Oliver Wendell Holmes Elementary School

Englewood-Gresham Elementary Network

955 W Garfield Blvd Chicago, IL 60621

ISBE ID: 150162990252270

School ID: 609997

Oracle ID: 23831
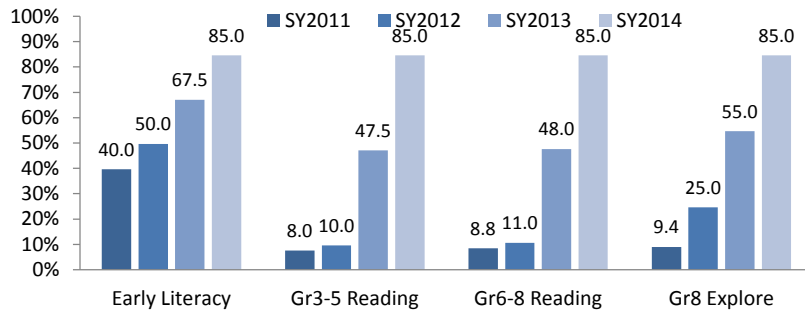
CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

Our mission is to provide a rigorous, differentiated, quality instructional program which addresses the needs of all learniers and holds all stakeholders to high expectations. We will maximize data-driven instruction and learning opportunities and positively impact student achievement through strong instructional leadership, a safe, student-centered learning climate, quality professional development, and active parent and community involvement. We envsion a highschool college ready student body who can outperform their grade level peers internationally. Our students will gain a solid educational foundationwhich will enble them to compete in and be a successful and contibuting member of a global society.
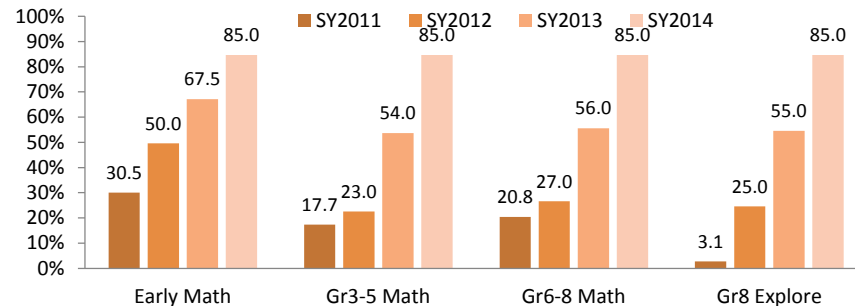
Strategic Priorities

1. Embracing the concept of a professional learning community, we will utilize the comprehensive instructional framework (which includes curriculum alignment and mapping with Common Core Standards,rigourous instruction, assessment, progress monitoring, and appropriate Interventions) to increase student achievement in

2. We will strategically identify professional development needs of teachers through observation and through individual teacher goal setting in order to implement a differentiated model of PD that is content and process specific.

3. The instructional leadership team will meet weekly to develop and monitor plan for instructional improvement, analyze assessment data and empower teachers to utilize data to drive instruction.

4. We will effectively implement PBIS, CHAMPS and Second Step for all students as well as behavioral interventions for Tier 2 and Tier 3 students in order to create a positive learning environment.

School Performance Goals

Literacy Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Literacy	40.0	50.0	67.5	85.0
Gr3-5 Reading	8.0	10.0	47.5	85.0
Gr6-8 Reading	8.8	11.0	48.0	85.0
Gr8 Explore	9.4	25.0	55.0	85.0

Math Performance Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
Early Math	30.5	50.0	67.5	85.0
Gr3-5 Math	17.7	23.0	54.0	85.0
Gr6-8 Math	20.8	27.0	56.0	85.0
Gr8 Explore	3.1	25.0	55.0	85.0

Continuous Improvement Work Plan
2012 - 2014

CIWP

CHICAGO PUBLIC SCHOOLS | CPS

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:	Oliver Wendell Holmes 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
Angela L. Thomas	Principal
Erika Wallace-Thurman	Assistant Principal
Marie Patzelt	Special Education Faculty
Monique Lyn	Classroom Teacher
Ladwanna Harrison	Classroom Teacher
Tiana Witschy	Classroom Teacher
Tameka Berry	Classroom Teacher
Donna Carpenter	LSC Member

