



Charles N Holden Elementary School (/school-plans/214) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
03/14/2016	K. Patsiopoulos, D. Naliwajko, B. Evans, L. Hernandez, J. Padilla, C. Yancey	SEF- Evidence & Ratings
03/07/2016	K. Patsiopoulos, D. Naliwajko, B. Evans, L. Hernandez, J. Padilla, C. Schaller, M. Murrhly, A. Lyle, C. Yancey, L. Phillips	SEF - Feedback Session
02/29/2016	K. Patsiopoulos, D. Naliwajko, B. Evans, L. Hernandez, J. Padilla, C. Schaller, M. Murrhly, A. Lyle, C. Yancey, L. Phillips	SEF - Review and Assign Categories to Team Members.
03/09/2016	K. Patsiopoulos, D. Naliwajko, L. Phillips, J. Padilla, Parent Advisory Committee	SEF - Parent Partnerships

02/25/2016	ILT- D. Naliwajko, B. Evans, H. Sutker, C. Yancey, J. Padilla	ILT- Review current CIWP/ Orientation around SY16-18 CIWP
03/31/2016	K. Patsiopoulos, B. Evans, L. Hernandez, A. Lyle, C. Yancey, J. Padilla	SEF (Curriculum)/ Goals/ Strategies
04/08/2016	K. Patsiopoulos, D. Naliwajko, B. Evans, D. Stack, F. Kelley, C. Olsen, C. Errico, E. Mulcahy	SEF (Curriculum)/ Goals/ Strategies (Literacy 5-8)
04/08/2016	K. Patsiopoulos, D. Naliwajko, C. Schaller, D. Ivancich, A. Swope, D. Davy, A. Leigh, M. Murrhly, L. Remigio	SEF (Curriculum)/ Goals/ Strategies (Math 4-8)
04/08/2016	T. Ellingson, S. Pappas, T. Moehring, L. Hernandez, N. Soto, H. Sutker	SEF (Curriculum)/ Goals/ Strategies (Literacy K-4)
05/05/2016	T. Ellingson, S. Pappas, T. Moehring, L. Hernandez, N. Soto, H. Sutker, C. Barragan, C. yancey, S. MacLeod, K. Patsiopoulos	Strategies & Action Items
05/06/2016	K. Patsiopoulos, I. Wilson, M. Murrhly, C. Errico, D. Davy, E. Mulcahy	Strategies & Action Items (Special Education)
05/09/2016	K. Patsiopoulos, B. Evans, D. Naliwajko	Strategies & Action Items
05/10/2016	K. Patsiopoulos, D. Naliwajko, T. Ellingson	Strategies & Action Items
05/11/2016	K. Patsiopoulos, T. Ellingson, L. Hernandez, C. Schaller, B. Evans	Strategies & Action Items

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Leadership & Collective Responsibility is characterized by an unwavering commitment to fulfilling a shared vision of success. There is a clear focus and high expectations for staff and students, motivating the entire school community to continue striving for success for every student.

Score

1 2 3 4

SY16 5Essentials survey results Holden listed as a 'WELL ORGANIZED' school. Also reflected in the results is a rating of 'Strong' for Program Coherence' and 'Collaborative Teachers.'

Administration places a great deal of emphasis on communication, transparency and sharing of information with all to ensure that staff, parents, students and committees (i.e. LSC, PAC, BAC) understand the reasons behind the vision, protocols and expectations for Holden as an academic institution.

Standard forms of communication intended to build awareness and understanding around the vision occurs during formal annual events such as the State of the School address and Open House. Additionally, each year, monthly LSC, PAC and BAC meetings also become the forum for more on-going communication among Holden stakeholders. These avenues for communication provide stakeholders an in depth look at our school environment, changes that are taking place, and a clear direction for each school year.

Other well-established modes of internal communication that reinforces the vision includes REACH observation discussions with all staff throughout the year, the principal's Weekly Update to staff, which keeps everyone abreast of key data points (i.e. attendance, On-Track, NWEA), areas of improvement, reminders and upcoming dates of events and activities. The Weekly Update reflects the high expectations set by the principal, and creates a sense of accountability. Similarly, the principal produces quarterly parent newsletters to share successes, challenges and other school highlights.

The CIWP currently in effect was co-developed by a team of stakeholders. The CIWP has formally been shared and revisited with all staff members at the beginning of SY15 and SY16. The CIWP priorities have been at the forefront of many of the changes and improvements here at Holden the past two years (i.e. annual attendance rate increases; EL programming and staffing changes; added emphasis on building the science program beyond the middle school level; continuing to standardized best practices in literacy and math at grades K-4).

A large part of the vision is centered on strategic planning and being data driven in decision making. Over the past two years, Holden teachers have increasingly become more effective in using a various range of relevant data points to address specific areas of improvement identified in the CIWP and in the classrooms. The access and sharing of organized data by administrations with all staff, along with the setting of proper protocols to ensure data analysis takes place school wide, has created a greater sense of shared accountability that allows Holden to efficiently and effectively manage challenges and make improvements.

The administration co-develops strategic plans for the periods between BOY-MOY and MOY-EOY. Similarly, the same expectation is set for teachers to develop strategic intervention plans at their respective grade levels for targeted groups of students using data (i.e. TRC/ DIBELS, NWEA, classroom based assessment, On-Track, PLP, attendance rates, subgroup status, etc.). To support teachers in their learning to effectively use data to drive instruction, all teachers of math and reading at grades 2-8 participate in a series of one-on-one semester data review sessions with administration that lead to the co-development of student intervention plans. At these sessions, EOY, BOY and MOY data are utilized in line with the Learning Continuum to engage teachers in reflection and discussion around their short and long term planning to meet the needs of targeted groups of students. These sessions are intended to give teachers clearer directions for planning short and long term instruction, taking into account key deficit areas.

Staff development plans are developed at the start of the school year and adjusted accordingly towards the end of each quarter to ensure relevancy to meeting current needs. On an individual leadership basis, administration has distributed leadership to specific teachers at each grade band for reading, math and science. These individuals have a level of expertise and attended on-going professional development to be able to support their colleagues within their grade band and subject cohorts throughout the year.

Considering the sizable portion of Holden's student population that are in the EL program (either as current or transitional), administration has ramped up staff development plans to focus heavily on EL strategies. A focal point for SY16 is for teachers to expand their repertoire of differentiated instructional practices to support all students. With specific emphasis on ELs, an in-house EL team led by teacher leaders (Continuing with the CIWP priority #3 tied to English Learner instruction) professional development has been provided and subsequent sessions have been scheduled throughout the remainder of the year. The goal of this professional development is to expose all teachers to the demands of the WIDA standards and how to appropriately plan and document thoughtful and predetermined strategies in their lesson plans demonstrating explicit alignment to CCSS activities/tasks.

Despite heavy budget cuts throughout SY16, administration has been able to effectively manage funds to ensure key original allocations that support intervention, instruction and incentives are not negatively impacted. The messaging around this has always been that effective teachers are more important to student achievement than are commodities, supplies and materials, and Holden's continued success on NWEA for the past three years is a testament to this.

Much of Holden's success thus far, having moved from a probationary Level 3 status to Level 1+ in a matter of three school years, is due to the administrations understanding and effectiveness in keeping communication centered around those aspects of the job that are in everyone's immediate control (i.e. proper planning and preparation, high quality instruction, a calm school climate that motivates students to improve and achieve at a higher level.

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
 - Consider the demographics of the school community in developing a shared vision.
 - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.

- Consistently use informal and formal opportunities to champion and articulate the vision.
- Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
- Ensure the school's identity, vision, and mission drive school decisions.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
 - Build shared leadership structures and opportunities for job-embedded leadership training and development.
 - Capitalize on the leadership skills of others.
 - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
 - Master skills associated with large-scale strategic planning processes and implementation of such plans.
 - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
 - Model ambitious goals for teaching and learning for all students, including priority groups.
 - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
 - Buffer staff from external distractions to the school's priorities and goals.
 - Limit school improvement goals to a few high leverage activities.
 - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

The ILT is characterized by having a consistent structure for teacher leadership that is focused on creating and implementing the theories of action that improve teaching and learning. ILT meetings are a productive forum to identify challenges, collect and review evidence, exchange ideas, and propose and implement solutions to challenges to school improvement.

Score

1 2 **3** 4

Holden's ILT was assigned a rating of 'Effective' for SY16 by Network 6. SY16 5Essentials survey results has Holden listed as a 'WELL ORGANIZED' school. Also reflected in the results is a rating of 'Strong' for 'Collaborative Teachers' and 'Neutral' for 'Instructional Leadership.'

Holden's ILT is comprised of 7 members, each of which has a key role as teacher lead for literacy and/or math, SEL, special education and English learners. This broad range of specialty areas ensures that representation from multiple voices is at the table during ILT meetings. These individuals have a common understanding of the team's purpose and have the leadership capacity to communicate, support and drive others to action at their respective grade bands.

In recent years, Holden team structures (arranged by subject and grade band cohorts) have proven more efficient and effective in terms of engaging in the work typically carried out by ILTs. At the start of SY16, Holden's ILT completed the ILT Effectiveness Rubric and scored 17 out of 28 points. The ILT made a concerted effort to revisit and tighten up schedules, agendas and protocols. This began with the ILT developing a calendar for the SY16 school year to protect meeting days/times. Along with a calendar of meeting dates (twice per month), the ILT has also adopted a schedule of timely and relevant data sources to be analyzed at meetings throughout the year. This preplanned agenda has allowed members to properly prepare by gathering data and evidence to be presented and discussed at ILT meetings. As a result, the ILT has had a great deal of success analyzing and tackling certain school wide challenges as they relate to attendance rates, On-track status rates, and grading practices.

During the 3rd quarter of SY16, Holden's ILT sat down to reassess its effectiveness using the ILT Rubric, this time scoring a 20, resulting in a "Partially Effective" overall rating.

An area of improvement in which Holden will continue to focus on with respect to ILT structures is how data filters back to ensure ALL teachers have access to this important information and required action steps.

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
 - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
 - Relentlessly ask, **"Is it working?"** about every program, initiative, and strategy in the school.
 - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
 - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, **"If not, why not?"**
- **Share leadership for improving teaching and learning with representative school members.**
 - Organize the team around a common understanding of team's purpose and instructional priorities.
 - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
 - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
 - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
 - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
 - Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
 - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
 - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
 - Meet regularly (2-4 times per month).
 - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
 - All team members have equity of voice and are actively engaged in asking questions.
 - Celebrate small wins and improvements.
 - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction B5. Supports Teacher Teams

Professional Learning:

Professional Learning includes sufficient time, support, and 'safe practice' space to internalize new knowledge to change practice and beliefs. Adults persevere in collaboration with their colleagues to innovate and improve implementation of new practices.

Score

1 2 **3** 4

SY16 5Essentials survey results have Holden listed as a 'WELL ORGANIZED' school. Also reflected in the results is a rating of 'Strong' for 'Collaborative Teachers.' SQRP results for SY15 have students attainment at 60th percentile for Reading and 84th percentile for Math - both of which have been trending consistently upwards in the past three years.

School wide schedules are intentionally developed to ensure that common planning time is established and protected each day for all K-8 teachers. Holden teachers engage in subject cohort meetings across grade levels (K-2 and 3-8) once a week, which has increased collegial support and has broadened networking among teachers beyond their grade levels. As evidenced in the 5Essentials Survey results for SY15, Holden scored 'Strong' in the categories of "Collaborative Practices, Collective Responsibility, Quality Professional Development, Teacher-Teacher Trust."

Targeted small groups are co-developed by the administration and with teacher feedback. All though the center piece for decision making is data, teacher feedback is valued as it offers a qualitative insight that helps make better decisions.

Safe practice is evident among teachers across grade levels.

In-house support to build teacher capacity in giving quality math instruction has been provided through the selection and use of math teacher leads from each grade band. The Math leads attend quarterly professional development provided through the Network office, after which, these leads are afforded time to implement and practice the new learning and then host learning sessions to share with their grade band colleagues at the school level. Administration supports this process by providing funding for substitute coverage for teacher leads to attend off-site PD and to schedule time for teach-back sessions to occur in a timely manner. During SY16, other afterschool instructional commitments made by several teachers have posed challenges to establishing consistent teach back sessions. As a result, teach back time is integrated during the regular school day which has often limited the amount of time for the sessions.

For SY16, a literacy consultant/ coach, Terra Ellington, from the Erikson Institute, has provided weekly direct support to teachers grades 1-4. Mrs. Ellington's support has come in the form of targeted professional development to address curriculum alignment (scope and sequence of key comprehension skills), guided reading practices, and classroom structures to support guided reading. Mrs. Ellington also conducted informal observations and engage teachers in collaborative conversations to offer specific feedback with individual teachers on a weekly basis. During Q2-4, grade level teams expand to grade band meetings among grades 1-2 and 3-4 so that vertical alignment and the level of instructional rigor is appropriately matched.

At the middle school levels of 6-8, literacy and social studies teachers participated in training through the new formed three year partnership with Facing History. The Facing History organization has provided training workshops, curriculum resources, and on-site support as teachers implement the new curriculum. The intended result of this professional development has raised the rigor of ELA/ SS instruction by integrating both subjects and more closely aligning classroom instruction to meet the demands of the Common Core and the expectations of the PARCC assessment.

Similarly for math teacher leaders at each grade band, Holden renewed its contract with Erikson to offer teachers coaching and professional development support. This is in addition to the Network 6 TLI sessions the teacher leaders will attend to dig deeper into quarterly focuses and implement new learning in their classrooms.

All teachers new teaching are formally provided the mandated REACH Orientation and signed up to the New Teacher Center for on-going coaching and support as they transition to leading their own classroom during year one. New teachers also benefit from the school's PD plan and other supports as mentioned above. All new teachers have the opportunity to participate in peer observations of a master teacher at various points throughout the year, and have a mentor assigned with whom they meet with monthly. There is a need to establish greater oversight and consistency with respect to the frequency and the quality of interaction between mentors and new teachers. Time constraints and competing activities before, during and after school have posed as challenges to some extent.

