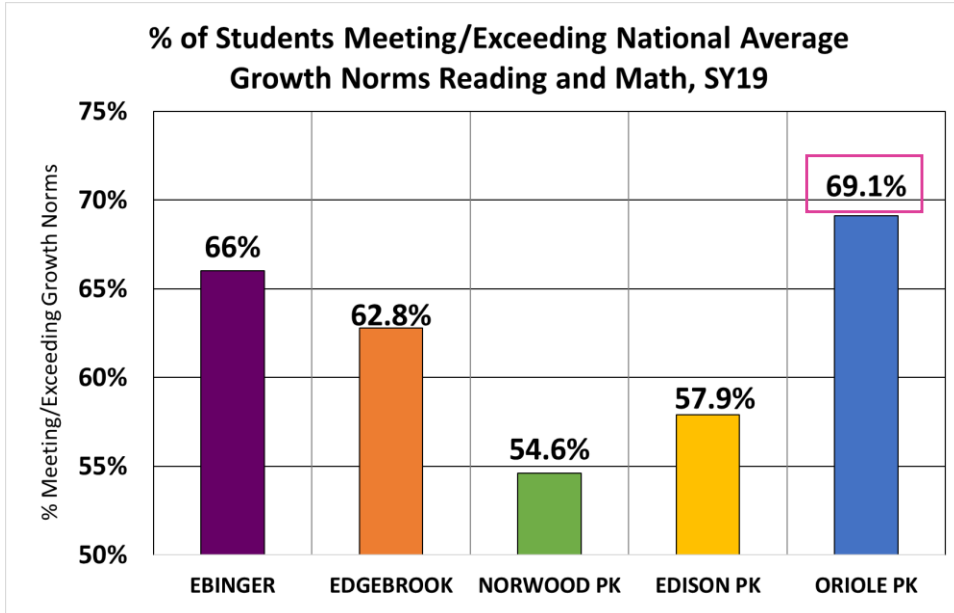
## NWEA Attainment Comparison – 2017 to 2019



## NWEA Growth Comparison – 2017 to 2019



## NWEA Growth Comparison – SY19



## 2018 Algebra Exit Exam

**94% Pass Rate**


22/52 Passed with a *High Pass*

3 Did Not Pass







$$\left[ -\frac{\hbar^2}{2m} \nabla^2 + V(\vec{r}) + \frac{e^2}{4\pi\epsilon_0} \sum_k \int \frac{|\phi_k(\vec{r}')|^2}{|\vec{r} - \vec{r}'|} d\tau' \right] \phi_j(\vec{r}) - \frac{e^2}{4\pi\epsilon_0} \sum_k \int \frac{\phi_k^*(\vec{r}') \phi_j(\vec{r}')}{|\vec{r} - \vec{r}'|} d\tau' \phi_k(\vec{r}) = E_j \phi_j(\vec{r})$$

## Student Code of Conduct Violations Responses, SY19

Action	Incident Count
Instructive, Corrective Restorative Practices	116
Other	17
In School Suspension	15
Out Of School Suspension	3


The 5Essentials	Performance 
Involved Families	82 <b>Very Strong</b>
Collaborative Teachers	68 <b>Strong</b>
Effective Leaders	67 <b>Strong</b>
Ambitious Instruction	58 <b>Neutral</b>
Supportive Environment	52 <b>Neutral</b>



 Very Strong 
  Strong 
  Neutral  
 Weak 
  Very Weak 
  No Data

Where is Oriole Park Elementary School performing the highest? 

<a href="#">Teacher-Parent Trust</a>	91
<a href="#">School Commitment</a>	81
<a href="#">Parent Influence on Decision Making in Schools</a>	78
<a href="#">Parent Involvement in School</a>	78
<a href="#">Teacher-Principal Trust</a>	75

What has improved most for Oriole Park Elementary School? 

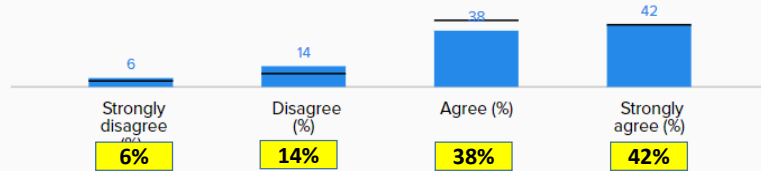
<a href="#">Instructional Leadership</a>	72 +12
<a href="#">Collective Responsibility</a>	66 +8
<a href="#">Math Instruction</a>	63 +7
<a href="#">Teacher-Principal Trust</a>	75 +2

Where is Oriole Park Elementary School performing the lowest? 

