Haines State of the School is the district wide practice to support and encourage robust community conversations on school progress, priorities and collective efforts to move forward. We will review and reflect on the past year and how much we’ve overcome. We will also discuss “what’s next” for our school community.
1. CPS Vision & 5 Year Goals
2. Looking Back at School Year 21
3. Looking Ahead at School Year 22
Section 1:

1. CPS Vision & 5 Year Goals

2. Looking Back at SY21

3. Looking Ahead at SY22
Our Vision
Success starts here.

Our Mission
To provide a high-quality public education for every child, in every neighborhood, that prepares each for success in college, career and civic life.
We fulfill our vision through these Commitments:

**Academic Progress**

A high-quality education develops in young people not only strong academic skills, but a love of learning and the ability to work with others, take initiative, solve problems creatively, live healthy lives, and become active citizens in their communities. We will design instruction and learning environments that provide for individual needs and help prepare all of our students for a successful adulthood.

**Financial Stability**

Fulfilling our promise to provide a high-quality education requires that we remain on sound financial footing and serve as good stewards of public and philanthropic funds. We must also advocate with the wider Chicago community for fair school funding from the state so all of Chicago's children receive the educational resources they need and deserve.

**Integrity**

We respect our students and families, and the diverse communities in which they live, and honor them as partners in our shared mission. We will earn their trust by communicating openly and acting on community feedback.
Core Values

Student-Centered
We place students at the center of everything we do.

Whole Child
We support our students so they are healthy, safe, engaged, and academically challenged.

Equity
We eliminate barriers to success and ensure equitable opportunities for all students.

Academic Excellence
We provide diverse curriculum and programs with high academic standards to prepare students for future success.

Community Partnership
We rely on families, communities, and partners in every neighborhood to shape and support our shared mission.

Continuous Learning
We promote an environment of continuous learning throughout CPS for students, teachers, leaders, and district staff.
## Five-Year Goals

### Early Childhood
- **Goal:** Increase in the number of incoming kindergarteners meeting benchmarks across all developmental domains.
- **Percentage:** 50%

### Elementary School
- **Goal:** 2nd grade students will be at or above national attainment for reading.
- **Percentage:** 65%
- **Goal:** Students will be at or above national attainment for math.
- **Percentage:** 65%

### High School
- **Goal:** Freshmen will be on track to graduate high school.
- **Percentage:** 90%
- **Goal:** Students will graduate high school within five years.
- **Percentage:** 90%
- **Goal:** Students will meet college readiness benchmarks on the SAT.
- **Percentage:** 50%
- **Goal:** Graduates will enroll in college.
- **Percentage:** 78%
Section 2:

1. CPS Vision & 5 Year Goals

2. Looking Back at School Year 21

3. Looking ahead at School Year 22
School Vision and Mission

Haines mission is to sustain a literacy, math, and science rich curriculum focused on effective, research-based instruction; we will utilize emerging technologies, innovative practices, and yield various resources to provide students with additional learning opportunities and services inside and outside of the traditional school setting.

Haines vision is to provide a safe learning environment. Haines School will offer a rigorous instructional program with a focus on literacy, critical thinking and continued improvement. We will prepare students for college and career goals, while offering experiential educational experiences that are accessible to ALL students, including students whose second language is English and those with unique needs. Haines will ensure character, social and emotional development of the whole child and to foster 21st century global learning skills and to celebrate diversity.
Priority 1-Instruction

If we engage students in learning and foster student ownership through personalized learning

then we see student-centered instruction through collaborative group opportunities, learning centers, small group instruction, and project-based learning experiences;

which leads to higher student engagement and achievement for all students.
Priority 2-MTSS

If we implement well-designed multi-tiered systems of support then we see students receiving timely, research-based interventions based on current data; which leads to academic and social-emotional growth in students who are in need of tier 2 and tier 3 supports; the school to maintain Established Certification.
Priority 3-Supportive and Equitable Approaches to Discipline

If we explicitly teach and positively reinforce our Shared Agreements through a multi-tiered approach and utilize the Incident Referral Process school-wide and reinforce the Way of the Wildcat

then we see an increase in the social-emotional learning competencies in all students and staff exhibiting Self-Awareness Self-Management Social-Awareness Relationship Skills Responsible Decision Making;

which leads to improved school culture and climate resulting in fewer incident referrals -students feel like they are a part of the Haines Family -strengthened communication and relationships between teachers and parents.
students engage in small groups during the day; time for personalize learning; acceleration and remediation;

teachers provide before or after school programs for targeted students

teachers will visit other teachers classroom (peer observation)

teachers will use Star360 and Branching Minds

teachers will use various assessment tools such as DIBELS, TRC, MCLASS Math, Checkpoint, Skyline, teacher created, etc
In light of the many disruptions our students, families, and teachers experienced, CPS canceled the administration of the spring NWEA MAP Growth for students in 2nd-8th grades last year. The State cancelled the PSAT for 9-10th grades.

Last school year CPS schools did administer some state-required and local assessments, including:

- The Illinois Assessment of Readiness (IAR), the state-required assessment of English language arts (ELA) and math in grades 3-8.
- TRC/DIBELS
- Algebra 1 for HS credit
- SAT to 11th grade students.
2019- School Quality Rating was Level 1+

In 2020- All schools set at “Inability to rate” this year.

Current data available:
- ES: Unadjusted Attendance and IAR (Proficiency and Participation)
Looking Back on SY21

- provided 400 devices and hot spots since March 2019 to families

- 18% students returned for Hybrid (110 students)

- Ancillary schedule changed from once a week to five days

- Teachers provided families with weekly schedules for remote learning

- Teachers were provided virtual PD on how to teach remotely

- Implemented Tech Tuesdays for teachers

- Monthly Principal Chat
Transition to Full-Time In-Person Learning Highlights

- Summer Programs; OLCE and technology
- Professional Development - Week 0
- Principal Chat
- Revisited Responsive Classroom to re-engage students in SEL
SY21 Performance Data

All Metrics

<table>
<thead>
<tr>
<th>Metric</th>
<th>2019</th>
<th>2021</th>
<th>SY24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unadjusted Attendance</td>
<td>97.8</td>
<td>98.9</td>
<td>98.0</td>
</tr>
<tr>
<td>Percent Proficient on IAR: ELA</td>
<td>51.7</td>
<td>30.7</td>
<td></td>
</tr>
<tr>
<td>Participation Rate on IAR: ELA</td>
<td>63.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent Proficient on IAR: Math</td>
<td>60.1</td>
<td>43.0</td>
<td></td>
</tr>
<tr>
<td>Participation Rate on IAR: Math</td>
<td></td>
<td></td>
<td>63.4</td>
</tr>
</tbody>
</table>
SY21 Performance Data

Attendance by Student Group

Unadjusted Attendance Rate (%)

- Assigned Female: 97.8%
- Assigned Male: 97.8%
- Diverse Learners: 97.8%
- EL: 97.8%
- Economically Disadvantaged: 97.9%
- African American: 94.3%
- Latina: 95.7%
- Non-African American Female: 96.0%
- African American Male: 98.0%
- Latina Male: 98.0

Sample Sizes:
- 329 279
- 347 307
- 31 28
- 200 148
- 984 900
- 118 97
- 90 87
- 500 479
- 91 87
- 98 90
- 98 90
- 98 90
- 98 90
## Attendance: Goal Comparison Table

<table>
<thead>
<tr>
<th>Student Group</th>
<th>n: SY2021</th>
<th>Rate: SY2019</th>
<th>Rate: SY2021</th>
<th>1 Year Change</th>
<th>Rate: SY24 Goal</th>
<th>Progress towards Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American Male</td>
<td>50</td>
<td>94.9</td>
<td>94.9</td>
<td>0</td>
<td>98.0</td>
<td>Off Track</td>
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<tr>
<td>African American</td>
<td>97</td>
<td>94.3</td>
<td>95.7</td>
<td>1.4</td>
<td>98.0</td>
<td>Improving</td>
</tr>
<tr>
<td>African American Female</td>
<td>47</td>
<td>93.7</td>
<td>96.5</td>
<td>2.8</td>
<td>98.0</td>
<td>Improving</td>
</tr>
<tr>
<td>Assigned Female</td>
<td>279</td>
<td>97.8</td>
<td>99.2</td>
<td>1.4</td>
<td>98.0</td>
<td>Goal Met</td>
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<tr>
<td>Assigned Male</td>
<td>307</td>
<td>97.7</td>
<td>98.6</td>
<td>0.9</td>
<td>98.0</td>
<td>Goal Met</td>
</tr>
<tr>
<td>Diverse Learners</td>
<td>28</td>
<td>96</td>
<td>98.7</td>
<td>2.7</td>
<td>98.0</td>
<td>Goal Met</td>
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<tr>
<td>EL</td>
<td>148</td>
<td>98.9</td>
<td>99.8</td>
<td>0.9</td>
<td>98.6</td>
<td>Goal Met</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>500</td>
<td>97.9</td>
<td>98.8</td>
<td>0.9</td>
<td>98.1</td>
<td>Goal Met</td>
</tr>
<tr>
<td>Latinx</td>
<td>10</td>
<td>96.3</td>
<td>99</td>
<td>2.7</td>
<td>98.0</td>
<td>Goal Met</td>
</tr>
<tr>
<td>Non-African American/Non-Latinx</td>
<td>479</td>
<td>98.5</td>
<td>99.5</td>
<td>1</td>
<td>98.7</td>
<td>Goal Met</td>
</tr>
</tbody>
</table>
Participation Rate on IAR: ELA by Student Group

- Assigned Female: 2020 (99.6), 2021 (65.5)
- Assigned Male: 2020 (61.8), 2021 (50)
- Diverse Learners: 2020 (100), 2021 (80.9)
- Economically Disadvantaged: 2020 (63.4), 2021 (48.7)
- Latina: 2020 (80), 2021 (66.7)
- Non-African American/Non-Latina: 2020 (100), 2021 (42.5)
- African American Female: 2020 (100), 2021 (55.3)

Comparison between 2019 and 2021.
Percent Proficient on IAR: ELA by Student Group

2019 vs 2021 Performance Data

- Assigned Female: 55.4% (2019), 30.8% (2021)
- Assigned Male: 47.9% (2019), 30.5% (2021)
- Diverse Learners: 14.6% (2019), 2.8% (2021)
- Economically Disadvantaged: 50.8% (2019), 39.9% (2021)
- African American: 29.8% (2019), 18.4% (2021)
- Latinx: 54.9% (2019), 37.5% (2021)
- Non-African American Female: 33% (2019), 23.5% (2021)
- African American Female: 33% (2019), 26.3% (2021)
- Non-African American Male: 33% (2019), 14.3% (2021)
- African American Male: 33% (2019), 21% (2021)
**Percent Proficient on IAR: ELA: Goal Comparison Table**