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
 - Use data to identify performance and practice gaps to inform PL plan.
 - Use research about best practices to identify potential learning and subject matter experts to support.
 - Solicit feedback from staff to inform selection of PL opportunities.
 - Provide PL relevant to the cultural and linguistic needs of students.
 - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
 - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
 - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
 - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
 - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
 - Teachers provide and accept collegial support and feedback to/from colleagues.
 - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
 - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
 - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**

- Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
 - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
 - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

Aligned Resources:

Resources (e.g. time, budget, staff, and community resources) are aligned to school priorities. Improving achievement guides resource allocation. Making the most of student time and staffing is a priority. The school organizes resources school-wide through schedules and staffing plans that target additional time and individual attention to those students who need it most and to highest priority subject areas.

Score

1 2 **3** 4

From SY15 to SY16, Holden maintained a teacher retention rate of approximately 89%. Currently, Holden has six well established external partnerships that provide supplemental services and instructional resources to support the school. Also reflected in the results of the 5 Essentials is a rating of 'Strong' for Program Coherence'

All Holden instructional schedules are intentionally developed each year to ensure instructional time blocks for core subject areas are prioritized for all grade levels. In grades K-5, all instructional minutes are aligned to the CPS guidelines. In middle school, grades 6-8, instructional minutes have been increased from 60 min. to 90 min. per day. Additionally, Holden schedules meet all CPS minute requirements for the Arts and Physical Education programming. Holden also has well defined intervention schedules developed. Both Compass Learning and Think Through Math online licenses have been renewed for SY16 and a weekly schedule has been created outlining the designated time for each class, grades 2-8, to engage their students in reading/ math online intervention. Grades K-2 utilize the progress monitoring schedule and associated mClass resources to drive small group intervention in the classroom.

During the past two school years, Holden has been able to substantially build its instructional resource base with emphasis on the core subjects of Literacy, Math, Science, and also with respect to art, music and technology programming. In recent years, Holden has upgraded and expanded technology throughout the building, equipping all classrooms with technology carts and Hitachi Projector Boards. For added instructional flexibility, and to expand usage, a second computer lab was constructed, and the preexisting lab was newly renovated as well. Following these positive upgrades, additional funds were used to purchase over 80 IPADS and 2 mobile Chromebook carts (totaling 140 units) to increase availability of technology to teachers for direct use in the classroom to support core learning and differentiation. A school wide Leveled Reader library was also purchased and built as a compliment to the purchase of new novel sets selected by grade level teams, and organized in a central location for teacher check-out. Instructional resource kits were also purchased to support Tier II intervention (i.e. Fountas & Pinnel LLI, STARS, SRA, Pearson Envision K-5, Compass Learning, TTM, ThinkCERCA, FOSS 1-4).

Holden's interview/ hiring team consists of the core administrators, the counselor, an LSC member, and various teachers whose expertise best aligns to the position a candidate is interviewing for so that they are properly vetted. All candidates go through a minimum of two rounds of interviewing, and in addition, engage in a professional discussion by a potential grade level partner to gauge instructional knowledge and interpersonal effectiveness.

Although Holden has undergone significant staffing changes throughout the past three school years, staff here at Holden has stabilized as of the SY16 school year. As a school, we now hope to move forward into subsequent school years with the current lineup of teachers and staff, being that all Holden teachers are assigned to grades/subjects that best match their strength and area of expertise. To strengthen this arrangement, teachers in grades K-3 (our target grade levels) are paired with ESPs to support the literacy block of instruction. ESP schedules also are created so that additional support can be provided throughout the school (i.e. lunch/ recess supervision, intervention support, etc.).

Holden has worked hard to establish strong partnership during the past three years. Currently, Holden has formal partnerships with seven organizations (i.e. McKinzie Group, MSI, local small business in Bridgeport, WITS/ BP, Chicago Jazz Phil harmonic, Lyric Opera, 11th Ward Alderman's office, Junior Achievement). Throughout the course of each school year, Holden also conducts outreach to various guests who participate and support events and activities that promote high expectations and achievement. Such events include our annual Career Week when people from the broader business community come to the school to discuss their careers, to help students understand more fully the variety of career options available to them, and to help students relate courses they are currently taking to their future careers. Perhaps most importantly, twice a year, Holden's SEL team led by the counselor, organize High School fairs and recruit representatives from top performing High schools to come to Holden to speak to the students about general and selective enrollment criteria. Holden also partners with former students who have since gone on to high school who volunteer their time to support middle school students taking Algebra I for high school credit.

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
 - Use CPS Instructional Time Guidelines to maximize instructional time.
 - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
 - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
 - Leverage strategic source vendors to maximize dollars.
 - Seek and obtain grants to support articulated needs.
 - Use grant funds strategically to support areas of highest need.
 - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
 - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
 - Use an interview process including a protocol for questioning and select highly qualified candidates.
 - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
 - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
 - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
 - Create a positive climate and working conditions for teaching that attracts and retains educator talent.

- Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
- Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
- Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
 - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Schedules
	✓ Teacher retention rates
	✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
	✓ Candidate interview protocol documents
	✓ List of community-based organizations that partner with the school and description of services
	✓ Evidence of effectiveness of the services that community-based organizations provide
	✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders
	Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time
	B4. Hires and Retains Highly Effective Teachers

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

The curriculum – what students should know and be able to do - makes standards come alive for students. All students have access to an academically rigorous curriculum that inspires students to think and contribute high quality work to authentic audiences beyond the classroom. The curriculum fully integrates academic and social emotional learning opportunities for all students, including diverse learners, English learners, and advanced learners. The school regularly examines the curriculum to check alignment to standards and opportunities for all students to meet those standards.

Score

1 2 3 4

As evidenced in the 5Essential Survey results, Holden teachers were strongly rated as leading ambitious instruction that is well-defined with clear expectations for student success, and that instruction is interactive and encourages students to build and apply knowledge. Similarly, REACH Observation evidence and data indicates that all Holden teachers are employing practices that engage learners through peer-to-peer discussions, text analysis and the expectation that students cite evidence to support responses and explanations.

SY16 5Essentials survey results have Holden listed as a 'WELL ORGANIZED' school. Also reflected in the results is a rating of 'Very Strong' for 'Ambitious Instruction.' SQRP results for SY15 have students attainment at 60th percentile for Reading and 84th percentile for Math - both of which have been trending consistently upwards in the past three years.

REACH evaluation data has 96% of teachers were rated as 'Proficient/ Distinguished' for component 3a and 84% rated "Proficient/ Distinguished" for component 3c.

Throughout Holden's three year ascent from Level 3 to Level 1+, teachers have been exposed to key professional development to aid in rebuilding and standardizing key practices for literacy. Despite this though, there remains a degree of inconsistency in teachers being able to effectively aligning 'grade level' scope and sequences. Although teachers have been exposed to new instructional strategies to raise rigor and student engagement, teachers require additional time and training on how to more effectively align content and standards to build stronger curriculum maps. Part of the challenge has been that there are competing loose guides and maps (CPS provide scope and sequence, Learning Continuum, Fountas & Pinnel Scope & Sequence) that conflict on many levels and need to be reconciled internally.

A key area for improvement is in the core subject of Writing across all grade levels. Currently, teachers are integrating writing through literacy, science and social studies, but not through a formal curriculum. The approach to writing most often reflects the demands of the Common Core as response to reading. However, this has led to deficiencies in our students' writing development.

Added emphasis also needs to be given to Lesson Planning to support ELs. Although teachers are developing objectives (MPI statements) targeting the needs of EL students, there is a degree of inconsistency with respect to clarity and a strong link to the learning activity.

Classrooms grades 4-8 are departmentalized for reading and math, and student rosters are arranged according to performance levels to ensure the curriculum and level of rigor is appropriate to the levels of students in the room. This minimizes the amount of differentiation needed and allows teachers to better target their students' needs.

At the middle school level, Holden offers advanced coursework to grades 6-8 students (i.e. HS Algebra I for credit and HS Geometry I).

Teachers integrate SEL into the curriculum through Second Step/ Facing History, and reinforced the standards through the high level of consistency with which teachers adhere to established protocols around behavior management and using restorative practices.

Each year, administration budgets so that every grade level can participate in a minimum of two field trips per year that aligns with their unit of study at a particular time to reinforce the classroom learning.

Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework---virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) **to ensure alignment of scope and text and task complexity.**
 - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
 - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
 - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development in addition to content standards to differentiate for English learners.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (<http://apcentral.collegeboard.com/home>), gifted (<https://docs.google.com/a/cps.edu/viewer?>**

a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjllNGI4MmY3YTlxYTgz), etc.)

- Integrate academic and social emotional learning.
- Reach outside of the classroom for real world (or simulated) application. For example,
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none">✓ Curriculum maps, vertical/horizontal✓ Sequencing and pacing guides✓ Thematic units which cover multiple disciplines✓ Comprehensive unit plans including assessments
Measures	<ul style="list-style-type: none">✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none">Ambitious InstructionEffective LeadersCollaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none">3a. Communicating with Students3c. Engaging Students in Learning1a. Demonstrating knowledge of content and pedagogy1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	<ul style="list-style-type: none">B1. Implements Curricular Scope and Sequence and Reviews Instructional PracticesC1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Instructional Materials:

Materials to present learning content and what the learner uses to demonstrate are characterized by variability and flexibility. Materials are identified and adapted to increase access to learning for all students. Materials include multimedia and embedded, just-in-time supports; varied tools and supports; alternative pathways, and varied levels of support and challenge. (adapted from UDL Guidelines 2.0)

Score

1 2 3 4

Holden teachers rated 86% Proficient/ 10% Distinguished on REACH evaluations.

SY16 5Essentials survey results have Holden listed as a 'WELL ORGANIZED' school. Also reflected in the results is a rating of 'Very Strong' for 'Ambitious Instruction' and 'Supportive Environment.' SQRP results for SY15 have students attainment at 60th percentile for Reading and 84th percentile for Math - both of which have been trending consistently upwards in the past three years.

During the past two school years, Holden has been able to substantially build its instructional resource base with emphasis on the core subjects of Literacy, Math, Science, and also with respect to art, music and technology programming. In recent years, Holden has upgraded and expanded technology throughout the building, equipping all classrooms with technology carts and Hitachi Projector Boards. For added instructional flexibility, and to expand usage, a second computer lab was constructed, and the preexisting lab was newly renovated as well. Following these positive upgrades, additional funds were used to purchase over 80 IPADs and 2 mobile Chromebook carts (totaling 140 units) to increase availability of technology to teachers for direct use in the classroom to support core learning and differentiation.

With the advent of the Common Core, Holden has made the collective decision to be more selective in deciding which content materials will drive instruction. This has resulted in a full break from the traditional textbook approach. Instead, Holden teachers are granted full access to copy machines designated for their grade band to make unlimited copies to support instruction. This offers the leeway for teachers to select the most appropriate text materials to drive standards and produce the greatest benefit to students' learning. However, a common draw back has been the inconsistent availability to online and other text resources for reproduction and classroom use, in turn, demanding more of teachers' time in planning and preparation.

Where Holden teachers have benefited greatly is through the school's investment in the following materials and resources to support core instruction and intervention:

- A school wide Leveled Readers library was purchased and built as a compliment to the purchase of new novel sets selected by grade level teams, and organized in a central location for teacher check-out.
- Classroom libraries were supplemented with more current selection of books.
- Fountas & Pinnel LLI Kits (Grades K-4)
- SRA Kits Literacy Kits for (Grades
- FOSS Science Kits (Grades 1-4)
- STARS Literacy Intervention Kits (Grades K-3)
- Pearson Envision (Grades K-5)
- Connected Math Project - CMP (Grades 6-8)
- Math Manipulatives (i.e. money sets, geometric shapes)
- ThinkCERCA (Grades 7-8)
- Facing History curriculum has led to the entire revamping of the Social Studies curriculum in grades 6-8. The resources and training provided has resulted in Social Studies becoming a true extension to Literacy and Writing.
- Junior Achievement – Financial Literacy
- New Musical Instruments

Despite these new resource acquisitions, there are still gaps that need to be filled with respect to purchasing additional leveled guided reading books to support balanced literacy instruction in grades K-4; the identification and/ or purchase of a formal writing curriculum appropriate for K-4 and 5-8, along with supporting mentor texts to reinforce writing development; and a formal word work curriculum to standardize practices in grades K-3.

There is also a need among grades K-5 for informational text resources that are complex and appropriate not only for the grade level but for aligned to standards/ skills addressed at each lesson.

Guide for Instructional Materials

Instructional materials (including technology) are.....

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
 - Are selected and adapted based on learning objectives and learner needs.
 - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
 - Student outcomes and developmental appropriateness determine when and who will use the materials.
 - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
 - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
 - Materials are in English and native language for English learners.
 - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
 - Students interact with instructional materials to engage all modalities in the learning process.
 - Technology is integral to students learning experiences.
 - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning**

and expression of knowledge.

- The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
 - The teacher models effective use of various materials.
 - Students understand that materials are a means to acquire language, knowledge, and competencies.
 - Technology enhances students' higher order, creative thinking and problem solving.
 - Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
- Students make choices about instructional materials as part of learning.
 - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
 - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SGRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

Rigorous Student Tasks:

The school regularly examines student work - what students are being asked to do on in their classrooms - across grades or courses in all content areas. Examining the texts and tasks students experience provides the necessary insight to gauge rigor and illuminate how the standards are actualized prompting the question whether or not approaches support the true spirit of college and career readiness. (adapted from The Education Trust – Equity in Motion Series)

Score

1 2 **3** 4

Holden teachers rated 86% Proficient/ 10% Distinguished on REACH Domain 1 evaluations. 66% rated 'Proficient' for component 2b and 84% rated "Proficient/ Distinguished" for component 3c.

SY16 5Essentials survey results have Holden listed as a 'WELL ORGANIZED' school. Also reflected in the results is a rating of 'Very Strong' for 'Ambitious Instruction.' SQRP results for SY15 have students attainment at 60th percentile for Reading and 84th percentile for Math - both of which have been trending consistently upwards in the past three years.

Holden teachers convey high learning expectations for all students and develop structures that enable practice and perseverance for their student. Teachers are vested and take on the shared responsibility by setting these high expectations and monitoring student progress. Teachers are shared partners in communicating with their students and reinforcing school wide vision and expectations in action.