Date Stamp November 22, 2012

CIWP

2012-2014 Continuous Improvement Work Plan

Oliver Wendell Holmes Elementary School

CHICAGO PUBLIC SCHOOLS | CPS

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	40.0	50.0	67.5	85.0		**Early Math** % of students at Benchmark on mClass	30.5	50.0	67.5	85.0
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	8.0	10.0	47.5	85.0		**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	17.7	23.0	54.0	85.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	28.8	50.0	67.5	85.0		**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	33.1	50.0	67.5	85.0
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	8.8	11.0	48.0	85.0		**Grade Level Performance - Math** % of students at or above grade level on Scantron/NWEA	20.8	27.0	56.0	85.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	20.2	50.0	67.5	85.0		**Keeping Pace - Math** % of students making growth targets on Scantron/NWEA	41.8	50.0	67.5	85.0
8th Grade										
Explore - Reading % of students at college readiness benchmark	9.4	25.0	55.0	85.0		**Explore - Math** % of students at college readiness benchmark	3.1	25.0	55.0	85.0

CIWP

2012-2014 Continuous Improvement Work Plan

Oliver Wendell Holmes Elementary School

CHICAGO PUBLIC SCHOOLS | CPS

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.

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	87.0	90.0	93.0	95.0	**Misconducts** Rate of Misconducts (any) per 100	139.8	69.0	35.0	17.5

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	40.5	54.5	69.3	85.0		**ISAT - Reading** % of students exceeding state standards	3.0	10.0	20.0	30.0
ISAT - Mathematics % of students meeting or exceeding state standards	58.8	67.8	76.8	85.0		**ISAT - Mathematics** % of students exceeding state standards	5.0	10.0	20.0	30.0
ISAT - Science % of students meeting or exceeding state standards	50.0	62.0	74.0	85.0		**ISAT - Science** % of students exceeding state standards	2.7	10.0	20.0	30.0

CIWP

2012-2014 Continuous Improvement Work Plan

Oliver Wendell Holmes Elementary School

CHICAGO PUBLIC SCHOOLS | CPS

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**
	• 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.	• 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.	We have established targeted goals at narrowing the achievement gap. We have a clear theory of action that outlines school plan, priorities, and key levers. Although we have set goals through our theory of action, some key levers have not been fully implemented.	
	Principal Leadership --->			**2**
	• 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.	• 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.	Principal monitors instructional practice for teacher evaluation. Professional learning is primarily organized through whole staff development. There is some connection to teacher team meetings. Principal provides basic information to families on school events and responds to requests for information. School's vision is tied in to college and career readiness however specific actions to support college and career readiness are limited.	

Date Stamp November 22, 2012

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
Teacher Leadership	-->		**2**
• 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.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI 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	Leadership duties are performed by a variety of teachers depending on the area of responsibility. Teachers have the opportunity to serve in leadership opportunities as grade level chairs, committee chairs, PBIS Team, ILT, RTI PPC, Union representative.	

Date Stamp November 22, 2012

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
Instructional Leadership Team (ILT)	-->		**2**
• 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.	• 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	Most grade levels and departments are represented on the ILT, however, intermediate is no longer represented. Also the team does not have representation from auxillary staff. ILT agenda focuses on teaching and learning. Day to Day operational concerns are not agenda items but do surface and are discussed at meetings. It is expected that ILT will disseminate information to the rest of the staff because of representation of members. However, information is not always given to team members to bring back to the ILT. ILT collaborates to organize professional development activites fo rthe staff based on data, observation, and teacher feedback. ILT regularly analyzes and discusses data.	
Monitoring and adjusting	-->		**3**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• 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.	Data is frequently analyzed at the school level during ILT meeting, teacher team meetings, PD days, and staff meetings Analysis may lead to instructional practice, but it is not consistently used across all grade levels	

Date Stamp November 22, 2012

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 2: Core Instruction	*Curriculum* -->			**2**
	• 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.	• 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.	Curricular pacing is driven by ILS, IAF, student needs and instructional materials Some teachers have begun to create unit plans for instruction based on CCSS	
	Instructional materials -->			**3**
	• 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.	• 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).	Teachers have same instructional materials between grade levels including the teachers' guides There are many instructional materials to support curriculum and support differentiation that are gouped by subject matter and grade level. Supplemental materials are available for teacher use and housed in resource rooms throughout building.	

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.

Date Stamp November 22, 2012

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
Assessment	-->		**2**
• 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.	• 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.	School-wide assessment data is available to the ILT and to individual teachers as needed. There have been some delays in securing certain assessment data for special needs students. Grade levels administer required assessment. In addition to required assessments, teachers also implement Achievement Network (reading interim assessment), mClass math K-2).	

Date Stamp November 22, 2012

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
Instruction	-->		**2**
• 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.	• 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.	Most teachers post and share learning objective for lesson at beginning of lesson. Some teachers use both low and high level questioning. Differentiated instruction such as guided reading occurs more often in primary classroom. There is some evidence of scaffolding instruction to ensure learning for all students. Some teacher use formative assessments to monitor student progress and learning.	