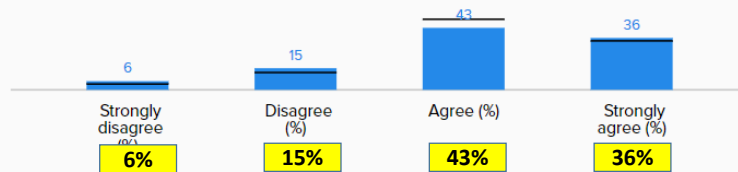
<a href="#">Academic Personalism</a>	38
<a href="#">Academic Press</a>	46
<a href="#">Teacher Influence</a>	49
<a href="#">Student-Teacher Trust</a>	51
<a href="#">English Instruction</a>	53

## Academic Personalism

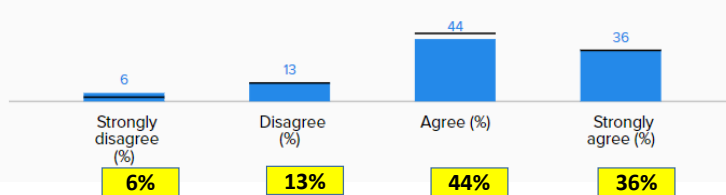
Explains things in a different way if I don't understand something in class.



Helps me catch up if I am behind.



Gives me specific suggestions about how I can improve my work in this class.



## Continuous Improvement Work Plan (CIWP)

- The CIWP is the **strategic planning process** of schools
  - Identifies **strategies** and **milestones** the school will take to accomplish its goals.
  - **Goals, strategies and milestones are monitored regularly** and adjusted as needed.
  - **Written every two years** with **input from all stakeholders**
  - *More communication is coming soon.*

## CIWP Priorities

1. If we develop **professional learning communities among teachers**, then we see **teachers regularly engage in meaningful discussion about effective teaching methods**, including specific research based strategies for diverse learners and English Learners, and collaboratively evaluate their instructional practice using up to date research, which will lead to individualized instruction for all students and increased growth on all assessments.
2. If we implement **explicit and consistent social emotional learning time across grade levels and develop a restorative justice professional learning community**, then we see staff members share up to date research on restorative practices in order ensure the development of positive relationships and implementation of restorative language in every classroom, staff members implement restorative consequences when misconduct occurs, which will lead to students using problem solving strategies independently, demonstrating increased empathy, enjoying fewer misconducts, more productive instructional time, and increased performance on all assessments.
3. If we create professional learning communities to **vertically align our writing instruction and create a K-8 scope and sequence**, then we see a consistent, research based approach to writing instruction in every classroom, which **builds on content and skills from year to year, students working collaboratively and with teachers to improve their writing through peer editing and conferencing**, which will lead to students who are able to analyze and express themselves through high quality writing.

## CIWP Priorities

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## PLC's 2019-2020

- Teachers are working in grade level teams
- Continued focus on Differentiation of instruction and meeting the needs of all learners



## CIWP Priorities

2. If we implement **explicit and consistent social emotional learning time across grade levels and develop a restorative justice professional learning community**, then we see staff members share up to date research on restorative practices in order ensure the development of positive relationships and implementation of restorative language in every classroom, staff members implement restorative consequences when misconduct occurs, which will lead to students using problem solving strategies independently, demonstrating increased empathy, enjoying fewer misconducts, more productive instructional time, and increased performance on all assessments.



## CIWP Priorities

- Full Time Counselor
- Restorative Practices Coordinator
- Second Step Curriculum in all classes-weekly lessons
- Restorative Mindset/Conversations
- Talking Circles
- Advisory
- Daily Meditation in Middle School
- Peace Circles



## CIWP Priorities

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- Lucy Calkins Units of Study for Writing, K-5
- Middle School Humanities Block
- ThinkCERCA (4-8)
- Words Their Way (K-3)
- Daily 5 (1-4)



## What Can Parents Do?

**Meet with your child's teacher as often as needed to discuss his or her progress. Ask the teacher to suggest activities or sites for you and your child to do at home to help prepare for tests and improve your child's understanding of schoolwork.**

**Provide many opportunities for your child to read books or other materials. Children learn to read best when they have books and other reading materials at home and plenty of chances to read.**

**Point out ways that people use mathematics every day; to pay bills, balance checkbooks, save for college, complete household projects, or figure out how long it will take to drive to on your next family vacation.**

**Read aloud to your child. Research shows that this is the most important activity that parents can do to increase their child's chance of reading success, regardless of age!**

**Play board games like Scrabble®, Scattergories®, and Boggle™ together.**

**USE PARENT PORTAL TO MONITOR STUDENT GRADES!**

<https://aspen.cps.edu/aspen/logon.do>