Measures of success are reflected in Holden's school wide Attainment, which has increased steadily and consistently over the past three school years for both reading and math. As evidenced in the 5Essential Survey results, Holden teachers were strongly rated as leading ambitious instruction that is well-defined with clear expectations for student success, and that instruction is interactive and encourages students to build and apply knowledge.

Similarly, REACH Observation evidence and data indicates that all Holden teachers have become accustomed to employing practices that engage learners through peer-to-peer discussions, text analysis and the expectation that students cite evidence to support responses and explanations. Teachers are also emphasizing the CCSS Speaking & Listening standards and using the CCSS criteria as the basis for assessing participation in discussions, in turn, reducing subjectivity in grading. REACH evidence also indicates that teachers are paying added attention to and becoming more effective in developing intentional lines of questioning linked to specific texts and concepts during instruction. This has been a catalyst for increasing meaningful student engagement, reflection and discussions throughout the core subjects.

Additional emphasis, however, needs to be given by teacher teams to invest time during grade level periods to analyze more student work samples and to gauge the level of cognitive demand to drive instructional decision making. This practice of collaboratively assessing student work samples more consistently will be key to our continued growth.

With respect to rigor in mathematics, middle school instruction (as evidenced in NWEA increasing attainment and growth for the past three years) is very rigorous and differentiates to meet the needs of all learners. Advanced 6-8th grade students are engaged in high school Algebra and Geometry for credit with a 84%+ pass rate on the Algebra exit exam.

At the primary and intermediate levels, Holden lead teachers at each grade band are receiving direct professional development and coaching support from the ERIKSON Institute. All new learning is being implemented back in the classroom and at GLMs, which revolve around building a professional math learning community for safe practice and discussion around new strategies (i.e. math talk discussions, conceptual approaches, and construction of mathematical reasoning). All K-5 teachers have received a new curriculum (i.e. Pearson Envision). After almost a year using the new curriculum, teachers have identified the need to continue to supplement and differentiate through other resources and technology.

Rigor in the core subject of science has begun to steadily improve during SY16 with the introduction of FOSS science kits at grades 1-4. Teachers now having access to resources which are tightly aligned to the NGSS standards. This has resulted in increased classroom and lab-based hands-on learning opportunities for students. At the middle school level, weekly lab time is build into the schedules to ensure students are engaging in lab activities and developing the frame of mind around the cycle of experimentation and research (i.e. analysis, trial, observation, data analysis, and communicating findings).

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
 - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
 - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
 - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
 - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
 - Tasks are Integrative to draw on multiple standards.
 - Teach for Robust Understanding in Mathematics (TRU Math ([https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20%20Conversation%20Guide%20\(Short%20Version\).pdf?attredirects=0&d=1](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1))). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
 - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
 - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
 - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
 - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
 - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**

- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SGRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Transitions, College & Career Access & Persistence:

The school creates pathways to success built on a vision in which all students leave secondary school with a clear plan for their initial postsecondary destination, whether in apprenticeship training, work, or college. All students have equal access to college preparatory curriculum to be successful. The school is characterized by structures for developing early postsecondary awareness and the knowledge and skills that lay the foundation for the academic rigor and social development necessary for college and career success. Students are equipped with the confidence in their ability to implement and adapt their plan throughout their lives as they and the world around them change. This vision sees students as the architects of their own lives.(adapted from Creating Pathways to Success, Ontario)

Score

1 2 3 4

Holden has maintained a student attendance rate above 96% for all of SY16.

SY16 5Essentials survey results have Holden listed as a 'WELL ORGANIZED' school. Also reflected in the results is a rating of 'Very Strong' for 'Ambitious Instruction' and 'Supportive Environment.' SQRP results for SY15 have students attainment at 60th percentile for Reading and 84th percentile for Math - both of which have been trending consistently upwards in the past three years.

On REACH evaluations, 66% of Holden teachers rated 'Proficient' for component 2b.

At the start of each academic year, Holden teachers engage students in formal goal setting. This takes place in the form of one-on-one discussions where students are made aware of their past years performance (and current BOY performance for grades 1-2). At this time, the teacher sets expectations for growth throughout the year so that each student has a reference point to track their progress at MOY and EOY. Each classroom has a Data Wall displayed that anonymously showcases the progress individual students are making from BOY-MOY-EOY. Students who were either 'retained' or 'passed with supports' have individualized plans (PLPs) developed for monitoring and to keep them on track. During MOY, teachers conduct follow up one-on-ones to ensure students are on track and to reestablish new goals for MOY-EOY.

In addition to the standard 5wk-progress reports and quarterly report cards, Holden scrutinizes On-Track data as an added layer of data analysis. This is a well-established shared responsibility between administration and teachers to share data and to identify root causes of student underperformance and OFF-Track status. This coupled with NWEA and TRC/DIBELS data is the basis for all targeted before/after school academic intervention programs. As a result, in the past two school years, the summer school/retention rate for students in grades 3, 6, 8 has decreased significantly.

In 2012, Holden has gone from having zero students accepted to selective enrollment high schools to being able to grow that number upwards of 10-14 (approximately 20% of the graduating class) per year for the past three years. In addition to that 20%, an additional 10% of 8th grade students at Holden received acceptance to high school IB programs.

Much of this success is attributed to the following factors and supports intentionally established to raise awareness, motivate students to achieve, and to properly prepare them for this transition to high school.

Each year, Holden's High School Fair team plans and hosts a High School Fair event for all middle school students and their families. In planning this event, we have focused on inviting the top selective enrollment High Schools to attend, in addition to the standard local public and charter options. This serves to broaden options to address the needs of all students, and to advertise the enrollment criteria, which raises the bar for student achievement.

In order to ensure students have the information needed regarding enrollment into high school, Holden's Counselor is proactive in keeping contact with high schools and delivering registration information to individual students. Students are provided with the flyer from the high school they are attending outlining the materials required for registration along with a copy of the current grade and NWEA scores. If the student has an IEP case manager is attaching that document as well to ensure students have all the information needed to make their high school registration as efficient as possible. Some schools require students to register online, in which case, the counselor has worked with the parent and student to scan and submit documents online to ensure the high schools have all required materials by the posted deadline. Towards the latter portion of each school year, the counselor follows up with both the high schools and students to ensure the opportunity to participate in a high school 'shadow day' is available to as many students as possible.

Holden understands that proper preparation for high school must firmly be rooted in rigorous and advanced coursework in mathematics. Holden offers middle school students grades 6-8 the opportunity to enroll in taking HS Algebra I and HS Geometry I for high school credit. This initial step in expanding the curriculum has led to other opportunities for Holden students to engage in city wide competitions as a math team at the Chicago Junior Mathematics League. To support these students (totaling approximately 30% of all grade 6-8 students), Holden partners with former Holden graduates who have since gone on to high school to volunteer their time to support middle school students taking Algebra I for high school credit. The pass rate on the HS Algebra I Exam for the past three school years has ranged between

Additional curricular additions in recent years that support college and career readiness and reinforce SEL standards includes Financial Literacy units for grades 4-8 through Junior Achievement, the Second Step Curriculum for all K-5 students, Facing History units in grades 6-8, and Think CERCA for students in grades 7 and 8.

To help students understand more fully the variety of career options available to them, and to help students relate courses they are currently taking to potential careers in the future, Holden hosts an annual Career Week event when people from the broader business community are invited and come to Holden to discuss their careers, share their experiences and speak to the skills, requirements and path to their success.

Holden has worked hard to develop and budget for rewards that incentivize student achievement on multiple levels. A tiered NWEA incentive system is in effect at MOY and EOY, rewarding those students with the highest proficiency and most growth in reading and math. Similarly, tiered attendance incentives that cater to student choice, take place weekly, monthly and quarterly. The impact of these incentives have led to increased school wide Attainment on NWEA for the past three years, and the attendance rates have dramatically increased over the last 18 months (i.e. SY15 attendance rose from 94.1% to 95.1% , and for SY16 the current attendance rate rests at 96.3%).

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
 - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
 - Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
 - **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
 - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - Start the conversation about college in primary grades.
 - Make parents aware of academic opportunities and supports for their child.
 - **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
 - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B’s or better and improving attendance.
 - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
 - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
 - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
 - **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

The teachers have finely honed instructional skills. They can shift from one approach to another as the situation demands by carefully monitoring the effect of their teaching on student learning. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They promote the emergence of self-directed learners.

Score

1 2 3 4

On the 5Essentials Survey, Holden received a score of 78 on Ambitious Instruction, representing its aggregate performance across four key indicators of this essential: English Instruction (79 - Strong), Math Instruction (86 - Very Strong), Academic Press (85 - Very Strong), Quality of Student Discussion (62 - Strong). Classes across grades K-8 are challenging and engaging as evidenced by REACH observation data specifically tied to components 3a, 3b, 3c. where 88% of Holden teachers average in the 'proficient' and 8% 'Distinguished' range.

SY16 5Essentials survey results have Holden listed as a 'WELL ORGANIZED' school. Also reflected in the results is a rating of 'Very Strong' for 'Ambitious Instruction' and 'Supportive Environment.' SQRP results for SY15 have students attainment at 60th percentile for Reading and 84th percentile for Math - both of which have been trending consistently upwards in the past three years.

On REACH evaluations, 66% of Holden teachers rated 'Proficient' for component 2b.

Instruction is clear, well-structured, and encourages students to build and apply knowledge. Combined with a supportive environment utilizing CHAMPS practices and SEL curriculum (i.e. Second Step/ Facing History), there are well-defined clear expectations for student success, interactive and encourage students to build and apply knowledge (see SEF – Curriculum for additional evidence).

All teachers grade K-8 use DWA data to form strategic tier I and II groupings of students. Among those groups, instruction is appropriately differentiated. Both Literacy and Math blocks are structured to include time for tier I differentiation. Teacher lesson plans reflect the focus on setting objectives for ELs and providing accommodation and modifications to the core curriculum to support DLs. This has been a big area of focus throughout the year as teachers have been provided professional development on how to raise the rigor of instruction by targeting students at their current level and developing plans and interventions for support.

See additional evidence under SEF - Multi-Tiered System of Support & Rigorous Student Tasks

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
 - Guide students to articulate the relevance of the objective(s) to learning.
 - Anticipate possible student misunderstanding.
 - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
 - Enable students to contribute to extending the content by explaining concepts to their classmates.
 - Build on students' language development and understanding of content.
 - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
 - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
 - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
 - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
 - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
 - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
 - Provide targeted supports to individual students or groups of students based on their identified needs.
 - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
 - Monitor progress and check for understanding for individual students.
 - Change instructional practice based on analysis of current data.
 - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
 - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff

Multi-Tiered System of Support:

The school is characterized by full implementation a system of academic and social emotional (SEL) supports for all students. Every day, in all classrooms, all teachers provide: Universal instruction in the core curriculum - academic & SEL (Tier 1) to all students; additional targeted academic and SEL supports (Tier 2) where needed; and deep and intense supports (Tier 3) based on individual and small group needs. The school also monitors On Track data (grades/GPA and attendance (ES), and course credits (HS)) to provide interventions/supports for students at risk for failure and/or truancy.

Score

1 2 **3** 4

Holden has maintained a student attendance rate above 96% for all of SY16.

On the 5Essentials Survey, Holden received a score of 78 on Ambitious Instruction, representing its aggregate performance across four key indicators of this essential: English Instruction (79 - Strong), Math Instruction (86 - Very Strong), Academic Press (85 - Very Strong), Quality of Student Discussion (62 - Strong). Classes across grades K-8 are challenging and engaging as evidenced by REACH observation data specifically tied to components 3a, 3b, 3c. where 88% of Holden teachers average in the 'proficient' and 8% 'Distinguished' range.

SY16 5Essentials survey results have Holden listed as a 'WELL ORGANIZED' school. Also reflected in the results is a rating of 'Very Strong' for 'Ambitious Instruction' 'Collaborative Teachers' and 'Supportive Environment.'

SQRP results for SY15 have students attainment at 60th percentile for Reading and 84th percentile for Math - both of which have been trending consistently upwards in the past three years.

During SY16 Holden's student pass rate fluctuated between 90-94%.

For On-track during SY16, the rates at the end of each quarter have managed to remain at approximately 67-68%.

Holden has made significant strides in establishing a formal MTSS team pulling from the expertise of our clinicians and directly involving our teachers in the process, thus making it a true Multi-Tiered system of support. The team is led by our school counselor and includes our school psychologist, social worker, nurse, speech pathologist and a special education representative. Students are identified by teacher as being in need of supplemental instruction using testing data we are already collecting – including NWEA scores, Fountas & Pinnell data, etc. After a student is identified by the teacher, a form is generated and submitted to the counselor to ensure the student is added to the next MTSS meeting agenda. The team meets on roughly 8 to 10 students per month, 15-20 minutes time frames are scheduled for each teacher to discuss the student needs and then the MTSS team works to develop an intervention to target the specific area needing remediation.

Once the intervention is determined the team works together to also determine the most effective progress monitoring tool to be used to collect data and track whether the intervention is working for the student's needs. Based on the area of need and the progress monitoring tool, the team determines the duration of the intervention and will schedule a follow up meeting within 4-6 weeks to examine the trend of the data collected. Once reviewing the data, if student responds well to the intervention, then we document the progress and teacher continues to monitor student success. If when reviewing the data the student appears to "flatline" after several weeks or months, the intervention will be adjusted by the team and a new intervention will be attempted with the student and the teacher will return to the team after another 4-6 weeks. If the student has not responded to several interventions, has shown little or no gains on progress monitoring measures over several months the team will make the recommendation for a full evaluation.

Throughout the year we have been modifying the MTSS format to ensure teachers are aware of the process and feel comfortable bringing a student the team for support. Although we have made great progress in formalizing our MTSS team we realize there are still areas in which we need to work to streamline the process and improve how information is brought to the team and disseminated to the teachers for discussion.

The goal of the MTSS team is to provide a forum for our teachers to discuss current interventions and to give consultative support to identify the most targeted intervention and progress monitoring tool to demonstrate student progress.

Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
 - Empower student to advance their learning.
 - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
 - Classrooms are student-centered with student agency.
 - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
 - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
 - Monitor students requiring and receiving targeted and intensive instruction/interventions.
 - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
 - Determine appropriate interventions for students or groups of students not making adequate progress.
 - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP (<https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans>)) goals and intervention strategies for students requiring school year supports as described in**

Elementary School Promotion Policy (Board Report 09-1028-PO2).

- Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use) ✓ Evidence of Personal Learning Plan (PLP) implementation ✓ Integrated data system that informs instructional choices ✓ Flexible learning environments ✓ Use of student learning plans ✓ Use of competency-based assessments ✓ Use of personalized learning rubric ✓ Evidence of On Track monitoring and supports
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1a. Demonstrating knowledge of content and pedagogy 1b. Demonstrating Knowledge of Students 1d. Designing Coherent Instruction 2d. Managing Student Behavior 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B3. MTSS Implemented Effectively in School

Balanced Assessment & Grading:

A balanced assessment system effectively measures the depth and breadth of student learning and monitors student progress towards college and career readiness. It also produces actionable data to inform planning for instruction, academic supports, and resource allocation. To meet these goals, a balanced assessment system must include multiple measures and be responsive to the needs of all students, including diverse learners and English learners.

Score

1 **2** 3 4

On the 5Essentials Survey, Holden received a score of 78 on Ambitious Instruction, representing its aggregate performance across four key indicators of this essential: English Instruction (79 - Strong), Math Instruction (86 - Very Strong), Academic Press (85 - Very Strong), Quality of Student Discussion (62 - Strong). Classes across grades K-8 are challenging and engaging as evidenced by REACH observation data specifically tied to components 3a, 3b, 3c. where 88% of Holden teachers average in the 'proficient' and 8% 'Distinguished' range.

SQRP results for SY15 have students attainment at 60th percentile for Reading and 84th percentile for Math - both of which have been trending consistently upwards in the past three years.

On REACH evaluations for component 1e, Holden teachers rated 90% Proficient/ 3% Distinguished, and 67% Proficient / 24% Distinguished on component 3d.

During SY15 and SY16, Holden has invested time and effort in refining Gradebook practices to reduce subjectivity when assigning student grades in all subject areas. All teachers have calibrated Gradebooks to reflect the specific learning structures and activities taking place in the classroom. Furthermore, appropriate percentage ranges are standardized throughout the school to balance grade weights according to level of rigor. Gradebook is reviewed weekly by administration and quarterly teacher-admin. reflective discussions are held to ensure practices around grading follow the protocol and produce accurate grades. Holden actively promotes Parent Portal registration so that parents can be informed of their child's progress on an ongoing basis apart from the standard 5 and 10 week progress reports that are distributed. Currently, Holden has approximately 70% of all parents enrolled. Holden teachers have made considerable improvements in beginning to utilizing benchmark and performance task assessments as models for classroom based formative and summative assessments. All assessments for diverse learners are appropriately modified according to the demands of IEPs and EL language levels to ensure student access and demonstration of mastery.

Review of lesson plans and REACH Domain 1 data indicates there is a greater need for teachers to improve in the quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed more various levels of complexity.

The level of rigor and alignment between assessments and standards can be stronger with less reliance on pre-packaged assessments. Therefore, an area of growth is to improve and promote a better quality of assessment by having teachers work together on building common assessments within a subject cohort or grade level team. Administration needs to invest more resources in helping teachers evaluate and improve the quality of formative assessments. (i.e. use the Assessment Design Toolkit.) and to develop common protocols on analyzing, discussing, scoring and planning in teacher teams.

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see MTSS and Instruction)**
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design (<http://www.udlcenter.org/aboutudl/udlcurriculum>) and use of accommodations and, where needed, modifications.**
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
 - Work together on building common assessments within a department, course, or grade level team.
 - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (<http://www.csai-online.org/spotlight/assessment-design-toolkit>).
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
 - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
 - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
 - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
	✓ School's grading policy
	✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
	1c. Selecting Learning Objectives
	1e. Designing Student Assessment
CPS Framework for Teaching	3d. Using Assessment in Instruction
	4a. Reflecting on Teaching & Learning
	4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

A culture for learning is characterized by a school atmosphere that reflects the educational importance of the work undertaken by both students and staff. It describes the norms that govern the interactions among individuals about the mindsets (e.g. ability/confidence to grow with effort), academic behaviors (e.g. attending classes, completing assignments), the learning strategies and skills, the value of perseverance despite challenges and obstacles, and the general tone of the school. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to "get it right." There are high expectations for all students. The classroom is a place where teachers and students value learning and hard work, and students take visible delight in accomplishing their work. Staff believe they can make a difference, that their hard work is the fundamental cause of student achievement, and are invested in student outcomes.

Score

1 2 **3** 4

SY16 5Essentials survey results have Holden listed as a 'WELL ORGANIZED' school. Also reflected in the results is a rating of 'Very Strong' for 'Collaborative Teachers' and 'Supportive Environment.' On the 5Essentials Survey, Holden received a score of 78 on 'Ambitious Instruction', representing its aggregate performance across four key indicators of this essential: English Instruction (79 - Strong), Math Instruction (86 - Very Strong), Academic Press (85 - Very Strong), Quality of Student Discussion (62 - Strong).

As evidenced in the 5Essential Survey results, Holden teachers were 'strongly' rated as leading ambitious instruction that is well-defined with clear expectations for student success, and that instruction is interactive and encourages students to build and apply knowledge. Measures of success are also reflected in Holden's school wide Attainment, which has increased steadily and consistently over the past three school years for both reading and math. SQRP results for SY15 have students attainment at 60th percentile for Reading and 84th percentile for Math - both of which have been trending consistently upwards in the past three years.

Similarly, REACH Observation evidence and data indicates that all Holden teachers are employing practices that engage learners through peer-to-peer discussions, text analysis and the expectation that students cite evidence to support responses and explanations. The average rating of Holden teacher for components 3b and 2b have steadily increased to fall in the 'proficient' range through the course of SY15 to SY16. REACH observation data indicates that 66% of Holden teachers achieved a Proficient rating and 25% a Distinguished rating.

Classrooms grades 4-8 are departmentalized for all core subject areas to ensure high quality instruction by highly qualified teachers. Student instructional rosters are arranged according to performance levels to ensure the curriculum and level of rigor is appropriate to the levels of students in the room. This minimizes the amount of differentiation needed and allows teachers to better target their students' needs instructionally.

Teachers use a wide variety of mentor text while scaffolding instruction. Teachers use think aloud in conjunction with mentor texts to promote a variety of metacognitive processes. (Think about what you are thinking while reading).

Teachers use structured discussions; turn & talk, collaborative conversations, silent conversations, clarifying bookmark etc.. to engage students in authentic discussions.

Teachers use student self assessments of group work in an effort to encourage student responsibility and accountability, promoting equity of voice and student involvement.

Teachers pre-develop high level questioning, using questioning stems, in association with close reads, and mentor text, (as shown in lesson planning).

Students are required to cite specific text evidence in support of a claim. Students use CERCA, an argumentative writing program to reinforce use of claim, evidence, and reasoning. Students are taught transitions, sentence stems, as well as quoting directing text, in an effort to promote appropriate use of evidence.

At the middle school level, Holden offers advanced coursework to grades 6-8 students (i.e. HS Algebra I for credit and HS Geometry I). With respect to rigor in mathematics, middle school instruction (as evidenced in NWEA increasing attainment and growth for the past three years) is very rigorous and differentiates to meet the needs of all learners. Advanced 6-8th grade students are engaged in high school Algebra and Geometry for credit with a 84%+ pass rate on the Algebra exit exam. In grades K-4, teachers have begun to establish instructional practices that engage students in

Holden has worked hard to develop and budget for rewards that incentivize student achievement on multiple levels. A tiered NWEA incentive system is in effect during MOY and EOY, rewarding those students with the highest proficiency and most growth in reading and math. Throughout the year, each teacher holds one-on-one goal setting meetings with students and engage them with updating interactive classroom Data Wall as a point of reflection and motivation.

See additional evidence under SEF - Multi-Tiered System of Support & Rigorous Student Tasks

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
 - Use strategies to reinforce and cultivate student curiosity.
 - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
 - Consistently communicate the expectation that all students can achieve at high levels.
 - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
 - Clearly display school-wide expectations for academic and personal success throughout the building.
 - Set high expectations according to grade-appropriate learning objectives.
 - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
 - Recognize high levels of student achievement. All students receive recognition.
 - Encourage student resilience and hard work.
 - Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
 - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.

- **Provide students frequent, informative feedback.**
 - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
 - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
 - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
 - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
 - Employ strategies including ongoing monitoring and support of students' academic behaviors.
 - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Relational Trust:

The school is characterized by high levels of relational trust between all school participants - the "glue" or the essential element that coordinates and supports the processes essential to effective school improvement. Interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of civility. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to the context of the class. The net result of interactions is that of academic and personal connections among students and adults.

Score

1 2 **3** 4

REACH observation evidence tied to Domain 2 component 2a: Creating an Environment of Respect & Rapport consistently and firmly aligns to the category of 'Proficient' indicating that on a whole, there is mutual respect among teachers - students and student-students and that the classroom learning environment has high expectations for maintaining respectful interactions. Holden teachers rated 50% Proficient and 45% Distinguished on REACH evaluations for SY16.

SY16 5Essentials survey results have Holden listed as a 'WELL ORGANIZED' school. Also reflected in the results is a rating of 'Strong' in the categories of 'Collaborative Teachers' and 'Supportive Environment.'

Teachers grades K-8 employ CHAMPS practices to set expectations collaboratively with students each year and to reinforce them throughout. All classrooms have CHAMPS expectations posted and walk-through evidence indicates that there is consistent reinforcement of these practices. As an added layer of training, Holden teachers have participated in professional development to better understand the nature of diverse learners (special education students and English learners) to improve instructional practices that include these students and better serve their specific needs. Along the same lines, teachers have participated in training to begin applying restorative in response to behavior challenges. In the past three school years, the rate of misconduct referrals has decreased dramatically. Teachers have embraced the shared responsibility to manage their classrooms and to be proactive in deescalating situations prior to it needing to result in a disciplinary referral.

5Essentials results indicate that Holden is a 'Strong' supportive environment. Student responses indicate they find their teachers trust-worthy and responsive to their academic needs; that all students value hard work; and teachers push all students toward high academic performance.

Teacher-Teacher trust also ranked 'Strong' in the 5Essentials survey. Responses reflected that teachers feel there is a collective responsibility and that quality professional development has been in place to support them.

Since the emergence of teacher leads (teachers with an expertise in a particular core subject), Holden has looked internally for much of its professional development and support opportunities for teachers. Not only has administration initiated team meeting and peer observation structures, but teachers seek the input, guidance and feedback from their colleagues either at grade level outside of these designated times.

Formal and informal observation post conference discussions have improved dramatically since the advent of REACH. Teacher have increasingly become more at ease reflecting on practice and contributing their insight and sharing their challenges with administrators. At the same time, feedback provided by administrators for improvement of practice has been well received and increasingly implemented back in classrooms.

As a diverse school represented by two large non-English speaking ethnic groups (Hispanic and Chinese), Holden ensures that school communications are translated and that translators are on hand at all LSC, BAC and PAC meetings.

Holden has teams of teachers, students and parents that collaborate to plan and execute celebrations that highlight the cultural diversity of our school each year (i.e. Chinese New Year, Cinco de Mayo, Black History, etc.).

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
 - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
 - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
 - Create opportunities for students to build positive relationships with peers.
 - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
 - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
 - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
 - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
 - Respect other teachers who take the lead in school improvement efforts.
 - Respect colleagues who are experts at their craft.
 - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
 - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

Student Voice, Engagement, & Civic Life:

Students are interested and engaged in learning, invested in their school, and contributing to their community. The school provides early and ongoing exposure to a wide range of extracurricular activities and rigorous courses and programming.

Score

1 2 **3** 4

REACH observation evidence tied to Domain 2 component 2a: Creating an Environment of Respect & Rapport consistently and firmly aligns to the category of 'Proficient' indicating that on a whole, there is mutual respect among teachers - students and student-students and that the classroom learning environment has high expectations for maintaining respectful interactions. Holden teachers rated 50% Proficient and 45% Distinguished on REACH evaluations for SY16.

SY16 5Essentials survey results have Holden listed as a 'WELL ORGANIZED' school. Also reflected in the results is a rating of 'Strong' in the category of 'Supportive Environment.'

Holden has a well-established Student Council that, incorporating student members from grades 5-8. The structure of this student government body is student-elected and has defined roles for participation under teacher leadership. The Student Council serves as the vehicle for student input and feedback that is gathered for planning of events to benefit both the school and community. There are structures in place where the Student Council leadership meets with the Principal monthly to share ideas and for discussions. As a result, in recent years, the Student Council has consistently coordinated a series of fundraisers to benefit the school, food and toy drives to donate to less fortunate families in the community, Clean & Green, and activities for the entire student body and families (i.e. Teacher Karaoke Night, Field Day, etc.).

Holden has worked hard to develop and budget for rewards that incentivize student achievement on multiple levels. All incentives have been developed around student feedback to ensure the incentive will be something students will work for. As a result, a tiered NWEA incentive system is in effect at MOY and EOY, rewarding those students with the highest proficiency and most growth in reading and math. Similarly, tiered attendance incentives that cater to student choice, take place weekly, monthly and quarterly. The impact of these incentives have led to increased school wide Attainment on NWEA for the past three years, and the attendance rates have dramatically increased over the last 18 months (i.e. SY15 attendance rose from 94.1% to 95.1% , and for SY16 the current attendance rate rests at 96.3%).

Holden has been consistent in receiving the After School All Stars – ASAS grant, which has allowed us to develop extracurricular programming aligned specifically to student interests.

Additional extracurricular programming, both academic and non-academic, that have been added due to student interest and popular demand include Guitar and Vocal lessons, Sports for boys and girls, Arts & Crafts, WITS (BP/MSI), HS Geometry I advanced course, Book Club.

In the classroom, teachers are encouraged to engage students in topics tied to current events and controversial topics, emphasizing the importance of balanced perspectives and analyzing multiple viewpoints. These learning discussions tend to occur more frequently in grades 5-8. However, the Second Step curriculum in taught at grades K-5 expose students to discussions and exploration of roles and responsibilities as members of a community both in and outside the school.

Guide for Student Voice, Engagement, & Civic Life

Students...

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
 - Student needs, interest, and input are solicited for student programming.
 - Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
 - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**
 - Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
 - Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
- **Have a voice and take informed action.**
 - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement

- solutions. (e.g. student voice committee).
- Students initiate and lead some school improvement initiatives.
- Students participate in democratic decision-making at the school level.
- Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Connect to decision-makers.**
 - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
 - Students learn about issues and candidates, prepare voter education materials and get involved.
 - All eligible students are asked to register to vote.
- **Make positive contributions to the school and community.**
 - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
 - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
 - Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**
- **In high school, students are enrolled in Civics courses.**

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data) ✓ Student interest surveys (and/or other avenue for student input) ✓ Policies regarding student engagement in decision making ✓ Student government or committee charter and responsibilities ✓ MVMS Student Survey completion rates and results
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	Social Science 3.0 Social Emotional Learning Standards

Safety & Order:

The school is characterized by high levels of safety and order. Students feel physically and emotionally safe from harm, and adults work to actively maintain a safe, orderly school environment.

Score

1 2 3 4

REACH observation evidence tied to Domain 2 component 2a: Creating an Environment of Respect & Rapport consistently and firmly aligns to the category of "Proficient" indicating that on a whole, there is mutual respect among teachers - students and student-students and that the classroom learning environment has high expectations for maintaining respectful interactions. Holden teachers rated 50% Proficient and 45% Distinguished on REACH evaluations for SY16. Over all, cumulative ratings for Holden teachers for Domain 2 was 94% Proficient/ Distinguished.

SY16 5Essentials survey results have Holden listed as a 'WELL ORGANIZED' school. Also reflected in the results is a rating of 'Strong' in the categories of 'Supportive Environment' and 'Safety.'

Teacher, Staff and Administration consistently adhere to the CPS Student Code of Conduct. Holden has conducted additional work to develop a refined school wide referral protocol that requires shared accountability with teachers along with the implementation of CHAMPS practices.

In the classroom, teachers grades K-8 employ CHAMPS practices to set expectations collaboratively with students each year and to reinforce them throughout. All classrooms have CHAMPS expectations posted and walk-through evidence indicates that there is consistent reinforcement of these practices. As an added layer of training, Holden teachers have participated in professional development to better understand the nature of diverse learners (special education students and English learners) to improve instructional practices that include these students and better serve their specific needs. Along the same lines, teachers have participated in training to begin applying restorative practices in response to behavior challenges as an alternate to immediate referrals. Over the past three school years, the rate of misconduct referrals has decreased dramatically. Teachers have embraced the shared responsibility to manage their classrooms and to be proactive in deescalating situations prior to it needing to result in a disciplinary referral. There does remain a very small cohort of students who display chronic patterns of misbehavior at specific grade levels. Behavior management plans are co-developed between the counseling department and families for these students to better manage their conduct.

The Assistant Principal serves as the Dean of Students and leads a Discipline committee to work with staff to support and reinforce positive behavior for all students. As a result of this work, protocols and schedules for monitoring, supervision and transitions are well established within the limits of our resources.

REACH observation evidence tied to Domain 2 component 2a: Creating an Environment of Respect & Rapport consistently and firmly aligns to the category of "Proficient" indicating that on a whole, there is mutual respect among teachers - students and student-students and that the classroom learning environment has high expectations for maintaining respectful interactions. Similarly, REACH evidence for Domain 2: component 2d Managing Student Behavior also firmly falls under the "Proficient" rating for Holden teacher.

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
 - Manage classroom routines and procedures to maximize instructional time.
 - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
 - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
 - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
 - All adults use active supervision (move, scan, and interact) in all settings.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
 - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ MVMS score – “Safety”
	✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?
	✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.
	✓ School Climate Standards Rubric/Assessment
Measures	✓ Five Essentials – Supportive Environment score
	✓ My Voice, My School Survey “Safety” score
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport
	2c. Managing Classroom Procedures
	2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

Restorative Approaches to Discipline:

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school only uses out-of-school suspension as a last resort and utilizes a systems-change approach to bring about a more restorative culture. The school is also characterized by strong and consistent school and classroom climates. The school reinforces positive behaviors and responds to misbehaviors in calm, respectful, and thoughtful ways, teaching students important social and emotional skills that enable them to get along with others, make responsible decisions, and focus on learning. When misbehavior occurs, the school seeks to understand the underlying reasons (root cause) in order to design a response that effectively changes student behavior using a menu of instructive, corrective and restorative responses.

Score
1 2 **3** 4

SY16 5Essentials survey results have Holden listed as a 'WELL ORGANIZED' school. Also reflected in the results is a rating of 'Strong' in the category of 'Supportive Environment.'

REACH evaluation data indicates that a combined 95% of teachers rated Proficient/ Distinguished for component 2a respect and rapport, and 93% rated Proficient/ Distinguished for component 2d managing student behavior.

In the classroom, teachers grades K-8 employ CHAMPS practices to set expectations collaboratively with students each year and to reinforce them throughout. All classrooms have CHAMPS expectations posted and walk-through evidence indicates that there is consistent reinforcement of these practices. As an added layer of training, Holden teachers have participated in professional development to better understand the nature of diverse learners (special education students and English learners) to improve instructional practices that include these students and better serve their specific needs.

Along the same lines, teachers have participated in training to learn and apply restorative practices in response to behavior challenges as an alternate to immediate referrals. Over the past three school years, the rate of misconduct referrals has decreased dramatically. Teachers have embraced the shared responsibility to manage their classrooms effectively and to be proactive in deescalating situations prior to it resulting in a disciplinary referral. There does remain a very small cohort of students who display chronic patterns of misbehavior at specific grade levels. Behavior management plans are co-developed between the counseling department, the Dean of Students and families for these students to better manage their conduct. Although, de-escalation and restorative practices are emphasized as the initial course of action, more sever consequences (i.e. detention, in-school suspension) are reserved for and enacted only when students who have exhibited patterns of misbehavior and have not responded to interventions.

The Assistant Principal serves as the Dean of Students and leads a Discipline committee to support and reinforce positive behavior for all students. The Assistant Principal coordinates home visits and acts as a liaison between the school and families to strengthen relationships and to inform them of student behavior and progress. As a result of this on-going work, protocols and schedules for monitoring, supervision and transitions are well established school wide within the limits of our resources. Clear expectations are set and message consistently, and routines are well established.

The Second Step curriculum is taught at grades K-5 and exposes students to SEL discussions and exploration of roles and responsibilities as members of a community both in and outside the school. At grades 6-8, SEL is integrated formally through the Literacy and Social Studies (Facing History) curriculum.

REACH observation evidence tied to Domain 2 component 2a: Creating an Environment of Respect & Rapport consistently and firmly aligns to the category of "Proficient" indicating that on a whole, there is mutual respect among teachers - students and student-students and that the classroom learning environment has high expectations for maintaining respectful interactions. Similarly, REACH evidence for Domain 2: component 2d Managing Student Behavior also firmly falls under the 'Proficient' rating for Holden teacher.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
 - A team meets regularly to organize systems that support a restorative environment.

- Post and refer to clear, positively stated expectations and model expected behaviors.
- Create routines and procedures central to the learning environment.
- Engage families as partners.
- Contact families frequently to inform them of positive student behavior and progress.
- Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
 - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
 - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
 - Use data to determine which behaviors should be retaught or more heavily reinforced.
 - Explicitly teach expected behavior and positively reinforce consistently school-wide.
 - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a continuum of responses to behavior to effectively change student behavior.**
 - Ensure classroom instruction continues when problem behavior occurs.
 - Prefer responses that do not remove students from regular instructional setting or after school activities.
 - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
 - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
 - Support teachers to engage in restorative conversations or respond to behavior incidents.
 - Provide opportunities for students to take responsibility for repairing harm caused by their actions.
 - Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
 - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
 - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
 - Designate space and consistent staff to support implementation of ISS.
 - (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2d. Managing Student Behavior 4c. Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
Content Standards	Social Emotional Learning Standards

Parent Partnership:

The school develops strong parent partnerships characterized by involving parents in the instructional program, messaging expectations, fostering a better connection between the school and home, and inspiring participation and high levels of collaboration with families. The school provides opportunities for families to volunteer, build its parent community, and support the school's operations through activities including but not limited to participation on parent councils (e.g. PACs, BACs and PLNs). There are high levels of communication between schools and families is mutual and two-way. Families have a way to voice concerns and schools address and respond to input.

Score

1 2 3 4

SY15 5Essentials results indicate that School-Parent relations are 'Strong.' Holden scored the highest in the categories of 'Teacher-Parent Trust' and 'Parent Influence on Decision Making in Schools.' On the SY16 5Essentials Survey, Holden received a rating of String on Parent-Teacher Trust. 74% of parents stated they support teachers teaching efforts; 84% that parents and teachers think of each other as partners in educating children; 90% of teachers feel they are respected by the parents of the students; and 92% indicate they work hard to build trusting relationships with the parents.

Much of this is attributed to Holden having three well established councils (i.e. LSC, PAC and BAC) that serve as vehicles for suggestions, feedback and two-way communication to keep all stakeholders informed each school year.

Equally as important, Holden has structures in place that expand home-school communication on multiple levels. A formal parent communication protocol has been in effect the past three years that outline expectations for teachers to engage in regular contact with parents to keep them informed of their child's progress or lack thereof. All teachers maintain a parent log, and REACH ratings for Domain 4: component 4c has consistently averaged at the "Proficient +" rating.

The principal has an open door policy, actively encourages parent participation, and has removed barriers for parents to get involved at the school level. Holden openly advertises parent volunteer opportunities, and currently relies on established parents support to assist with recess and lunch supervision, as well as classroom support in the primary grades.

Each year during Open House and during the State of the School Address, the Principal provides families with current information and data as it pertains to the school and its performance.

Holden's school website www.HoldenSchool.org is regularly maintained to serve provide parents with more efficient and frequent communication around school happenings and important reminders.

A Holden Parent Handbook (translated in Spanish & Chinese) is distributed at the start of each year and posted on the schools website for future reference and easy access.

Formal invitations and other relevant written communications are distributed and advertised on the school's website for events and activities (i.e. Report Card Pick-up, literacy night, math & science night, cultural assemblies, student performances, etc.) Feedback received during PAC/BAC and LSC meetings indicate a strong majority of our families feel Holden has become a welcoming and warm environment, and a school that respects and understands their parents and works with them to solve problems and improve the school.

An area of improvement continues to be finding ways to meet more specific needs of Holden parents to develop their skills (i.e. English Lessons, Technology workshops, etc., Skill building workshops, etc.).

Guide for Parent Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
 - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
 - Host events for parents to share with other parents how home and school complement each other.
 - Share best practices around learning and development with parents to support students at home.
 - Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
 - Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
 - Assist parents to volunteer in the school and/or participate on teams/committees.
 - Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
- **Frequently communicate with families about class and individual activities and individual student's progress.**
 - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
 - Send regular, positive, personalized communication from a staff member.
 - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
- **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
 - School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
 - Information is provided to parents in their native language.
 - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Examples of communication methods and content
	✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
	✓ Outreach efforts
	✓ Documentation of responsiveness to Parent Support Center concerns raised
	✓ Event agendas, flyers
	✓ Fundraising activities and amounts (if applicable)
	✓ How does the school honor and reflect the diversity of families including language and culture?
Measures	✓ Five Essentials Score – Involved Families
	✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
Five Essentials	Involved Families
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐ = Not of focus
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 ☐
2	Expectations for Quality & Character of School Life: Parent Partnership	1 2 3 4 5 ☐
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 ☐
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 ☐
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 ☐
3	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 ☐
3	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 ☐
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 ☐
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 ☐
4	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 ☐

4 Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence

1	2	3	4	5	⊕
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4 Expectations for Quality & Character of School Life: Safety & Order

1	2	3	4	5	⊕
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Goals

Required metrics (Elementary)

18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
Holden has secured a team of literacy teachers at grades K-2, 3-4, 5-8 that have been provided professional development and coaching support, and who have worked collaboratively to standardize literacy instruction aligned to CCSS and best practice. This stability in staffing and refinement of the literacy program (although always a work in progress) will only increase the likelihood that Holden can sustain a consistent increase in growth percentile over the course of the next two school years.	82.00	71.00	81.00	91.00
National School Growth Percentile - Math				
Although the math program at the middle school (grades 6-8) remains considerably strong and consistently high performing, emphasis has shifted during SY16 towards improving math instruction in the intermediate grades. With the acquisition of a new math curriculum and supporting resources, along with the essential coaching and professional development support provided through the Erikson Institute, Holden expects to see the school-wide math growth percentile trajectory reaching and remaining above the 90th percentile over the next two years. *The continuation of accelerated math coursework offered to students in grades 6-8 will be the anchor for growth percentile increase.	86.00	93.00	95.00	96.00
% of Students Meeting/Exceeding National Ave Growth Norms				
The combination of ongoing teacher professional development, strategic planning, and the funding of true Tier II academic intervention for targeted groups of students based on BOY and MOY NWEA math/reading results will only increase the likelihood that Holden can sustain a consistent increase in growth percentile over the course of the next two school years.	66.40	(Blank)	66.00	70.00
African-American Growth Percentile - Reading				
N/A	(Blank)	(Blank)	0.00	0.00
Hispanic Growth Percentile - Reading				
Holden has secured a team of literacy teachers at grades K-2, 3-4, 5-8 that have been provided ongoing professional development and coaching support, and who have worked collaboratively to standardize literacy instruction aligned to CCSS and best practice. This stability in staffing and refinement of the literacy program (although always a work in progress) will only increase the likelihood that Holden can sustain a consistent increase in growth percentile over the course of the next two school years.	77.00	64.00	72.00	80.00
English Learner Growth Percentile - Reading				
N/A	(Blank)	(Blank)	0.00	0.00
Diverse Learner Growth Percentile - Reading				
Special Education teachers will continue to balance the goals of the IEPs with grade level content standards, and additional goals identified through key deficit areas tied to NWEA data and the Learning Continuum. All required supports (accommodations and modifications) will be thoughtfully developed and applied in line with the curriculum used to drive instruction.	(Blank)	85.00	89.00	92.00
African-American Growth Percentile - Math				
N/A	(Blank)	(Blank)	0.00	0.00

Hispanic Growth Percentile - Math

Although the math program at the middle school (grades 6-8) remains considerably strong and consistently high performing, emphasis has shifted during SY16 towards improving math instruction in the intermediate grades. With the acquisition of a new math curriculum and supporting resources, along with the essential coaching and professional development support provided through the Erikson Institute, Holden expects to see the school-wide math growth percentile trajectory reaching above the 90th percentile over the next two years.

NOTE: Holden's ability to offer advanced high school coursework (i.e. HS Algebra I and HS Geometry I) is a critical factor that contributes greatly to the rising attainment rate.

76.00

89.00

91.00

93.00

English Learner Growth Percentile - Math

N/A

(Blank)

(Blank)

0.00

0.00

Diverse Learner Growth Percentile - Math

Special Education teachers will continue to balance the goals of the IEPs with grade level content standards, and additional goals identified through key deficit areas tied to NWEA data and the Learning Continuum. All required supports (accommodations and modifications) will be thoughtfully developed and applied in line with the curriculum used to drive instruction.

(Blank)

94.00

96.00

96.50

National School Attainment Percentile - Reading (Grades 3-8)

Holden has secured a team of literacy teachers at grades K-2, 3-4, 5-8 that have been provided professional development and coaching support, and who have worked collaboratively to standardize literacy instruction and teaching practices. This stability in staffing and refinement of the literacy program (although always a work in progress) will only increase the likelihood that Holden can sustain a consistent increase in growth percentile over the course of the next two school years.

47.00

60.00

72.00

80.00

National School Attainment Percentile - Math (Grades 3-8)

Although the math program at the middle school (grades 6-8) remains considerably strong and consistently high performing, emphasis has shifted during SY16 towards improving math instruction in the intermediate grades. With the acquisition of a new math curriculum and supporting resources, along with the essential coaching and professional development support provided through the Erikson Institute, Holden expects to see the school-wide math growth percentile trajectory reaching above the 90th percentile over the next two years.

NOTE: Holden's ability to offer advanced high school coursework (i.e. HS Algebra I and HS Geometry I) is a critical factor that contributes greatly to the rising attainment rate.

60.00

84.00

87.00

91.00

National School Attainment Percentile - Reading (Grade 2)

Holden has secured a team of literacy teachers at grades K-2 that have been provided extensive professional development and coaching support, and who have worked collaboratively to standardize literacy instruction and teaching practices. This stability in staffing and refinement of the literacy program (although always a work in progress) will only increase the likelihood that Holden can sustain a consistent increase in growth percentile over the course of the next two school years as primary students move from kindergarten into 2nd grade. *2nd Grade teachers are also using the Learning Continuum in line with MOY NWEA results to identify a scope and sequence of skills to be addressed to ensure increased students success on EOY NWEA.

60.00

38.00

56.00

65.00

National School Attainment Percentile - Math (Grade 2)

Holden has purchased a new math curriculum for grades K-2 and has partnered with the Erikson Institute to provide professional development and coaching support to lead teachers. This combination of resources and instructional support will only increase the likelihood that Holden can sustain a consistent increase in growth percentile over the course of the next two school years as primary students move from kindergarten into 2nd grade. *2nd Grade teachers are also using the Learning Continuum in line with MOY NWEA results to identify a scope and sequence of skills to be addressed to ensure increased students success on EOY NWEA.

69.00

53.00

51.00

60.00

% of Students Making Sufficient Annual Progress on ACCESS

The reorganization of the EL program has been a priority for Holden over the past two school years. At the close of SY14, a major staffing overhaul occurred so that the EL population at grade levels K-5 could be better serviced by teachers with the required ESL/ BIL certification(s). Additional instructional materials, resources and technologies were purchased with 356 funds to support the learning of ELs in the classroom. On-going professional development has been provided for Holden teachers and staff that was intended to 1) raise awareness of the logistics of the EL program and the data available, 2) to understand the nature of EL learners in the classroom, and 3) how to use WIDA resources to more effectively and intentionally plan instruction that would benefit ELs.

36.40

48.30

52.00

55.00

During the fall of SY16, Holden underwent an EL compliance check by the District. As a result, Holden's EL rating assigned following the compliance visit resulted in only 'partial' organization. Many of the areas of improvement were 'quick fixes' being that it was more back-end paperwork related, and therefore, immediate corrections and modifications were made.

With the EL program having been a focal point for school improvement in recent years at Holden (one that will continue into subsequent school years), we expect that the school improvements already enacted to properly address the needs of ELs will lead to continued gains on the ACCESS assessment.

Average Daily Attendance Rate

Over the past three years, Holden has had an increasing attendance rate. Since SY12, the attendance rate has steadily increased each academic year from 93.9% at the close of SY12 to 94.9% at the close of SY15. Currently, as of the 25th week of SY16, Holden's attendance rate has soared above 96% and currently remains at 96.43%. Much of this success can be attributed to the aggressive tiered attendance incentives established, along with the shared accountability among administrators, the counselor and the the teachers to monitor and communicate and follow up directly with families about attendance. The structures, protocols and expectations outlined in Holden's attendance plan will continue into next school year and thus contribute to the incremental growth of the attendance rate over the course of the next two school years.

94.60

95.10

96.50

97.00

My Voice, My School 5 Essentials Survey

The favorable responses reflected in the 5Essentials Survey results are a direct result of the school-wide transformation that Holden has undergone in the past four years. With the continuation of many of the successful structures and expectations in place that address SEL and the academic environment, along with effective formal communication to inform and prepare staff, students and families for the survey each year, we anticipate the outcomes to produce a "Well Organized" rating for both of the next two school years.

(Blank)

(Blank)

(Blank)

(Blank)

Custom metrics

0 of 0 complete

2014-2015	2015-2016	2016-2017	2017-2018
Actual	Actual	Goal	Goal

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

Holden will engage teacher teams in formal collaborative planning/ review cycles by grade band teams/subject cohorts to develop more refined scope & sequences and curriculum maps.

greater curricular clarity through the horizontal and vertical alignment of Common Core standards within and across grade levels.

stronger resource alignment to drive effective and rigorous instruction centered on essential understandings, and more fully integrate learning opportunities and assessments for all learners.

Measurable outcomes tied to this strategy will include an overall increase in the Attainment for NWEA Literacy from the 60th percentile to the 70th; an increase in the number of students demonstrating proficiency on the TRC/DIBELS assessment for grades K-2; a higher school-wide average rating of proficient/ distinguished in REACH Domain 1: components 1a & 1d; a

rating of 'Very Strong' for 'Ambitious Instruction' on the 5Essentials Survey; and an increase in student performance on PARCC tasks.

Tags:

English Learners, Literacy, Writing, Curriculum maps, Scope and sequence, Common core state standards, Integration, Special education, Social studies integration

Area(s) of focus:

1, 4

Action step	Responsible	Timeframe	Evidence for status	Status
Convene grade K-4 literacy teams and 3-5 math teams to initiate and complete the development of school-wide scope & sequences.	Principal, K-4 and 3-5 math teachers, Literacy Consultant, Special Education Teachers, Bilingual Coordinator	May 17, 2016 to Aug 26, 2016	(Blank)	Behind

Math, Literacy, Scope and sequence, Curriculum mapping

Create quarterly planning time for grade level/band team members to review and adjust scope and sequences & curriculum maps (and ensuring the incorporation of the core disciplines of writing and social studies into literacy).	Administration, ILT, grade band teams	Nov 1, 2016 to Jun 2, 2017	(Blank)	Behind
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Curriculum planning, Quaterly review

Grade band teams will conduct an annual review of the SY17 scope and sequences to determine what necessary adjustments need to be made based on reflection of instruction and available resources.	Principal, K-4 and 3-5 math teachers, Literacy Consultant, Special Education Teachers, Bilingual Coordinator, ILT	May 31, 2017 to Jun 16, 2017	(Blank)	Behind
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Annual review, Curriculum review

Implement a 5 week review cycle for special education and general education teachers to collaborate and ensure that goals in Individualized Education Program (IEP) for each eligible child with disability aligns with the State's academic content standards for the grade in which that student is enrolled.	Grade band teacher teams K-2 and 3-4, Special Education Teachers, Case Manager	Oct 5, 2016 to May 31, 2017	(Blank)	Behind
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lep, Special education, Common core alignment

Holden will expand the reach of the Facing History social science/ SEL curriculum to include grades 5-8 literacy and fine art teachers. This core group of teachers will attend training on cross curricular unit integration during semester 1 of SY17 in preparation for (and support of) implementation.	All teachers grades 5-8, special education teachers, art and music teachers.	Aug 1, 2016 to Dec 16, 2016	(Blank)	Behind
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Diverse Learners, Ngss, Wida, lep, Common core alignment

Consult with OLCE and Network EL ISLs to review options for establishing a formal TBE curriculum to support English Learners through both ESL and native language support.

Administration, Bilingual Coordinator.

Nov 14, 2016 to Aug 25, 2017

(Blank)

Behind

Bilingual tbe, Program design

Strategy 2

If we do...

Core planning and delivery of instruction at Holden will be centered around rigorous tasks that are cognitively challenging and integrated across disciplines to draw upon multiple standards and emphasize the key shifts in the Common Core and Next Generation Science Standards.

...then we see...

With emphasis on complexity of tasks, students will be engaged in citing evidence of their reasoning through writing and applying the CCSS Speaking and Listening standards, participating in reading of complex texts, and being able to analyze models and mentor texts on their path towards demonstrating mastery.

...which leads to...

Measurable outcomes tied to this strategy will include an overall increase in student Attainment on NWEA Literacy from the 60th percentile to the 70th; an increase in the number of students demonstrating proficiency on the TRC/DIBELS assessment for grades K-2; a higher school-wide average rating of proficient/ distinguished in REACH Domain 1: components 1d and Domain 3: components 3b and 3c; a rating of 'Very Strong' for 'Ambitious Instruction' and 'Quality of Student Discussions' on the 5Essentials Survey; and an increase in student performance on PARCC tasks.

Tags:

Science, Rigorous tasks, Literacy, Instructional planning, Common core state standards, Mathematics

Area(s) of focus:

2, 1, 4

Action step

Responsible

Timeframe

Evidence for status

Status

All K-4 literacy classrooms will be structured to incorporate the Balanced Literacy model with emphasis on Guided Reading practices, small group instruction, and the integration of writing into the literacy curriculum through the adoption of the new Lucy Calkins curriculum.

Teachers grades K-4, administration, Literacy coaches

Sep 6, 2016 to Jun 16, 2017

(Blank)

Behind

Balanced literacy, Guided reading

K-8 Grade Level teams/ subject cohorts will meet monthly to develop unique Performance Tasks aligned to units per the scope and sequence of the curriculum.

Teachers grades K-8, grade level teams, subject cohorts, teacher leads

Oct 10, 2016 to May 12, 2017

(Blank)

Behind

Performance tasks

The ILT will convene to review the Common Core Speaking & Listening standards for grades K-8 and establish school wide expectations/ criteria to increase frequency and level of classroom based student-to-student discourse.

ILT, Subject Cohorts

Sep 6, 2016 to Nov 11, 2016

(Blank)

Behind

ILT, Ccss speaking & listening, Student discourse

Use Math Talks as a the basis for developing a mode of operating among teachers to be able to effectively deliver math instruction with emphasis on learning discussions and systematic analysis of concepts.

Administration, math teacher leads, Erikson math coach

Nov 11, 2016 to Jun 16, 2017

(Blank)

Behind

Math talks, Teacher training

Collaborate with local universities to recruit student candidates pursuing teaching degrees in mathematics to secure an additional Algebra certified teacher to offer Algebra I for high school credit.

Administration, Middle School math team lead, ILT

Jul 1, 2016 to Jun 16, 2017

(Blank)

Behind

Algebra, Recruitment

Allocate funds to expand collection of mentor texts used to model exemplars for writing. The ILT will subsequently convene to research and identify mentor text sets for each grade K-8.

Administration, ILT

Nov 14, 2016 to Apr 28, 2017

(Blank)

Behind

Literacy, Mentor texts, Instructional resources

Strategy 3

If we do...

Holden will embed school-wide structures and protocols that emphasize collaborative formative assessment design/review among grade level teams and subject cohorts.

...then we see...

This will ensure formative assessments are properly aligned to tasks, have varying levels of complexity, are accessibility to English Learners and Diverse Learners, and reflect the key shifts of the common core, in turn providing a more comprehensive picture of student learning so that teachers can more effectively plan instructional next steps.

...which leads to...

Measurable outcomes tied to this strategy will include an overall increase in student Attainment on NWEA Literacy from the 60th percentile to the 70th; an increase in the number of students demonstrating proficiency on the TRC/DIBELS assessment for grades K-2; a higher school-wide average rating of proficient/ distinguished in REACH Domain 1: components 1c, 1e and Domain 3: components 3d; a rating of 'Very Strong' for 'Ambitious Instruction' on the 5Essentials Survey; and an increase in student performance on PARCC tasks.

Tags: Formative assessment, Instruction planning, Collaborative teachers, DI modifications

Area(s) of focus: 1, 2, 3, 4

Action step	Responsible	Timeframe	Evidence for status	Status
Teachers grades K-8 will be trained to apply a formal collaborative protocol to effectively engage in an on-going review of formative assessments and student work samples at grade level team and subject cohort meetings. Initial training will take place in August during staff development week.	All K-8 teachers	Aug 29, 2016 to Nov 18, 2016	(Blank)	Not started

Formative assessment, Data review protocol, Collaborative review, Teacher pd

Teachers grades K-8 will participate in on-going professional development during semester 1 and Q3 on designing formative/ summative assessment and how to firmly align them to standards (i.e. Common Core, NGSS, WIDA).	ILT	Aug 29, 2016 to Apr 28, 2017	(Blank)	Behind
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Teacher pd, Designing assessments

Grades K-8 will administer the Fountas & Pinnel diagnostic screener at the onset of each school year to assess the reading levels of students to better inform targeted student groupings and instructional next steps.	Administration, grades K-4 teachers	Sep 6, 2016 to Sep 30, 2016	(Blank)	Behind
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Diagnsotic assessment

Strategy 4

If we do...

...then we see...

...which leads to...