Date Stamp November 22, 2012

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
Intervention	-->		**2**
• 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.	• 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.	Decision about determining students who need intervention are based on scan tron data, student work, and teacher observation. Primary grades have diagnostic assessments in place. There is a need for a diagnostic tool for intermediate and upper grade. Achieve 3000 had been purchased and implementation began in January of 2012. There is a need for more consistent implementation of program.	
Whole staff professional development	-->		**2**
• 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.	• 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.	We planned a year long focus on unit planning, however, due to limited resources we were not able to continue training that had been initaited by an outside partner. Most professional development has been whole group with some differentiation for data analysis and curriclum mapping. Professional development needs to be monitored better for classroom application and implementation.	

Professional Learning (row label)

Date Stamp November 22, 2012

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 3:	***Grade-level and/or course teams***	--->		**3**
	• 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.	• 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.	Teachers meet regularly. Activities vary by grade level. They include student work discussion, some Curriculum planning as well as logistical issues. Some teachers have the opportunity to discuss progress monitoring and datra analysis, however it is not consistent across all grade levels. Teacher teams are able to meet twice a month to collaborate with special education teachers. However the upper grade is able to meet weekly with special education teacher. Teacher teams have agendas but no clear protocol for discussions. Some teams are supported by an ILT by an ILT team member.	
	Instructional coaching	--->		**2**
	• 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.	• 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.	Teachers completed a PD survey so that PD could be tailored to individual needs. However, not all teachers have had the opportunity to take part in professional development that meets their individual needs. Coaching usually takes place informally but there is not a formal coaching plan in place for teachers. There is no formal internal coaching in place for new teachers. New teachers are referred to district-wide new teacher coaching program. Teachers received quality feedback but it needs to occur more frequently.	

Date Stamp November 22, 2012

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 4: Climate and Culture	*High expectations & College-going culture* -->			**2**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• 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	Some staff members reinforce expectations of all students to aspire to college and career ready standards through research projects around colleges and careers.	
	Relationships -->			**2**
	• 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.	• 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.	All students with disabilities (SWD) have access to all school activities including school-wide field trips and extra curricular activities. All students with disabilities are educated in the least restrictive environment, with all students being assigned to a general education homeroom. All SWD's are also included for gym, music and lunch. Most students form positive bonds with adults in the building.	
	Behavior& Safety -->			**1**
	• 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.	• 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.	School has implemented PBIS with a common set of rules and expectations.

While there is a school-wide set of rules and expectations, discipline violations are numerous with both major and minor infractions occurring regularly. Reponse to violations are sometimes inconsistent.

School environment too frequently leads to situations un-condusive | |

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 5: Family and Community Engagement	***Expectations*** -->			**2**
	• 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.	• 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.	Principal provides information to families on school performance as mandated by district throughout the school year. Teachers provide information to parents on grading system during parent conferences. Parent may not be clear on specific academic expectations prior to conferences	
	Ongoing communication -->			**2**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• 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.	Communication to parents primarily occurs during report card pick-up and in cases of behavior /academic concerns.	
	Bonding -->			**2**
	• 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.	• 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.	Parents are invited to participate in monthly incentives for students. Parents are invited to attend special after school performances. School community activites have been more limited in past two school years.	

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
Specialized support -->			**3**
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	School staff have conducted outreach to families to students when parents are unresponsive to school requests. Community based social services agencies provide services to some students on a weekly basis. These agencies include Children's Research Triangle and Family Focus.	
College & Career Exploration and election -->			**2**
• Information about college or career choices is provided.	• 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.	Some college and career activities are provided to students.	
Academic Planning -->			**2**
• 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.	• 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.	Student participate in high school investigation days. High schools are invited to come to schools to present to students.	
Enrichment & Extracurricular Engagement -->			**2**
• 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.	• 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.	Extracurricular activities are limited in scope.	

N 6: College and Career Readiness Supports

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
DIMENSIO	*College & Career Assessments*	-->		**3**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	Eighth grade students are administered the EXPLORE test. The EXPLORE test offers a career exploration in the assessment.	
	College & Career Admissions and Affordability	-->		
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• 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.	NA	
	Transitions	-->		**2**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• 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.	Parents receive required minium paperwork for transitions between key grades.	