<table>
<thead>
<tr>
<th>Student Group</th>
<th>n: SY2021</th>
<th>Rate: SY2019</th>
<th>Rate: SY2021</th>
<th>1 Year Change</th>
<th>Progress towards Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assigned Female</td>
<td>133</td>
<td>55.4</td>
<td>30.8</td>
<td>-24.6</td>
<td>Declining</td>
</tr>
<tr>
<td>Assigned Male</td>
<td>131</td>
<td>47.9</td>
<td>30.5</td>
<td>-17.4</td>
<td>Declining</td>
</tr>
<tr>
<td>EL</td>
<td>72</td>
<td>14.6</td>
<td>2.8</td>
<td>-11.8</td>
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</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>225</td>
<td>50.8</td>
<td>29.8</td>
<td>-21</td>
<td>Declining</td>
</tr>
<tr>
<td>African American</td>
<td>38</td>
<td>32.1</td>
<td>18.4</td>
<td>-13.7</td>
<td>Declining</td>
</tr>
<tr>
<td>Non-African American/Non-Latinx</td>
<td>218</td>
<td>54.9</td>
<td>33</td>
<td>-21.9</td>
<td>Declining</td>
</tr>
<tr>
<td>African American Female</td>
<td>17</td>
<td>37.5</td>
<td>23.5</td>
<td>-14</td>
<td>Declining</td>
</tr>
<tr>
<td>African American Male</td>
<td>21</td>
<td>26.3</td>
<td>14.3</td>
<td>-12</td>
<td>Declining</td>
</tr>
</tbody>
</table>
Participation Rate on IAR: Math by Student Group

<table>
<thead>
<tr>
<th>Group</th>
<th>2019</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assigned Female</td>
<td>99.6</td>
<td>64</td>
</tr>
<tr>
<td>Assigned Male</td>
<td>99.6</td>
<td>62.7</td>
</tr>
<tr>
<td>Diverse Learners</td>
<td>100</td>
<td>55.6</td>
</tr>
<tr>
<td>EL</td>
<td>100</td>
<td>82</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>99.8</td>
<td>63.1</td>
</tr>
<tr>
<td>African American</td>
<td>100</td>
<td>47.4</td>
</tr>
<tr>
<td>Latina</td>
<td>99.5</td>
<td>60</td>
</tr>
<tr>
<td>Non-African American/Non-Latinx</td>
<td>100</td>
<td>67.3</td>
</tr>
<tr>
<td>African American Female</td>
<td>100</td>
<td>40</td>
</tr>
<tr>
<td>Latino</td>
<td>100</td>
<td>55.3</td>
</tr>
</tbody>
</table>

2019 vs. 2021
Percent Proficient on IAR: Math by Student Group

<table>
<thead>
<tr>
<th>Group</th>
<th>2019</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assigned Female</td>
<td>60.4</td>
<td>68.4</td>
</tr>
<tr>
<td>Assigned Male</td>
<td>39.2</td>
<td>48.6</td>
</tr>
<tr>
<td>Diverse Learners</td>
<td>46.6</td>
<td>24.3</td>
</tr>
<tr>
<td>EL</td>
<td>44.7</td>
<td>19.4</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>62.6</td>
<td>6.3</td>
</tr>
<tr>
<td>African American</td>
<td>20.8</td>
<td>13.5</td>
</tr>
<tr>
<td>Latina</td>
<td>13.5</td>
<td>6.3</td>
</tr>
<tr>
<td>Non-African American/Non-Latina</td>
<td>6.3</td>
<td>19.4</td>
</tr>
</tbody>
</table>
## Percent Proficient on IAR: Math: Goal Comparison Table

<table>
<thead>
<tr>
<th>Student Group</th>
<th>n: SY2021</th>
<th>Rate: SY2019</th>
<th>Rate: SY2021</th>
<th>1 Year Change</th>
<th>Progress towards Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assigned Female</td>
<td>130</td>
<td>60.4</td>
<td>39.2</td>
<td>-21.2</td>
<td>Declining</td>
</tr>
<tr>
<td>Assigned Male</td>
<td>133</td>
<td>59.8</td>
<td>46.6</td>
<td>-13.2</td>
<td>Declining</td>
</tr>
<tr>
<td>Diverse Learners</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>Declining</td>
</tr>
<tr>
<td>EL</td>
<td>73</td>
<td>44.7</td>
<td>27.4</td>
<td>-17.3</td>
<td>Declining</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>224</td>
<td>62.6</td>
<td>43.3</td>
<td>-19.3</td>
<td>Declining</td>
</tr>
<tr>
<td>African American</td>
<td>37</td>
<td>20.8</td>
<td>13.5</td>
<td>-7.3</td>
<td>Declining</td>
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<tr>
<td>Non-African American/Non-Latinx</td>
<td>220</td>
<td>68.4</td>
<td>48.6</td>
<td>-19.8</td>
<td>Declining</td>
</tr>
<tr>
<td>African American Female</td>
<td>16</td>
<td>17.5</td>
<td>6.3</td>
<td>-11.2</td>
<td>Declining</td>
</tr>
<tr>
<td>African American Male</td>
<td>21</td>
<td>24.3</td>
<td>19</td>
<td>-5.3</td>
<td>Declining</td>
</tr>
</tbody>
</table>
Section 3:

1. CPS Vision & 5 Year Goals

2. Looking Back at School Year 21

3. Looking Ahead at School Year 22
SY22 District Priorities: Continued focus on what’s important

- Student Engagement
- Instructional Core
- Early Literacy
- Post Secondary Planning
Moving Forward Together

Moving Forward Discretionary Funding - $110,250

Out of School Time Funding - $48,825

Student Re-Engagement Funding - $3582

<table>
<thead>
<tr>
<th>MFT- Additional Discretionary Funding</th>
<th>OST- Out of School Time Funding</th>
<th>Student Re-Engagement Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>$110,250 (salary for planning, programming, supplies, materials)</td>
<td>$48,825 Summer and After School Program (salary and supplies)</td>
<td>$3582 (food, dj, balloons, games, chalk the walk, popsicles, etc)</td>
</tr>
</tbody>
</table>
Student Engagement

-Student Reengagement - Back to School Bash
1st week Getting to know students

OST- different programs; academic and non-academic (Math homework help, Math Club, Student Council, OLCE, knitting, debate, Mentoring program, Poetry, Board Games, Music and Art Club, Battle of The Books, Volleyball, Yearbook)

Community partnerships- Chicago Park District, Project Vision, Red Clay Dance Company, Communities in School
Skyline curriculum has been adopted Social Science for Grades K-8th course contains the following digital resources; like Teacher guides and resources, Student materials, and Assessments

**Literacy**- Balanced Literacy; Novel Studies

**Math**- Envision Math and CME Algebra

**Science**- FOSS kits, Mystery Science, Amplify, NGSS
Post Secondary Planning

- Haines Virtual High School Fair
- Network 6 Virtual High School Fair
- Virtual High School Speakers from specific high schools
- 1:1 conversations led by Counselor Talley throughout the entire process for parents and students
- 8th grade Parent meeting about the process on how to apply for high school
- Students researched various high schools and presented to classmates
- All students completed high school application by December 15th
Parent Partnerships

Quarterly Principal Chat
LSC, PAC, BAC
Monthly Haines Herald with Calendar
Website updated weekly for parents from school and homeroom teachers
School CXNT
Weekly Updates to parents on Blackboard
Friends Of Haines
COVID Health Reminders

- Vaccines are safe and effective! cps.edu/vaccinations
  - All Chicagoans age 12 and older are now eligible to get vaccinated against COVID-19; vaccines will soon be available for children ages 5-11
  - Staff vaccination requirement (weekly testing required for any non-vaccinated staff including those with approved exemptions).
- Students who feel ill will be sent home from the Care Room in Room 109
  - Anyone who experiences COVID-like symptoms, even if they are fully vaccinated, must be tested before returning to school.
- Report positive COVID-19 test to cps.edu/covidresults.
- Executive Order 2021-18 requires that all teachers, staff, students, and visitors to P-12 schools wear a mask while indoors, regardless of vaccination status.
- Daily self-screener for all individuals entering school buildings.
- COVID Testing resources & School-based testing program (schedule and registration here).
- CPS COVID website includes Travel guidance, COVID Data, & safety best practices
THANK YOU!