Holden will design in-house professional learning structures that will engage teachers and staff in on-going and differentiated learning opportunities with emphasis on mentoring, coaching and formal peer observation cycles.	Through this multifaceted approach, teachers and staff will receive targeted collegial support and engage in learning experiences that will enhance content knowledge and pedagogical skills to more positively impact student learning through high quality instruction.	Measurable outcomes tied to this strategy will include an overall increase in student Attainment on NWEA Literacy from the 60th percentile to the 70th; an increase in the number of students demonstrating proficiency on the TRC/DIBELS assessment for grades K-2; a higher school-wide average rating of proficient/ distinguished in REACH Domain 1 and Domain 4: components 4d; a rating of 'Very Strong' for 'Collaborative Teachers' and 'Professional Development' on the 5Essentials Survey; and an increase in student performance on PARCC tasks.
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Tags: Professional Learning, Instructional Coaching, Rigorous tasks, Peer observation, Mentoring

Area(s) of focus: 4, 2

Action step	Responsible	Timeframe	Evidence for status	Status
Teachers grades K-8 will participate in quarterly cycles of peer observation by grade band and subject cohort with emphasis on specific areas of focus for each cycle.	Administration, ILT, grade level teams, subject cohorts.	Oct 3, 2016 to May 26, 2017	(Blank)	Behind

Cycles of learning, Peer observation

Allocate funds for substitute coverage to ensure the availability of teachers to participate in quarterly peer observation cycles and other professional development opportunities provided through the District.	Administartion	Jul 1, 2016 to Oct 28, 2016	(Blank)	Behind
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Budget, Peer observation, Teacher pd

The ILT will create a schedule for monthly Learning Walks to gauge the alignment and quality of instructional practices across grade levels and to provide teachers feedback that will support the development of effective instruction centered around areas of focus.

ILT

Oct 17, 2016 to May 19, 2017

(Blank)

Behind

ILT, Instructional practices, Learning walks, Schoolwide assessment

Allocate funds to secure Math & Literacy consultants through the Erikson Institute to provide K-8 teachers and teacher leads weekly coaching/ feedback and training around developing effective practices that support rigorous instruction.

Administration

Jul 1, 2016 to May 26, 2017

(Blank)

Behind

Budget, Teacher pd, Coaching support, Rigorous instruction

Allocate funds for K-4 literacy lead teachers to attend an SY17 Reading & Writing Project's intensive week long summer institute in preparation for implementation of the Lucy Calkins literacy curriculum.

Administration, K-4 Literacy Leads

Jul 4, 2016 to Aug 26, 2016

(Blank)

Behind

Literacy, Teacher pd

Strategy 5

If we do...

Holden will establish new external partnerships with parent organizations and create internal structures to further support parent engagement and development.

...then we see...

The result of these efforts will 1) increase the number of parent volunteers and leaders at the school level, 2) offer a more informal and more regular forum for parents to communicate directly with administration and teachers, and 3) develop parent capacity to support their children in their education.

...which leads to...

A rating of 'Very Strong' on the 5Essentials Survey for 'Involved Families'; a higher school-wide average rating of proficient/ distinguished in REACH Domain 4: components 4c.

Tags:

ESL, Parent engagement, Pto, Principal's cafe, Parent forum

Area(s) of focus:

5

Action step

Responsible

Timeframe

Evidence for status

Status

Administration will recruit parent and teacher leaders to initiate the formation of a Holden PTO.

Administration, PAC, BAC, LSC, teacher leaders.

Nov 14, 2016 to Jun 2, 2017

(Blank)

Behind

Parent engagement, Pto

Explore and for partnership with community organization to provide ESL courses to non-English speaking parents at Holden School.

Administration, BAC, PAC, LSC chairpersons.

Nov 14, 2016 to Jun 1, 2018

(Blank)

Behind

ESL, Parent engagement, Parent development

The principal will host monthly parent forums (Principal's Cafe) as a means to create opportunities for parents to participate in decision making and voice questions concerns.

Principal, PAC, BAC, LSC chairs.

select

(Blank)

Behind

Parent engagement, Parent forum

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✚ Convene grade K-4 literacy teams and 3-5 math teams to initiate and complete the development of school-wide scope & sequences. Tags: English Learners, Literacy, Writing, Curriculum maps, Scope and sequence, Common core state standards, Integration, Special education, Social studies integration, Math, Literacy, Scope and sequence, Curriculum mapping</p>	Principal, K-4 and 3-5 math teachers, Literacy Consultant, Special Education Teachers, Bilingual Coordinator	May 17, 2016	Aug 26, 2016	Behind
<p>✚ Create quarterly planning time for grade level/band team members to review and adjust scope and sequences & curriculum maps (and ensuring the incorporation of the core disciplines of writing and social studies into literacy). Tags: English Learners, Literacy, Writing, Curriculum maps, Scope and sequence, Common core state standards, Integration, Special education, Social studies integration, Curriculum planning, Quaterly review</p>	Administration, ILT, grade band teams	Nov 1, 2016	Jun 2, 2017	Behind
<p>✚ Grade band teams will conduct an annual review of the SY17 scope and sequences to determine what necessary adjustments need to be made based on reflection of instruction and available resources. Tags: English Learners, Literacy, Writing, Curriculum maps, Scope and sequence, Common core state standards, Integration, Special education, Social studies integration, Annual review, Curriculum review</p>	Principal, K-4 and 3-5 math teachers, Literacy Consultant, Special Education Teachers, Bilingual Coordinator, ILT	May 31, 2017	Jun 16, 2017	Behind
<p>✚ Implement a 5 week review cycle for special education and general education teachers to collaborate and ensure that goals in Individualized Education Program (IEP) for each eligible child with disability aligns with the State's academic content standards for the grade in which that student is enrolled. Tags: English Learners, Literacy, Writing, Curriculum maps, Scope and sequence, Common core state standards, Integration, Special education, Social studies integration, Iep, Special education, Common core alignment</p>	Grade band teacher teams K-2 and 3-4, Special Education Teachers, Case Manager	Oct 5, 2016	May 31, 2017	Behind
<p>✚ Holden will expand the reach of the Facing History social science/ SEL curriculum to include grades 5-8 literacy and fine art teachers. This core group of teachers will attend training on cross curricular unit integration during semester 1 of SY17 in preparation for (and support of) implementation. Tags: English Learners, Literacy, Writing, Curriculum maps, Scope and sequence, Common core state standards, Integration, Special education, Social studies integration, Diverse Learners, Ngss, Wida, Iep, Common core alignment</p>	All teachers grades 5-8, special education teachers, art and music teachers.	Aug 1, 2016	Dec 16, 2016	Behind
<p>✚ Consult with OLCE and Network EL ISLs to review options for establishing a formal TBE curriculum to support English Learners through both ESL and native language support. Tags: English Learners, Literacy, Writing, Curriculum maps, Scope and sequence, Common core state standards, Integration, Special education, Social studies integration, Bilingual tbe, Program design</p>	Administration, Bilingual Coordinator.	Nov 14, 2016	Aug 25, 2017	Behind

District priority and action step	Responsible	Start	End	Status
<p>✦ All K-4 literacy classrooms will be structured to incorporate the Balanced Literacy model with emphasis on Guided Reading practices, small group instruction, and the integration of writing into the literacy curriculum through the adoption of the new Lucy Calkins curriculum.</p> <p>Tags: Science, Rigorous tasks, Literacy, Instructional planning, Common core state standards, Mathematics, Balanced literacy, Guided reading</p>	Teachers grades K-4, administration, Literacy coaches	Sep 6, 2016	Jun 16, 2017	Behind
<p>✦ K-8 Grade Level teams/ subject cohorts will meet monthly to develop unique Performance Tasks aligned to units per the scope and sequence of the curriculum.</p> <p>Tags: Science, Rigorous tasks, Literacy, Instructional planning, Common core state standards, Mathematics, Performance tasks</p>	Teachers grades K-8, grade level teams, subject cohorts, teacher leads	Oct 10, 2016	May 12, 2017	Behind
<p>✦ The ILT will convene to review the Common Core Speaking & Listening standards for grades K-8 and establish school wide expectations/ criteria to increase frequency and level of classroom based student-to-student discourse.</p> <p>Tags: Science, Rigorous tasks, Literacy, Instructional planning, Common core state standards, Mathematics, ILT, Ccss speaking & listening, Student discourse</p>	ILT, Subject Cohorts	Sep 6, 2016	Nov 11, 2016	Behind
<p>✦ Use Math Talks as a the basis for developing a mode of operating among teachers to be able to effectively deliver math instruction with emphasis on learning discussions and systematic analysis of concepts.</p> <p>Tags: Science, Rigorous tasks, Literacy, Instructional planning, Common core state standards, Mathematics, Math talks, Teacher training</p>	Administration, math teacher leads, Erikson math coach	Nov 11, 2016	Jun 16, 2017	Behind
<p>✦ Collaborate with local universities to recruit student candidates pursuing teaching degrees in mathematics to secure an additional Algebra certified teacher to offer Algebra I for high school credit.</p> <p>Tags: Science, Rigorous tasks, Literacy, Instructional planning, Common core state standards, Mathematics, Algebra, Recruitment</p>	Administration, Middle School math team lead, ILT	Jul 1, 2016	Jun 16, 2017	Behind
<p>✦ Allocate funds to expand collection of mentor texts used to model exemplars for writing. The ILT will subsequently convene to research and identify mentor text sets for each grade K-8.</p> <p>Tags: Science, Rigorous tasks, Literacy, Instructional planning, Common core state standards, Mathematics, Literacy, Mentor texts, Instructional resources</p>	Administration, ILT	Nov 14, 2016	Apr 28, 2017	Behind
<p>✦ Teachers grades K-8 will be trained to apply a formal collaborative protocol to effectively engage in an on-going review of formative assessments and student work samples at grade level team and subject cohort meetings. Initial training will take place in August during staff development week.</p> <p>Tags: Formative assessment, Instruction planning, Collaborative teachers, DI modifications, Formative assessment, Data review protocol, Collaborative review, Teacher pd</p>	All K-8 teachers	Aug 29, 2016	Nov 18, 2016	Not started
<p>✦ Teachers grades K-8 will participate in on-going professional development during semester 1 and Q3 on designing formative/ summative assessment and how to firmly align them to standards (i.e. Common Core, NGSS, WIDA).</p> <p>Tags: Formative assessment, Instruction planning, Collaborative teachers, DI modifications, Teacher pd, Designing assessments</p>	ILT	Aug 29, 2016	Apr 28, 2017	Behind
<p>✦ Grades K-8 will administer the Fountas & Pinnel diagnostic screener at the onset of each school year to assess the reading levels of students to better inform targeted student groupings and instructional next steps.</p> <p>Tags: Formative assessment, Instruction planning, Collaborative teachers, DI modifications, Diagnostic assessment</p>	Administration, grades K-4 teachers	Sep 6, 2016	Sep 30, 2016	Behind
<p>✦ Teachers grades K-8 will participate in quarterly cycles of peer observation by grade band and subject cohort with emphasis on specific areas of focus for each cycle.</p> <p>Tags: Professional Learning, Instructional Coaching, Rigorous tasks, Peer observation, Mentoring, Cycles of learning, Peer observation</p>	Administration, ILT, grade level teams, subject cohorts.	Oct 3, 2016	May 26, 2017	Behind

District priority and action step	Responsible	Start	End	Status
<p>✚ Allocate funds for substitute coverage to ensure the availability of teachers to participate in quarterly peer observation cycles and other professional development opportunities provided through the District.</p> <p>Tags: Professional Learning, Instructional Coaching, Rigorous tasks, Peer observation, Mentoring, Budget, Peer observation, Teacher pd</p>	Administration	Jul 1, 2016	Oct 28, 2016	Behind
<p>✚ The ILT will create a schedule for monthly Learning Walks to gauge the alignment and quality of instructional practices across grade levels and to provide teachers feedback that will support the development of effective instruction centered around areas of focus.</p> <p>Tags: Professional Learning, Instructional Coaching, Rigorous tasks, Peer observation, Mentoring, ILT, Instructional practices, Learning walks, Schoolwide assessment</p>	ILT	Oct 17, 2016	May 19, 2017	Behind
<p>✚ Allocate funds to secure Math & Literacy consultants through the Erikson Institute to provide K-8 teachers and teacher leads weekly coaching/ feedback and training around developing effective practices that support rigorous instruction.</p> <p>Tags: Professional Learning, Instructional Coaching, Rigorous tasks, Peer observation, Mentoring, Budget, Teacher pd, Coaching support, Rigorous instruction</p>	Administration	Jul 1, 2016	May 26, 2017	Behind
<p>✚ Allocate funds for K-4 literacy lead teachers to attend an SY17 Reading & Writing Project's intensive week long summer institute in preparation for implementation of the Lucy Calkins literacy curriculum.</p> <p>Tags: Professional Learning, Instructional Coaching, Rigorous tasks, Peer observation, Mentoring, Literacy, Teacher pd</p>	Administration, K-4 Literacy Leads	Jul 4, 2016	Aug 26, 2016	Behind
<p>✚ Administration will recruit parent and teacher leaders to initiate the formation of a Holden PTO.</p> <p>Tags: Esl, Parent engagement, Pto, Principal's cafe, Parent forum, Parent engagement, Pto</p>	Administration, PAC, BAC, LSC, teacher leaders.	Nov 14, 2016	Jun 2, 2017	Behind
<p>✚ Explore and for partnership with community organization to provide ESL courses to non-English speaking parents at Holden School.</p> <p>Tags: Esl, Parent engagement, Pto, Principal's cafe, Parent forum, Esl, Parent engagement, Parent development</p>	Administration, BAC, PAC, LSC chairpersons.	Nov 14, 2016	Jun 1, 2018	Behind
<p>✚ The principal will host monthly parent forums (Principal's Cafe) as a means to create opportunities for parents to participate in decision making and voice questions concerns.</p> <p>Tags: Esl, Parent engagement, Pto, Principal's cafe, Parent forum, Parent engagement, Parent forum</p>	Principal, PAC, BAC, LSC chairs.			Behind

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

By checking the above box, the school is verifying that the attendance center complies with the statement regarding the use of SGSA funds:

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of these students attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the Illinois state board of education.
5. SGSA Funds supplement and do not supplant non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

NCLB Program

NCLB Schoolwide Program

(Not available to schools receiving NCLB funds for the first time) [Title 1/SW].

The school annually reviews the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand.