Date Stamp November 22, 2012

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 7: Resource Alignment	*Use of Discretionary Resources*	-->		**3**
	• 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.	• 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.	School allocates discretionary funds to support school-wide priorities including purchase of classroom teachers for instruction, computer technology to support intervention programs, purchase instructional materials as needed, purchase subs for teacher PD during the day. School completed Community in School application in effort to bring additional support to students.	
	Building a Team	-->		**3**
	• 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.	• 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.	Hiring is based on vacancy or expected vacancy. Applicants are usually asked to teach a model lesson as part of the interview process. Interviews typically consist of an interview with the principal and assistant principal.	
	Use of Time	-->		**3**
	• 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.	• 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.	Teacher collaboration time is embedded during the day for grade level teacher teams. An approved intervention is being implemented for grades3-8. Intervention for struggling K-2 students is facilitated by individual teachers along with a volunteer retired literacy specialist.	

Date Stamp November 22, 2012

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

Our mission is to provide a rigorous, differentiated, quality instructional program which addresses the needs of all learniers and holds all stakeholders to high expectations. We will maximize data-driven instruction and learning opportunities and positively impact student achievement through strong instructional leadership, a safe, student-centered learning climate, quality professional development, and active parent and community involvement. We envsion a highschool college ready student body who can outperform their grade level peers internationally. Our students will gain a solid educational foundationwhich will enble them to compete in and be a successful and contibuting member of a global society.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Embracing the concept of a professional learning community, we will utilize the comprehensive instructional framework (which includes curriculum alignment and mapping with Common Core Standards,rigourous instruction, assessment, progress monitoring, and appropriate Interventions) to increase student achievement in Reading, Math and Science.	Our reading scoring have been stagnant (40.3%). Although we have made some gains in math (58.8%) and science (50.0%), we have still not met AYP.
2	We will strategically identify professional development needs of teachers through observation and through individual teacher goal setting in order to implement a differentiated model of PD that is content and process specific.	Our overall value added score in reading is -2.3 and in math it is -0.8. Differentiated PD will allow us to target teacher needs and ultimately impact instruction by increasing teacher effectiveness.
3	The instructional leadership team will meet weekly to develop and monitor plan for instructional improvement, analyze assessment data and empower teachers to utilize data to drive instruction.	Instruction will be student-centered and will meet the academic needs of ALL learners.
4	We will effectively implement PBIS, CHAMPS and Second Step for all students as well as behavioral interventions for Tier 2 and Tier 3 students in order to create a positive learning environment.	Our data shows that we have incurred over 139 misconducts with many resulting in out of school suspension. We need to improve the learning climate of the buidling through proactive strategies.
5	Optional	

Strategic Priority 1

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Embracing the concept of a professional learning community, we will utilize the comprehensive instructional framework (which includes curriculum alignment and mapping with Common Core Standards,rigourous instruction, assessment, progress monitoring, and appropriate Interventions) to increase student achievement in Reading, Math and Science.	Our reading scoring have been stagnant (40.3%). Although we have made some gains in math (58.8%) and science (50.0%), we have still not met AYP.

Action Plan / Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Refine and Develop a timeline for Unit Planning/Curriculum Mapping(w/ focus on teaching and assessing at appropriate level of Bloom's Taxonomy)	Instruction	All	ILT	Quarter 1			
Ongoing Teacher observation using CPS Framework for Teaching	Instruction	All	Administration	On-going			
Implement lesson plan format that supports effective instructional delivery	Instruction	All	Teachers	Quarter 1			
Implement BAS assessment for selected students	Instruction	Other student group	4-8 Classroom Teachers	On-going			
Implement Full School Day Plan to reflect Bell to bell instruction daily	Instruction	All	Classroom Teachers	Quarter 1			
Implement STEP Assessment (Primary)	Instruction	Other student group	K-3 Teachers	On-going			
Implement Accelerated ReaderR School-wide	Equipment/ Technology	All	Classroom Teachers	Quarter 1			
Review and submit student work samples bi-weekly	Instruction	All	Teacher Teams/ILT	On-going			
Monitor alignment between lesson plans, assessment and grades	Instruction	All	Administration	On-going			
Engage students in ST Math intervention program	Equipment/ Technology	All	Technology Teacher	On-going			
Purchase Achieve 3000 for students targeted for RTI	Instructional Materials	Other student group	Administration	Quarter 1			

Strategic Priority 1

Implement Interactive Science in grades 4 and 7	Instructional Materials	Other student group	Administration and classroom teacher	Quarter 1		

