



2012-2014 Continuous Improvement Work Plan

Charles N Holden Elementary School

Pershing Elementary Network

1104 W 31st St Chicago, IL 60608

ISBE ID: 150162990252269

School ID: 609996

Oracle ID: 23821



Mission Statement

Holden’s mission is to provide a sound educational foundation for all students that incorporates inclusive practices and the teaching of fine arts and technology from which they can achieve their maximum academic potential enabling them to access continuing education, a career and positively contribute to society.

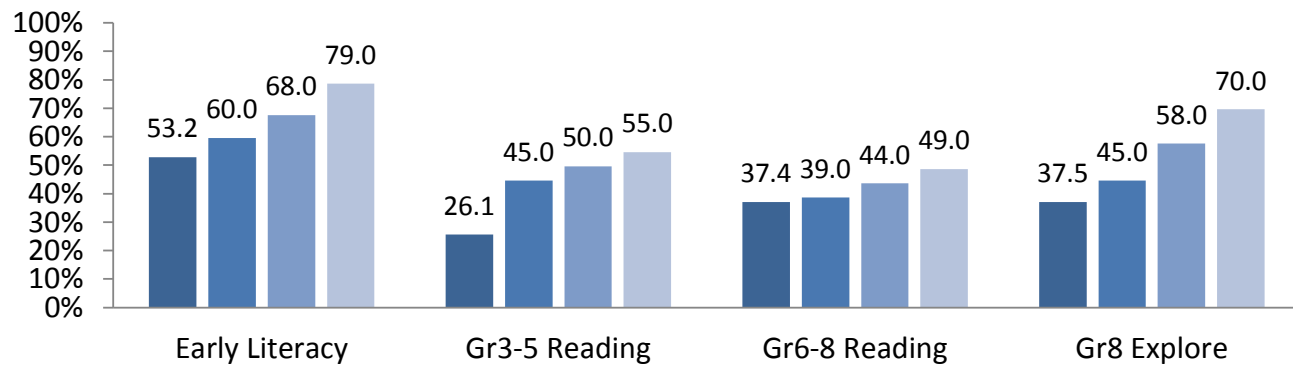
Strategic Priorities

1. Teachers deliver Common Core aligned authentic instruction in reading and mathematics.
2. Teachers use a variety of formative and performance based assessments to guide lesson planning, student grouping and next steps
3. Provide reading and mathematics intervention to students identified at the beginning of the year and systematically monitor progress.
4. Provide a whole school environment that supports college and career readiness through high quality activities that expose students to options and promote planning.

School Performance Goals

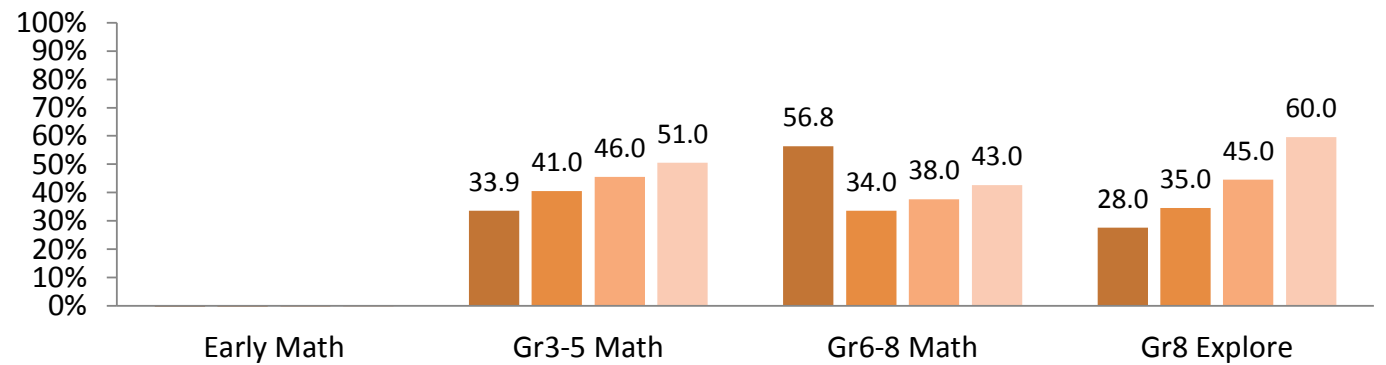
Literacy Performance Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014



Math Performance Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014





Continuous Improvement Work Plan 2012 - 2014



Overview

The Continuous Improvement Work Plan (CIWP) is a stream-lined, strategic planning process for schools that also meets the state and federal requirements of a school improvement plan. The CIWP uses previous goal and priority setting completed by the schools from the Scorecard metrics, School Effectiveness Framework and Theory of Action. Please see the CIWP Planning Guide at www.cps.edu/CIWP for detailed instructions on completing the tool.

School Name	
To get started, please select your school's name from the drop down list:	Charles N Holden Elementary School

Developing a CIWP Team

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

CIWP Team

Name (Print)	Title/Relationship
Robert Lazers	Principal
Luz Flores	LSC Member
Clare Yancey	Assessment/Data Faculty
Thomas Chiarito	Other
Konstantinos Patsiopoulos	Classroom Teacher
Thomas McDonough	Classroom Teacher
Catherine Vargas	Special Education Faculty
Diana Rocuant	Classroom Teacher
Trudi Moehring	Special Education Faculty
Claudia Torres	ELL Teacher
Lori Phillips	Other

Elementary Goal Setting

Instructions: Your school's data is organized by Scorecard categories. Using your current performance data and your SY2012 goals, determine the SY2013 & SY2014 performance goals for each metric. Note: ISAT scores include all students in the aggregates, including English Language Learners.

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Early Literacy % of students at Benchmark on DIBELS, IDEL	53.2	60.0	68.0	79.0					
					Early Math % of students at Benchmark on mClass	NDA	NDA	NDA	NDA
3rd - 5th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	26.1	45.0	50.0	55.0					
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	49.2	55.0	60.0	65.0					
					Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	33.9	41.0	46.0	51.0
					Keeping Pace - Math % of students making growth targets on Scantron/NWEA	45.7	50.0	55.0	60.0
6th - 8th Grade									
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	37.4	39.0	44.0	49.0					
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	58.2	62.0	66.0	70.0					
					Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	56.8	34.0	38.0	43.0
					Keeping Pace - Math % of students making growth targets on Scantron/NWEA	57.3	61.0	65.0	69.0
8th Grade									
Explore - Reading % of students at college readiness benchmark	37.5	45.0	58.0	70.0					
					Explore - Math % of students at college readiness benchmark	28.0	35.0	45.0	60.0

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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	94.9	96.0	96.5	97.0					
					Misconducts Rate of Misconducts (any) per 100	4.7	4.1	3.7	3.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	67.8	70.0	75.0	82.0		ISAT - Reading % of students exceeding state standards	11.5	13.0	15.0	18.0
ISAT - Mathematics % of students meeting or exceeding state standards	81.7	84.0	88.0	91.0		ISAT - Mathematics % of students exceeding state standards	16.7	18.0	19.5	22.0
ISAT - Science % of students meeting or exceeding state standards	71.3	80.0	82.0	85.0		ISAT - Science % of students exceeding state standards	4.7	15.0	17.0	20.0

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<ul style="list-style-type: none"> Holden has established goals for student achievement to decrease identified achievement gaps. Holden has a clear theory of action that identifies our priorities and key levers. Key levers and priorities were identified based on the analysis of data (DIBELS, Scantron/NWEA, ISAT, EXPLORE, parent surveys, teacher surveys and student surveys). Holden's theory of action identifies expected outcomes, if all aspects are implemented. 	
	Principal Leadership ----->			2
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<ul style="list-style-type: none"> Professional learning is organized for and targeted to teacher teams. Teacher needs and interests are taken into consideration in the planning of professional development activities. The administration monitors instructional practices for teacher evaluations and to promote improvement. Identifying specific goals for specific teachers is in the beginning stage of development. Administration provides opportunities for growth in content knowledge and leadership through common planning times and useful professional development and professional partnerships to enhance instruction. Families and community are engaged through occasional school wide events, such as open house, book fairs, and reading night. Parents and community receive information through LSC, PTA, PAC and BAC meetings, assessment progress reports, and newsletters. New opportunities for parent involvement, such as parent volunteers, have been initiated. 	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			3
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<ul style="list-style-type: none"> • Many leadership duties in the school are performed by a core group of individuals. • There are several committees with teachers in the leadership role of chair; including grade level teams, ILT/Rtl, OLWEUS, etc. • Teachers are encouraged to share learning and expertise. This often takes place at grade level but is rarely shared school-wide. • All teachers in the school participate on one or more committees. • There is equity of voice at some meetings. 	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			3
<ul style="list-style-type: none"> • The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> • The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<ul style="list-style-type: none"> • Holden's ILT consists of a balanced representation of the schools composition, including, various grade levels, special education, and ELL, which allows it to make more fully informed decisions. • The ILT occasionally addresses day to day operational concerns. • ILT analyzes new test data, as it becomes available, to inform decisions regarding the improvement of school-wide learning. • ILT representatives provide two-way communication between the ILT and grade levels allowing each to remain informed of and address the other's issues and concerns. 	
Monitoring and adjusting ----->			2
<ul style="list-style-type: none"> • Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> • The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<ul style="list-style-type: none"> • Data for district assessments is analyzed at school level when reports are available. This analysis may lead to instructional changes but many times follow-up is lacking. • District and classroom data analysis drives instruction at the grade and classroom level and allows teachers to provide appropriate support to students. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<ul style="list-style-type: none"> Each subject/grade has a quarterly curriculum map that delineates what standards should be taught and in what sequence. Reading, writing and mathematics units are aligned to the CCSS and are common across most grade levels. Some short term plans include support for ELL and students with disabilities. Common planning time allows grade/subject teams to reflect on instruction and plan next steps. 	
	Instructional materials ----->			3
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<ul style="list-style-type: none"> Most instructional materials are aligned with the state standards; however grade/subject teams adapt current curricular materials to fit the units they have planned to achieve their CCSS. Instructional materials include suggestions for modifying lessons to support ELL and students with disabilities. Instructional materials to support students with disabilities and ELL are supplied but sporadically used. 	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			2
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<ul style="list-style-type: none"> • Assessment methods are aligned with the standards being taught. • Most grade/subject teams use a comprehensive set of assessments to monitor student learning and drive instruction. • Many teachers use various assessment methods (student work, performance tasks, and teacher created tasks) to assess student knowledge and skills, but some rely on one particular form of assessment which may not provide an accurate view of student learning. • Assessment accommodations and modifications are in place to ensure that ELL and students with disabilities can demonstrate their knowledge but they may not be applied in all situations. • Data is usually available shortly after assessment, however not everyone has direct access to the data and the sharing of this data may not be timely. 	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			2
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<ul style="list-style-type: none"> • Learning objectives are usually posted but their relevance and/or connection to the overall standard may or may not be communicated to students. • Questioning is most often basic and does not promote students to think and question on their own. • All teachers have created curricular maps that purposefully sequence lessons; however, some maps are driven by CCSS and others are still driven by instructional materials. • Scaffolding of lessons has increased but many are still whole group. • Formative assessment during lessons is used inconsistently to monitor student learning. 	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			2
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<ul style="list-style-type: none"> Holden has a systematic approach to identify students in need of academic intervention but its effectiveness is still being evaluated. Teachers are beginning to use data to identify skill gaps. Interventions include, small group instruction, RIT Band grouping, Achieve 3000, BURST Intervention groups, SES and extended day tutoring. Interventions are inconsistently monitored and adjusted. 	
	Whole staff professional development ----->			3
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<ul style="list-style-type: none"> School-wide PD is ongoing with modifications to ensure that it is based on current topics/instructional methods and relevant based on interest and identified needs. The effectiveness of our PD is monitored informally. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:1	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<ul style="list-style-type: none"> Teachers collaborate quarterly on grade level release days to complete long term planning. Teachers collaborate weekly in grade level/subject team meetings to plan weekly instruction. Teams have a team leader and sometimes an ILT member for support and exchange of information. Teachers have processes in place to facilitate collaboration. Bilingual, special education and other specialists attend grade level/subject team meetings but often feel excluded from the meeting process. Ownership of student learning still lies primarily with individual teachers. 	
	Instructional coaching ----->			2
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<ul style="list-style-type: none"> Coaching is carried out in an informal manner as its necessity is determined by school administrators. Formal support for new teachers is provided by CPS. Informal support for new teachers is primarily provided by grade level team members. Quality feedback to improve instruction and promote growth is provided informally. Peer observation and cross-classroom visitation is rare. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			2
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<ul style="list-style-type: none"> Some staff members reinforce expectations for college and career. Opportunities for authentic leadership and student voice are available through student council and various in and after school activities. The "We Are Ready" curriculum was implemented for a limited number of students allowing them to explore their perceptions of high school, college and career. 	
	Relationships ----->			2
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<ul style="list-style-type: none"> Most students have at least one adult advocate that supports them in achieving their goals. Patterns of interaction between adults and students and among students are inconsistent. Implementation of the OLWEUS Anti-bullying program has helped to increase positive interactions. Students with disabilities are engaged in all aspects of the school community and are usually supported by staff and peers. Whole school and classroom practices reflect a valuation of individual cultures. 	
Behavior & Safety ----->			2	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<ul style="list-style-type: none"> The OLWEUS Anti-Bullying Program is in its first year of implementation. Holden has a common, tiered behavioral intervention approach but it is not evenly applied by everyone. Presentations to staff, students and parents regarding OLWEUS and our approach to behavior intervention helped to ensure buy in to the process. Positive behavior is rewarded with Holden bucks that can be exchanged for special treats or events. The overall school environment is safe and welcoming. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			2
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<ul style="list-style-type: none"> Information on school performance is provided to the LSC, on the CPS web site and to parents on request. Information on expectations and grading systems are provided by most classroom teachers but are sometimes unclear and not explained to parents. One meeting is held annually for parents with children transitioning from 8th grade. Additional transition information is given upon request. 	
	Ongoing communication ----->			3
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<ul style="list-style-type: none"> Communication to and from home has increased but is still inconsistent and its focus is usually regarding academic and /or behavioral concerns. More parents are accessing information through Parent Portal and our school web site. Teachers send home progress reports, assessment information and newsletters to keep parents informed but the communication is usually one way. 	
	Bonding ----->			3
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school environment is welcoming. Visitors are greeted and assisted in a prompt and friendly manner. The PTA, Bilingual Committee, and PAC offer avenues for parents to become engaged. Parent volunteers work with students in small groups. We have increased the opportunities for parents and the community to participate in activities such as Chinese New Year performances, Cinco de Mayo performances, Talent Shows and student performances. 	

School Effectiveness Framework

Instructions: Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
6: College and Career Readiness Supports	Specialized support ----->			3
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<ul style="list-style-type: none"> The school psychologist and social worker help connect parents to services through various social service agencies as the need arises. Collaboration with Northwestern University and the Check and Connect Program offers support through home visits to improve attendance. 	
	College & Career Exploration and election ----->			2
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	<ul style="list-style-type: none"> Information about college and careers is provided informally in some individual classrooms. 	
Academic Planning ----->			2	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	<ul style="list-style-type: none"> Some students receive limited information about college and career planning. 		
Enrichment & Extracurricular Engagement ----->			3	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	<ul style="list-style-type: none"> Expanded choices of after school activities were offered based on student expressed interests. Students have an opportunity to nurture varied talents and interests such as, sports, acting, science, reading, writing and crafts. 		

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION	College & Career Assessments ----->			2
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments. 	
	College & Career Admissions and Affordability ----->			
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	DNA	
Transitions ----->			3	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<ul style="list-style-type: none"> A parent meeting is held to provide information about the high school application process. A High School Fair was held to provide information about different high school options. Attendance was mandated for 8th grade students and parents. Teachers and administrators assist students and their families with paperwork and provide letters of recommendation on request. 	

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			3
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<ul style="list-style-type: none"> Discretionary spending is aligned with priorities and identified needs. Resources are used to further student achievement. Teachers are encouraged to write grants and use Donors Choose to attain resources to support their instruction. Holden has actively sought partnerships with outside agencies such as CNA and Chicago Cares to help meet student and staff needs. 	
	Building a Team ----->			2
	<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<ul style="list-style-type: none"> Hiring is conducted after a vacancy is identified and is based on student need. Holden builds a potential hiring pool through student teachers and interns that work in our building. Interviews are typically held with the principal and team and consist primarily of questions and fictional scenario resolution. Grade level teams are assembled to include a variety of knowledge and expertise. 	
	Use of Time ----->			2

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
<ul style="list-style-type: none"> • School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> • School designs a “right fit” schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks. 	<ul style="list-style-type: none"> • The school day is scheduled based on student needs and to best address school goals. • Common prep times allow for grade level/subject collaboration on a regular basis. • Time has been scheduled for Achieve 3000 and BURST but most other intervention does not usually have a dedicated block of time and is usually at the teacher’s discretion. 	

Mission & Strategic Priorities

Instructions: Write in your Mission Statement. Using your key levers from the Theory of Action, develop 3 - 5 strategic priorities you will focus on over the next two years. Provide a Rationale using these guiding questions: What data (student achievement, school effectiveness framework, etc.) did you use to determine the priority? How does this priority impact instruction? How does this priority help you to achieve your goals? **Tip: When entering text, press Alt+Enter to start a new paragraph.**

Mission Statement

Holden's mission is to provide a sound educational foundation for all students that incorporates inclusive practices and the teaching of fine arts and technology from which they can achieve their maximum academic potential enabling them to access continuing education, a career and positively contribute to society.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Teachers deliver Common Core aligned authentic instruction in reading and mathematics.	We scored a 2 on the SEF in "Instruction". Deficits were noted in the level of questioning and scaffolding. Providing PD in these areas, time to plan units and lessons aligned to CCSS that are inclusive of these elements, and monitoring instruction will increase rigor and the number of students meeting growth targets.
2	Teachers use a variety of formative and performance based assessments to guide lesson planning, student grouping and next steps	We scored a 2 in "Assessment" on our SEF. Resulting discussion indicated inconsistent use of formative assessments to drive instruction. Providing PD in the use of formative and performance based assessments and consistent implementation of these assessments will help teachers monitor the effectiveness of their instruction and plan next steps to move students toward their goals.
3	Provide reading and mathematics intervention to students identified at the beginning of the year and systematically monitor progress.	We scored a 2 in "intervention" on our SEF. By providing teachers with PD to guide them in the use of data in the identification of skill gaps, continuing recently initiated intervention activities and systematically monitoring student progress we will ensure that all students receive the support necessary to reach targeted goals.
4	Provide a whole school environment that supports college and career readiness through high quality activities that expose students to options and promote planning.	On our SEF we scored ourselves a 2 in the areas of "College and Career Readiness Supports" and "High Expectations and College Going Culture". By exposing students to various college and career options, the planning and participation necessary, and a rigorous academic program, we will foster an environment that enables our students to access continuing education and a career.
5	Optional	



Strategic Priority 2