- NCLB Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.
- Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

No Child Left Behind (NCLB), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the NCLB reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent Plan

Parent Involvement Policy

Complete

Schools must involve parents in the joint development and periodic review and revision of the NCLB, Title I school parental involvement plan and policy, and in the process of school review and improvement. Please describe how this will be accomplished.

Holden's Parent Advisory Council (PAC) will identify our current NCLB Title I School Parent Involvement Plan and Policy. It will then be evaluated for its effectiveness. Improvements will be made where needed. Should there be a concern about the NCLB Title I School Parental Involvement Plan and Policy, Holden will address and resolve it through consultation with the PAC and the Chicago Public School system. Holden School will strive to ensure that every parent be fully included in all program opportunities regardless of the language proficiency, disability, or migration of our children. We will communicate with parents in their native language via interpreters, translations of written materials sent home (i.e. Parent Handbook, Newsletters, etc.), "robo-calls" to parents in their native languages, and the translation tool provided on Holden School's website.

The school will hold an annual meeting at a time convenient to parents during the first month of school to inform them of the school's participation in NCLB, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental involvement meetings, including school PAC meetings, at different times and will invite all parents of children participating in the NCLB, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

Parents will show their support of the Parent Advisory Council (PAC), the Bilingual Advisory Council (BAC), and the Local School Council (LSC) by joining and attending monthly meetings. September 29th is the date for the Annual and Organizational meetings for the 2016-17 school year. Holden's PAC will identify current NCLB, Title I School Parental Involvement Plan and Policy. Prior to these meetings, written notifications are disseminated, inviting and encouraging parents to attend. These notifications are translated into the native languages of the parents. Signs, also in each identified native language, are posted throughout the school as an additional reminder of upcoming parent meetings and events. Information regarding upcoming parent meetings is posted on Holden School's website under the Parent tab. The goals of all our meetings are to increase parent capacity around educational initiatives that will support student achievement.

Schools will provide parents information in a timely manner about its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Please describe how this will be accomplished.

During the opening month of the 2016-2017 school year, the PAC and the principal will provide parents with an orientation outlining the school's CIWP priorities that will drive the curriculum for the year. At this session, parents will also be provided an outline of the curriculum at each grade band and a review of current and new assessments that students will be taking (i.e. NWEA, PARCC, TRC/DIBELS, CPS Benchmark). Information pertaining to priorities and assessments will be uploaded to the schools website where it can be easily accessible throughout the year for review. All parents of 3rd, 6th, and 8th grade students will receive and must return signed acknowledgement of the CPS promotion policy. When possible, this policy is provided in the home language. In addition, all parents receive 5 week progress reports and quarterly report cards, in their native language, when necessary, in an effort to keep parents informed of their child's progress. Parents are required to pick-up report cards for the 1st and 3rd quarters, allowing for face to face conferencing with the children's teachers. Parents are also encouraged to access Parent Portal which serves as a ready source of their child's academic progress. If assistance is required with accessing Parent Portal, staff will provide the necessary support to parents through workshops or one-on-one assistance. Statistical information about the school's academic performance is available to parents through Holden School's website. School performance reports regarding the school's academic status are disseminated at the 3rd quarter report card pick-up and sent home to those who do not attend.

At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

Parents will support the Parent Advisory Council (PAC), the Bilingual Advisory Council (BAC), and the Local School Council (LSC) by joining and attending monthly meetings. In addition to these formal meetings, the principal will host a monthly Principal's Cafe at which time parents in attendance can informally engage in discourse with the principal directly and voice their concerns and/or suggestions. Any concerns or suggestions raised will be brought to the immediate attention of the appropriate team/ committee for further discussion, analysis and identification of appropriate next steps to resolve the matter. Responses to concerns/ suggestions will be documented and shared at future meetings with feedback or updates provided to the initiating or inquiring parties. If the suggestion or resolution of an issue impacts a broad stakeholder base, formal written communication will be drafted and disseminated by the principal.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

Student performance results on State assessments for PARCC will be distributed to all parents within five days of becoming available to the school. District assessment performance reports for NWEA will be distributed to parents at the beginning middle and end of the school year so that they can track their child's growth and progress towards their annual goals.

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

All Holden teachers maintain the required credentials to be in their assigned positions. In such a case whereas a teacher is deemed to not be "highly qualified" as defined in the Title I Final Regulations, for at least four consecutive weeks, the school will inform parents of affected students through written notification, which will be presented to parents in their native language(s) and other appropriate formats. In addition, members of the administration will be available to respond to parent questions that arise. All responses and communication will include a action steps and a timeline for corrective action.

Schools will assist parents of participating NCLB Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

In an effort for parents and educators to work together, it is important that the parents have full understanding of the expectations Holden has for its students' academic and social emotional achievement. Holden will make it a point to raise awareness of the Common Core standards and various school, district and state assessments. There will be multiple opportunities for parents to be exposed to such information beginning with Holden's Annual Open House, monthly PAC/ BAC meetings, the annual State of the School Address and through parent workshops facilitated by teachers. This information will also be communicated to the parents and the community through progress reports, report cards, newsletters, teacher notes, community publications, meetings, and on our website. Monthly calendars will be posted on our website to keep parents aware of important events and assessments taking place throughout the year. In addition, we will continue to provide a parent workshop to introduce parents to Parent Portal so that parents' understand how to continually monitor their child's progress in between five week benchmark cycles. Holden will also make parents aware of any Chicago and/or regional conferences on improving the success of students. Holden will provide targeted parent trainings and offer valuable resources that they can utilize to help increase their child's performance in literacy, math and science.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

In order to ensure Holden students meet the expectations of the Common Core standards and are successful on all state and district assessments, Holden will continue to provide parent training and offer valuable resources that will assist them in supporting their children's academic and social development. These resources will enable them to assist their children in increasing literacy, providing extra assistance with homework, and also assistance in learning how to communicate and collaborate more effectively with the school. Holden's PAC will continue to provide parents with useful information and activities to help support learning at home through the use of, and resources, made available in Holden's Parent Resource Room. Parents are regularly encouraged to utilize the Parent Resource Room where various instructional materials and manipulative can be borrowed and used as enrichment resources at home. In addition to these tangible materials, parents will continue to receive parent training in various educational areas on a monthly basis at each PAC meeting. As a Fine Arts and Technology Magnet Cluster School, we hope to expand and develop additional art and technology parent/student affiliations. We will continue to encourage parents to participate in Magnet Cluster Art and Technology School sponsored activities and to share their new learning and experiences with their children.

Schools will educate all staff in the value and utility of contributions by parents and in how to reach out to, communicate and work with, parents as equal partners in the education of their children and in how to implement and coordinate parent programs and build ties with parents. Please describe how this will be accomplished.

Holden has a home/school connection protocol that requires teachers and staff to conduct regular parent outreach around specific criteria related to grades, attendance and discipline. At the start of each school year, professional development is provided to all staff on the components of the parent communication protocol and on how to successfully communicate with parents throughout the year in an effort to strengthen collaboration and support student learning and social development. Holden also will continue to plan and host quarterly family nights centered around core subjects and the fine arts and technology. Through established and new partnerships with local agencies and museums, Holden will engage parents in workshops and field trips that will build parent capacity and strengthen ties with the school and staff. Plans to recruit and increase the number of parent volunteers will continue as well, with the goal being to have two parent volunteers supporting each grade band consistently throughout the year.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents in more fully participating in their children's education. Please describe how this will be accomplished.

Parents are encouraged to participate in various programs sponsored by our PAC, and BAC as well as events sponsored in conjunction with Holden's community partners (Chicago Park District, WITS, BP, Chicago Police Department, Chicago Jazz Philharmonic, Lyric Opera House, Communities In Schools, etc.). These programs include topics on social and emotional health, career awareness, violence prevention, health education, safety education, life skills, academic enrichment, sports and physical activity, parenting skills, fine arts, etc.

Schools will ensure that information related to the school and parent programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

Holden School will ensure that all program opportunities are inclusive and accommodating of all parents and guests regardless of language proficiency, disability, or migration of our children. Holden will provide information to parents of participating students in understandable language(s) and appropriate formats. Holden will communicate with parents in their native language via school based interpreters, translations of written materials sent home, the school's website which is available in multiple languages, and "robo-calls" which will alert parents, students, and community of all upcoming events scheduled at Holden School.

Policy Implementation Activities

- The LSC will approve the school improvement plan and monitor the CIWP.
- In the CIWP, the school identifies current parental involvement practices and outlines activities related to expanding parent partnership programs.
- The school will coordinate the parent involvement programs identified in the CIWP.
- The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.

Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)

All boxes have been checked.

Parent Compact

Complete

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

Holden School is committed to providing a sound educational foundation rooted in academics and social emotional learning for all students that incorporates inclusive practices, advanced curricular opportunities and the teaching of fine arts and technology. Through on-going home/school collaboration, high expectations, and hard work, we strive to ensure all Holden students achieve their full potential enabling them to access continuing education, a successful career, and positively contribute to society. Holden is committed to ensuring that every student reaches his/her maximum potential by incorporating the expertise of the faculty, staff, and administration while integrating fine arts and technology into the core subject areas. Holden will also ensure that all students have access to the general education curriculum and are prepared to experience success in their future academic and creative endeavors.

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

Parent-teacher conferences will be held on CPS report card pick-up dates (at the end of the first and third quarters - dates TBD), during annual IEP meetings (dates vary by individual student), and at any time a parent or teacher should request a conference. Select parent conferences will also occur for parents of students who exhibit chronic truancy and absenteeism. In such cases, administration, teachers and parents will come together to conference and develop an attendance action plan. Additional parent conferencing will be conducted by teachers and administration per the school's Parent Communication Protocol and Discipline Referral Protocol on an as-need basis.

The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents.

Parents will receive report cards at the close of each quarter (every 10 weeks). The school will also generate and distribute progress reports (every 5 weeks in between quarters). All readily available state and district assessment results (PARCC, NWEA, TRC/DIBELS) taking place at the beginning, middle and end of the year will be distributed to parents as well. As an added layer of communication of student performance, Holden will provide the opportunity for training so parents learn how to access CPS Parent Portal to monitor their child's grades with greater frequency and convenience. Additional reports will include: preliminary promotion reports for students not meeting promotion criteria, quarterly OFF-Track reports, and quarterly attendance reports.

The school will provide parents access to staff. Describe when, where and how staff will be available for consultations with parents.

Staff will be available for consultation with parents in the morning before school begins, at the end of the school day, and as needed through appointments scheduled with the main office in advance at a mutually agreed upon time by both parties. Parents also have access to all staff emails through the school website to be able to conveniently communicate directly with teachers as needed.

The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents may volunteer, participate, and observe classroom activities.

Parents are permitted to volunteer in classrooms according to the guidelines set by the CPS Volunteer Policy. Holden administration openly advertises and encourages volunteering among parents and uses current volunteers to recruit others. The school website provides parents with detailed information on how to become a volunteer and provides quick link access to the application. Parents are always invited and encouraged to participate in school activities through the Holden LSC, PAC, and Bilingual committees, school written communication/ flyers. Teachers conduct outreach at various points throughout the year to involve parents as chaperons for field trips and other school outings. Parents will also be encouraged to participate with their children in all special events nights at the school such as Literacy Night, Math and Science Night, Fine Arts and Technology Night, and any other school-wide event that will be planned throughout the year.

The parents will support their children's learning. Describe how the parents will assist learning (i.e. monitoring attendance, homework completion).

Holden will work to build parent capacity to be able to effectively monitor and assist in their child's learning by 1) ensuring their child maintains a minimum attendance rate of 96% or above for the school year, 2) reviewing homework agendas on a daily basis, providing an appropriate space at home that is conducive to studying, 3) reviewing all assessment results provided by the school and having discussions with their children regarding their performance, 4) setting aside time in their busy schedules to attend school related meetings, attend field trips as chaperones, and participating in extracurricular educational excursions to local museums with their children, and 5) registering on the CPS Parent Portal to have immediate access to their child's grades.

Parents will also be encouraged to participate with their children in any and all special event nights at the school such as Literacy Night, Math & Science Night, Fine Arts and Technology Night, and any other school-wide event that will take place throughout the year. Lastly, parents will be encouraged to visit the new Parent Resource Room located at the school and made available to all parents so that they have direct access to technology, educational literature and instructional resources for check out to better support their child's learning.

The parents will participate in decisions relating to the education of their children. Describe when, where and how parents will consult with the school.

Parent attendance at various school committee meetings (LSC, PAC, BAC, Principal's Cafe) is openly advertised and encouraged to keep parents informed and to give them a forum to take part in the decision making process by sharing feedback and voicing questions and concerns. LSC, PAC, BAC, and Principal's Cafe meetings are held once each month per a set schedule. The school website serves as an additional medium to gather parent feedback through the posting of survey's and opinion polls. Administration has an open door policy and encourages parent voices to be heard. All parent requests to meet with administration or a teachers and staff are accommodated within a 24 hour turn-around time. Parent representatives are also recruited as members serving on the school's CIWP team, which meets quarterly each year to evaluate the status of CIWP action items to ensure progress towards goals. During Quarter 3 report card pick up, Holden will ensure that all parents that are in attendance for report card pick up take time to complete the 5Essentials Parent Survey to capture their perspectives, input and feedback.

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

Holden will ensure students maintain responsibility for their academic achievement through 1) beginning, middle, and end of the year goal setting conferences held by teachers with individual students, 2) the on-going review and sharing of progress monitoring data with students, 3) having students sign-in to CPS Student Portal weekly to monitor their grades in all core academic subject areas and to take appropriate next steps, 4) establishing promotions and incentives that motivate students to self-monitor their attendance, academic achievement, and development along the lines of the SEL standards.

Parent Budget

Complete

Goals: Indicate goals, timeline of activities and training topics that are designed to assist Parents with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental involvement; specify your goals.

Goals will be determined upon release of SY17 budget to ensure activities are feasible.

Allocate your Mandated Title 1 Parent Involvement Funds to support your Parent Involvement Program.

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 0 .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 582 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 400 .00

54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$	0	.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$	1500	.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$	800	.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$	0	.00
53510	Postage Must be used for parent involvement programs only.	\$	0	.00
53306	Software Must be educational and for parent use only.	\$	0	.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$	2000	.00