Strategic Priority 2

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
We will strategically identify professional development needs of teachers through observation and through individual teacher goal setting in order to implement a differentiated model of PD that is content and process specific.	Our overall value added score in reading is -2.3 and in math it is -0.8. Differentiated PD will allow us to target teacher needs and ultimately impact instruction by increasing teacher effectiveness.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Review/revisit Teacher PD Survey/Teacher Goal-Setting Plan of Action	ILT/ Teacher Teams	All	Administration and classroom teachers	Summer 2012			
Train all teachers on Literacy Framework	ILT/ Teacher Teams	All	ILT	Summer 2012			
Train horizontal teams on developing a literacy curriculum map	ILT/ Teacher Teams	All	ILT/Literacy Teacher Leader	Summer 2012			
Tain horizontal and verical teams on developing the first literacy unit plan/Performane assessment for the 2012-2013 school year	ILT/ Teacher Teams	All	ILT and Literacy Tacher leader	Summer 2012			
Train horizontal and vertical teams on developing literacy lesson plan for the first unit	ILT/ Teacher Teams	All	Ilt/ Literacy Teacher Leader	Summer 2012			
Monitor teacher activity on CPSU	ILT/ Teacher Teams	All	Administration	On-going			
Engage in Teacher Team meetings w/fidelity (analyze data, look at student work)	ILT/ Teacher Teams	All	ILT and Teacher Teams	On-going			
Engage teachers in Peer Observation/Coaching/Sharing (in and outside of school and district)	ILT/ Teacher Teams	All	Adminstration and Literacy Teacher	On-going			

Strategic Priority 2

Increase teacher led PD to share best practices	ILT/ Teacher Teams	All	Literacy and math Teacher Leader	Summer 2012			
Revisit Guided Reading training at intermediate grades	ILT/ Teacher Teams	All	Literacy Teacher Leader	Summer 2012			
Facilitate training o the Chicago Teaching Framework	Instruction	All	Administration and classroom teachers	Summer 2012			

Strategic Priority 3

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
The instructional leadership team will meet weekly to develop and monitor plan for instructional improvement, analyze assessment data and empower teachers to utilize data to drive instruction.	Instruction will be student-centered and will meet the academic needs of ALL learners.

Action Plan / Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Analyze assessment data weekly to assist teachers with analysis and instructional planning	ILT/ Teacher Teams	All	ILT	On-going			
Create and conduct School PM Decks bi-monthly	ILT/ Teacher Teams	All	ILT	On-going			
Monitor progress monitoring (RTI, primary assessments, interim assessments)	ILT/ Teacher Teams	All	ILT	On-going			
Identify targeted groups for intervention (RTI and enrichment)	ILT/ Teacher Teams	Other student group	ILT and Teacher Teams	Quarter 1			
Track targeted student's progress using interim and district test prior to ISAT administration	ILT/ Teacher Teams	All	ILT and Teacher Teams	Quarter 1			
Survey the effectiveness of Current Core Curriculum in meeting the instructional needs of the upcoming change in standards	ILT/ Teacher Teams	All	ILT	Summer 2012			

Strategic Priority 3

Strategic Priority 4

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
We will effectively implement PBIS, CHAMPS and Second Step for all students as well as behavioral interventions for Tier 2 and Tier 3 students in order to create a positive learning environment.	Our data shows that we have incurred over 139 misconducts with many resulting in out of school suspension. We need to improve the learning climate of the buidling through proactive strategies.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Staff will complete CHAMPS training and begin implementation following training	Other	All	All Staff	Summer 2012			
Revisit School-Wide PBIS matrix quarterly and reinforce daily	Instruction	All	PBIS Team	Summer 2012			
Track distribution of Hollas	Other	All	PBIS TEam	On-going			
Convene a student focus group to address student issues and receive input and gage effectiveness of school wide behavioral initiatives.	After School/ Extended Day	All	Parent Volunteers/Administration/Teachers	Summer 2012			
Track office referral using SWIS data to monthly to identify areas of concerns and implement strategies for improvement.	Other	All	PBIS Team	On-going			
Provide immediate follow-up to misconduct referrals.	Other	All	Administration	On-going			
Explore Expansion of Restorative Justice (Peer mediators, Community Service, and Peace Circles as alternatives to traditional methods of discipline)	Parental Involvement	All	Administration	Summer 2012			

Strategic Priority 4

Continue to provide opportunities for students to participate in competitive sports(basketball, football, volleyball, softball, track, cheerleading	After School/ Extended Day	All	Administration and teacher coaches	Quarter 1			
Identify students with severe behavior issues and set-up teacher, student, parent, administration, social worker, counselor conferences to address student behavior and to help students achieve academic success	Other	Other student group	Counselor/Administration	On-going			
Meet with teachers with high numbers of referrals and observe implementation of school wide behavioral initiatives to support teachers with classroom management	Other	Other student group	Administration	On-going			
Develop and Parent 'Student contract around behavioral expectations for Holmes School	Other	All	LSC/PBIS	Summer 2012			

Strategic Priority 5

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps