



Oliver Wendell Holmes Elementary School (/school-plans/215) / Plan summary

## 2016-2018 plan summary

### Team

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### Team meetings

Date	Participants	Topic
01/21/2016	All Teachers	CIWP Framework Review
03/10/2016	Classroom Teachers	CIWP Framework and Overall Process

04/29/2016	Internal CIWP Team	CIWP Process and Completion
05/02/2016	Internal CIWP Team	CIWP Finalize Draft for Completion
05/23/2016	Internal CIWP Team	Revise Draft for Completion

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

**Leadership & Collective Responsibility:**

Score

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.

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The vision of Holmes school, with the investment of our families and community, is to sustain a culture for learning that motivates students to excel academically and socially using rigorous differentiated, technology infused instruction in a safe and nurturing environment. Information is filtered through the use of various governing bodies. Build shared leadership structures through building teacher capacity via ILT and teacher facilitation of common planning time. Rallies are conducted to articulate vision and motivate students around vision and goals of schools. Parent meetings are held where information is disseminated and parent feedback is elicited to foster two way communication around vision and focus of school. Information is communicated to parents via parent newsletters, robo calls and in person meetings with administration. Clear expectations and consistent structures are communicated.

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

**Instructional Leadership Team:**

Score

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.

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The instructional leadership team meets monthly, as well as have adhoc meetings as necessary. Agendas are created for each meeting and followed. The instructional leadership team discusses school wide data (i.e. student work samples, classroom assessment data, district wide assessment data, walk-thru data analysis) on a regular basis. They participate in school wide walkthroughs and share the evidence with teacher teams. Based on Holme's score on the ILT rubric, we are developing, therefore, the ILT also participated in leadership training which has enabled them to support school wide decisions from a wider perspective of school impact.

**Guide for Instructional Leadership Team**

- **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"> <li>✓ ILT Effectiveness Rubric Score</li> <li>✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes)</li> <li>✓ Evidence that work of ILT has contributed to positive outcomes for students and staff</li> <li>✓ Teacher team agendas/minutes reflective of ILT focus</li> </ul>
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4d. Growing and Developing Professionally</a> <a href="#">4e. Demonstrating Professionalism</a>
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:**

Score

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.

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School's professional development plan is aligned to School Improvement Grant (SIG) and CIWP to achieve school-wide improvement. Teachers participate in weekly SIG collaborative planning facilitated by ILT teacher leaders. Teachers participate in bi-weekly SIG professional development facilitated by Principal and Lead Partner. Some professional development topics include data analysis, data driven instruction, MTSS, creating rigorous tasks and assessments, GRR, and Lesson Planning. Principal and Lead Partner observe teachers' instructional practice and provide feedback and coaching related to instructional strategies and initiatives. Professional Development evaluations are administered and collected from teachers to obtain feedback on the benefit(s) of the PD session and likelihood of PD transfer to classroom practice. Evidence of positive impact of PD on teacher practice is also gathered through implementation of our fidelity monitoring tool at the classroom, cluster group, and school-wide levels. We will observe improvement in teacher practice, as evidenced by improvement on the Framework for Teaching.

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

### 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

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Budget is fiscally sound and aligned to CIWP priorities, SIG Scope of Work and the mission of the school. Holmes has utilized outside funding to provide necessary supplemental human resources to purport school wide transformation. Schedules are designed to provide the highest level of impact on supporting instruction and/or instructional models and programs. School has been effective in retaining quality staff. From 2013-2016 the school has maintained a retention rate of 78% - out of a total of 18 teachers, 2 teachers have exited due to performance, one impacted by position closing and one requested a transfer. Holmes has been effective in developing successful external partnerships that have been focused on providing support to increase community and parent involvement. Working collaboratively with Holmes' Parent University, there has been a substantial increase in the amount of participation from week to week as evidenced by the attendance reflected on sign-in sheets. Holmes' Parent University has provided a welcoming atmosphere conducive to fostering "living room" dialogues and conversations as evidenced through the interior make over and frequent use of the room by community and parents utilizing our space for technological and conferencing needs.

## 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	<ul style="list-style-type: none"> <li>✓ Schedules</li> <li>✓ Teacher retention rates</li> <li>✓ Staff exit interviews/surveys (data on reasons for leaving school or district)</li> <li>✓ Candidate interview protocol documents</li> <li>✓ List of community-based organizations that partner with the school and description of services</li> <li>✓ Evidence of effectiveness of the services that community-based organizations provide</li> <li>✓ Budget analysis and CIWP</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">4a. Reflecting on Teaching &amp; Learning</a></li> <li><a href="#">4e. Demonstrating Professionalism</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>A3. Allocates Resources to Support Student Learning, Prioritizing Time</li> <li>B4. Hires and Retains Highly Effective Teachers</li> </ul>

**Curriculum:**

Score

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.

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All classroom instruction is aligned to Common Core State Standards. Holmes implements units of instruction that are vertically/horizontally aligned. Each unit of instruction are aligned to an intentionally mapped scope and sequence. Weekly and daily lesson plans are developed and paced according to Holmes' year-long curriculum map. Teachers use Quizlets (aligned to unit map) as formative assessments to determine if the students have an understanding of specific CCSS and benchmarks. These formative assessments also drive the instruction and allow the teachers to disaggregate student achievement data based on students' level of mastery of the benchmarks taught and assessed during a unit. Teachers share and enhance instruction through the use of technology. NWEA Learning Continuum goal strands are used to address deficits in learning. Teachers also use real world examples and problems to make learning come alive.

**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"> <li>✓ Curriculum maps, vertical/horizontal</li> <li>✓ Sequencing and pacing guides</li> <li>✓ Thematic units which cover multiple disciplines</li> <li>✓ Comprehensive unit plans including assessments</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">3a. Communicating with Students</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> <li><a href="#">1a. Demonstrating knowledge of content and pedagogy</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</li> </ul>

### Instructional Materials:

Score

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)

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The instructional materials utilized at Holmes are varied and of high quality. Classroom are equipped with leveled fiction and informational books. Teachers use various forms of technology including adaptive software in reading and math. In addition, teachers use multimedia, including videos, to present content and increase student engagement during lessons. Teachers utilize the NWEA Learning Continuum to create small grouping arrangements based on students' learning deficits. Teachers are continuing to develop their capacity to differentiate instruction for all students through professional development and implementation of differentiation strategies. To continue to increase students' interest and engagement in learning, in partnership with developing rigorous student tasks, teachers will provide more opportunities for student choice regarding their learning materials and tasks.

### 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"> <li>✓ Cross-section of materials from a variety of content areas and grade levels</li> <li>✓ Evidence of scaffolding and differentiation for all students to access the content/skills</li> <li>✓ Description of materials in curriculum and/or lesson plans</li> <li>✓ Presence of varied texts, supplementary media (e.g. videos)</li> </ul>
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
CPS Framework for Teaching	<a href="#">1.a. Demonstrating Knowledge of Content and Pedagogy</a> <a href="#">1.b. Demonstrating Knowledge of Students</a> <a href="#">1.c. Selecting Learning Objectives</a> <a href="#">1.d. Designing Coherent Instruction</a>
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

### Rigorous Student Tasks:

Score

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)

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School wide trends revealed that rigor is not evident in all classrooms as seen through walk-thru snap shots, student work samples, samples of student task, analysis of teacher created task and discourse. Students tasks are aligned to common core state standards. However, teachers are still challenged with delivering content that consistently engages students on more rigorous levels. Teachers use Webb's Depth of Knowledge when designing their instruction, however, we are still moving toward using levels 3 & 4 on a more consistent basis. Teachers are using the NWEA Learning Continuum goal strands to provide differentiated instruction through the use of remediation plans around student deficits, however, rigor isn't always evident while engaging in remedial instruction. What has been identified through an analysis of a cross section of student work and student group discussions, although rigor is inconsistently evident in the task, it is not evidenced in the student outcome.

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

### Transitions, College & Career Access & Persistence:

Score

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)

1 2 3 4

Holmes School hosts a high school fair annually. This allows students to get ready for their future and choose a high school that will gear them towards their career. We have a career day which allows different people with different careers to educate the students about their career. We also have a college explosion day which allows each class to research about a college of their choice and share their findings with other students by decorating their classroom door. Our 8th grade students research about different high schools weekly that will fit their criteria, goals, career choice and academics. Many of these services are provided by the school counselor and educators. Our 6th -8th grade students participate in High Schools tours to help them as they are deciding their desired career path to create goals both long and short term.

### Guide for Transitions, College & Career Access & Persistence

- **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 8<sup>th</sup> Grade Algebra to all eligible 8<sup>th</sup> 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"> <li>✓ Data on college visits and college fair information</li> <li>✓ Naviance Monthly Data</li> <li>✓ Scholarships earned</li> <li>✓ Artifacts, plans, or timelines related to successful transitions structures</li> <li>✓ To &amp; Through data</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ College Enrollment, Persistence, Drop Out, and Attendance Rates</li> <li>✓ Early College and Career Credentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>2b. <a href="#">Establishing a Culture for Learning</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</li> <li>C2. Builds a culture of high aspirations and achievement for every student.</li> </ul>

## 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

Students engage in instruction utilizing many different approaches to adapt to their learning styles. Instruction is given through an auditory, kinetic, and visual approach to allow all students a fair chance to succeed. Students are able to make connections using prior knowledge or field experience to gain understanding of instructional concepts. We focus on questioning that allow students to test their thinking and challenge their understanding. Technology is used for all subject areas. Students are engaged in the instructional strategy of gradual release of responsibility and interact with strategies specific to core instruction. Students are grouped according to learning levels and instruction is geared towards strengthening their deficits. All students receive small group instruction based on their level of need determined by the learning continuum and other formative data. Students are engaged in a learning cycle which includes instruction and reteaching plans. Teachers are engaged in a cycle that includes planning, teaching, assessing, analysis and reteaching.

## 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"> <li>✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions)</li> <li>✓ Informational observations, peer observations, learning walks</li> <li>✓ Lesson studies</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ REACH observation trends (de-identified)</li> </ul>
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	<a href="#">3a. Communicating with Students</a> <a href="#">3b. Using Questioning and Discussion Techniques</a> <a href="#">3c. Engaging Students in Learning</a> <a href="#">3d. Using Assessment in Instruction</a> <a href="#">3e. Demonstrating Flexibility and Responsiveness</a>
CPS Performance Standards for School Leaders	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

Holmes' MTSS team meets every three weeks ( meets with the ILT monthly) to ensure the high fidelity implementation of school-wide MTSS Cycles of Intervention and Monitoring. Holmes facilitates 5, 6-week cycles of MTSS. Daily MTSS Reading and Math Blocks utilize adaptive technology and blended learning supports for all students in Tiers 1-3. Teachers utilize multiple data points to monitor students' progress in K-8. Teachers progress monitor on a bi-weekly basis for student referred to Tier 2 and weekly for Tier 3. K-2 uses data from; iReady Reading/Math, CBMs for Letter Name fluency Letter Sound fluency (K-1), Reading Passage Fluency (2), Heggerty Phonemic Awareness Skill Assessment (K-2), and Quizlets. 3-8 uses data from; iReady Reading, Aleks Math, Study Island, Science4Us, teacher created assessments, and Quizlets. Personal learning plans (PLPs) are written, customized and set at a pace to address to meet each learners' individual needs. Teachers have created students' folders that highlights students' profiles that include strengths, needs and outlines an individualized path for each student to reach his or her goals.

The Dean of Students and the climate and culture team work with teachers to create and monitor behavior plans for students Tier 1- 3. The climate and culture team works with teachers, parents, and the related service providers to provide instructional strategies and SEL support. We have also partnered with external partners to provide individual and group counseling to students to address SEL needs. ARP is developing an MTSS program monitoring tool for evaluating the effectiveness of our MTSS program for implementation in the 2016-2017 school year.

### 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	✓ 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
Measures	✓ Evidence of On Track monitoring and supports
	✓ SQRP Attainment and Growth
	✓ Attendance Rates
Five Essentials	✓ Course success rates (e.g. grade distributions, pass/failure rates)
	Ambitious Instruction
	Collaborative Teachers
CPS Framework for Teaching	Supportive Environment
	<a href="#">1a. Demonstrating knowledge of content and pedagogy</a>
	<a href="#">1b. Demonstrating Knowledge of Students</a>
	<a href="#">1d. Designing Coherent Instruction</a>
	<a href="#">2d. Managing Student Behavior</a>
	<a href="#">3d. Using Assessment in Instruction</a>
CPS Performance Standards for School Leaders	<a href="#">3e. Demonstrating Flexibility and Responsiveness</a>
	<a href="#">4b. Maintaining Accurate Records</a>
	B3. MTSS Implemented Effectively in School

**Balanced Assessment & Grading:**

Score

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.

1 2 3 4

Holmes currently uses Common Core State Standard designed curriculum maps to engage students in learning through the use of formative assessments as a tool for progress monitoring; teachers design instruction to meet the content demand of the CCSS using the quizlets that are PARCC aligned, as an example of what learning tasks should look like. Quizlets are given based on our assessment calendar and are inclusive of data tracking analysis and reteaching plans. Our school has implemented a revised grading policy that is more closely aligned to student growth through use of a point system. This allows us to increase Holmes on track data. According to the five essentials, our teachers rated our ambitious instruction as a strong area. The use of formative assessments allow for more intentional efforts placed on individual student achievement. Although our students are performing well below national norms, data reveals that they are making incremental growth which helps us to see the impact of our instructional practices.

**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
Measures	✓ Grade distribution reports (course success rates)
	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	<a href="#">1c. Selecting Learning Objectives</a>
	<a href="#">1e. Designing Student Assessment</a>
	<a href="#">3d. Using Assessment in Instruction</a>
	<a href="#">4a. Reflecting on Teaching &amp; Learning</a>
CPS Performance Standards for School Leaders	<a href="#">4b. Maintaining Accurate Records</a>
	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

Teachers create learning goals (targets) for students. Learning targets are also created on an individual basis for small group instruction according to the NWEA learning continuum. Teachers set high expectations for students and students are rewarded for meeting and exceeding expectations in and out of the classroom. Students also engage in peer editing of each other's work to help promote high expectations, motivation, collaboration and peer to peer feedback. Students are also aware of their growth goals on district wide assessments and work to exceed those expectations, as well as setting goals to help them excel beyond their current academic level. SY13 school wide attendance was 86.2%, by the end of the SY15 it had trended upward to 94.3%. Although we have not reached 95%, our efforts are effective as evidenced in the increase. Our on-track rate has been consistently low. Holmes School's grading scale is higher than a 10 point scale, which increases the level of difficulty for our low performing students to feel successful, to this end, we have adjusted our grading policy to mirror the network's grading scale, which is based on a 10 point scale which our students (inclusive of all populations) are not seeing more success in the grades they are earning. Teachers are engaging in some training around collaborative conversations to help student engage in their learning through questions, discussions and conversations with peers. Looking at student work samples help to chart the course of teacher's personal professional development that will directly impact student achievement measured by the meeting the criteria for writing and engaging students in robust task and objectives.

## 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"> <li>✓ Sample of individual student learning goals from a cross-section of teachers</li> <li>✓ Also review student work evidence from Rigorous Student Tasks</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Ambitious Instruction</li> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<a href="#">2b. Establishing a Culture for Learning</a>
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

Student- Teacher relationships have improved based on rapport, developed bonds, increased interpersonal relationships, and the ownership of learning environment by students. Our last My School/My voice survey has indicated that teacher to teacher relationships is trending upward. This has been accomplished by meeting for common planning, and more commitment to professional development (they meet informally to discuss instruction-student trends). However, it also indicated that a significant percentage of teachers don't believe that there is a shared level of respect and trust between teachers and principal.

## 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	<ul style="list-style-type: none"> <li>✓ Five Essentials/My Voice, My School Survey</li> <li>✓ School Climate Standards Self-Assessment</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1b. Demonstrating Knowledge of Students</a></li> <li><a href="#">2a. Creating an Environment of Respect and Rapport</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>D2. Creates, develops and sustains relationships that result in active student engagement in the learning process</li> <li>E1. Creates a Culturally Responsiveness Climate</li> </ul>

### 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

At Holmes, we have mentoring and counseling services for students at all grade levels. This, along with SEL classroom lessons and tasks provide students with an opportunity to express their feelings in a safe and positive way. Through our partner, Family Focus and the 21st Century Community Learning grant, our after-school program offers a variety of after-school and weekend extra curricular activities. Students can choose between STEM, fitness, cheerleading, basketball, volleyball, dance, cooking, art, and/ or Girl Scouts through this program. Programs meet three times a week for 2-3 hours per session. 21st Century also provides out of the building field experiences for students based on the program in which they are enrolled. In the classroom, Through the use of technology, students have access to college preparatory curriculum and can align their search to their individual needs. During MTSS intervention group, students are met at their individual levels high, medium, and low. Student council will be re-implemented to address student engagement in decision making. student government and advocacy.

## 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"> <li>✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data)</li> <li>✓ Student interest surveys (and/or other avenue for student input)</li> <li>✓ Policies regarding student engagement in decision making</li> <li>✓ Student government or committee charter and responsibilities</li> <li>✓ MVMS Student Survey completion rates and results</li> </ul>
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	<a href="#">1b. Demonstrating Knowledge of Students</a> <a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">3c. Engaging Students in Learning</a>
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	<a href="#">Social Science 3.0</a> 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

Student safety and security is a priority at Holmes School. We understand that safety is one of the leading measures to success. We assure parents and students that we have safety procedures and documented safety protocols that are consistently followed to ensure the safety of all stakeholders of Holmes Elementary. All safety procedures are up to date and emergency plans are implemented with staff and students. Students practice evacuation drills, lockdown drills and natural disaster drills to prepare them for future emergency situations. We utilize CHAMPS proactive behavioral supports for hallways, classrooms, restrooms and the cafeteria which are posted strategically throughout the building. At minimum, 95% of the teaching staff are proficient in managing classroom procedures and students show evidence of familiarity of routines and classroom protocols. However, we have a lower percentage of teachers proficient in creating a culture for learning consistently. According to student's response, school is safe, however their transitions to and from school, they don't feel safe.

### 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	<ul style="list-style-type: none"> <li>✓ MVMS score – “Safety”</li> <li>✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?</li> <li>✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.</li> <li>✓ School Climate Standards Rubric/Assessment</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Supportive Environment score</li> <li>✓ My Voice, My School Survey “Safety” score</li> </ul>
Five Essentials	Supportive Environment
CPS Framework for Teaching	<a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">2c. Managing Classroom Procedures</a> <a href="#">2d. Managing Student Behavior</a>
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

### Restorative Approaches to Discipline:

Score

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.

1 2 3 4

Holmes Elementary School utilizes peace circles, restorative practices and positive incentives to minimize punitive consequences when addressing inappropriate student behavior. Multiple students have quoted that they feel welcomed and safe to share their thoughts in a safe environment, which affords the opportunity for students to self monitor and correct as evidenced in the student responses on MSMV survey. School wide CHAMPS is implemented to engage students in routines, procedures and clear expectations. The climate and culture team participate in walk -throughs and meet biweekly to address the culture of the school and provide professional development for the staff in an effort to address immediate areas of need or deficit. The climate and culture team, teachers, parents, and the related service providers collaborate to ensure students behavioral plans are practiced daily. To date we have reduced Groups 4-6 misconducts from previous years.

## 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 Evidence	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	<a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">2d. Managing Student Behavior</a> <a href="#">4c. Communicating with Families</a>
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:

Score

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.

1 2 3 4

Our school has a Family, Culture and Community Connector (and other staff and teachers) who provide assistance with school responses to students with excessive absences, tardies, home visits, and outreach to parents about student needs. Parents speaking languages other than English are provided with interpreters to facilitate meetings. Teachers and administration currently communicate with parents via parent portal, email, phone, and parent conferences, and school newsletters. Parents have attended meetings about the grading policies, grade level standards and school wide expectations. Parents/Community receive training and parent education through Holmes' Parent University. These trainings take place in the parent room where computers are available for community use. They are able to connect to Parent Portal. Our school has invited parents to engage them in celebrating student success in Open House, Family Academic Night, Multicultural Assembly, Winter Assembly, and an additional second quarter parent conference opportunity. External resources are also utilized to reinforce parent involvement and engagement. Holmes website is now operable and will be used to disseminate information and continue a strong home-school connection.

### 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)
Measures	✓ How does the school honor and reflect the diversity of families including language and culture?
	✓ Five Essentials Score – Involved Families
Five Essentials	Involved Families
CPS Framework for Teaching	<a href="#">2c. Managing Classroom Procedures</a>
CPS Performance Standards for School Leaders	<a href="#">4c. Communicating with Families</a>
	D1. Engages Families

## School Excellence Framework Priorities

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

Goals

Required metrics (Elementary)

18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
<b>National School Growth Percentile - Reading</b>				
The data from our Gains formative assessments support an increase in the number of students performing at 70% mastery on the CCSS aligned benchmarks, given that the majority of our students are achieving far below level, we should see increased growth as a result of the implementation of our instructional model.	52.00	5.00	50.00	60.00
<b>National School Growth Percentile - Math</b>				
The data from our Gains formative assessments support an increase in the number of students performing at 70% mastery on the CCSS aligned benchmarks, given that the majority of our students are achieving far below level, we should see increased growth as a result of the implementation of our instructional model.	52.00	48.00	58.00	68.00
<b>% of Students Meeting/Exceeding National Ave Growth Norms</b>				
The data from our Gains formative assessments support an increase in the number of students performing at 70% mastery on the CCSS aligned benchmarks, given that the majority of our students are achieving far below level, we should see increased growth as a result of the implementation of our instructional model.	64.80	(Blank)	80.00	90.00
<b>African-American Growth Percentile - Reading</b>				
The data from our Gains formative assessments support an increase in the number of students performing at 70% mastery on the CCSS aligned benchmarks, given that the majority of our students are achieving far below level, we should see increased growth as a result of the implementation of our instructional model.	52.00	8.00	50.00	60.00
<b>Hispanic Growth Percentile - Reading</b>				
DNA	(Blank)	(Blank)	0.00	0.00
<b>English Learner Growth Percentile - Reading</b>				
DNA	(Blank)	(Blank)	0.00	0.00
<b>Diverse Learner Growth Percentile - Reading</b>				
DNA	(Blank)	(Blank)	0.00	0.00

**African-American Growth Percentile - Math**

The data from our Gains formative assessments support an increase in the number of students performing at 70% mastery on the CCSS aligned benchmarks, given that the majority of our students are achieving far below level, we should see increased growth as a result of the implementation of our instructional model.

52.00    47.00    58.00    68.00

**Hispanic Growth Percentile - Math**

DNA

(Blank)    (Blank)    0.00    0.00

**English Learner Growth Percentile - Math**

DNA

(Blank)    (Blank)    0.00    0.00

**Diverse Learner Growth Percentile - Math**

DNA

(Blank)    (Blank)    0.00    0.00

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

The data from our Gains formative assessments support an increase in the number of students performing at 70% mastery on the CCSS aligned benchmarks, given that the majority of our students are achieving far below level, we should see increased attainment as a result of the implementation of our instructional model.

1.00    1.00    6.00    11.00

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

The data from our Gains formative assessments support an increase in the number of students performing at 70% mastery on the CCSS aligned benchmarks, given that the majority of our students are achieving far below level, we should see increased attainment as a result of the implementation of our instructional model.

1.00    4.00    9.00    14.00

**National School Attainment Percentile - Reading (Grade 2)**

The data from our Gains formative assessments should support an increase in the number of students performing at 70% mastery on the CCSS aligned benchmarks, given that the majority of our students are achieving far below level, we should see increased attainment as a result of the implementation of our instructional model.

20.00    3.00    8.00    13.00

**National School Attainment Percentile - Math (Grade 2)**

The data from our Gains formative assessments should support an increase in the number of students performing at 70% mastery on the CCSS aligned benchmarks, given that the majority of our students are achieving far below level, we should see increased attainment as a result of the implementation of our instructional model.

6.00    3.00    8.00    13.00

**% of Students Making Sufficient Annual Progress on ACCESS**

We currently have only 2 students who are administered the ACCESS test; one is a diverse learner and one is a general education student. With the strategies we are engaging in schoolwide, we are expecting students to score out of ACCESS.

(Blank)    (Blank)    50.00    50.00

**Average Daily Attendance Rate**

Our attendance has been trending upward from 2013 where Holmes was at 86.2% attendance. With the strategies and incentive plans in place and the efforts of the stakeholders, we are striving for 94.7%.

93.30    94.30    94.70    95.00

**My Voice, My School 5 Essentials Survey**

In SY13, Holmes school scored very weak in all areas. We have been consistently trending upward. In SY15, we scored moderately organized so we are aspiring to attain organized status.

(Blank)    (Blank)    (Blank)    (Blank)

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

Strategy 1

If we do...

...then we see...

...which leads to...

Increase the challenge and levels of cognitive engagement as evidenced by the creation of student tasks, formative assessments, rubrics; engaging students in deeper levels of reciprocal feedback as evidence through effective questioning

An increase in students' ability to transfer their thinking into performance as evidenced in student writing, discussion, understanding and ability to make connections, and greater academic and intellectual engagement across core content areas.

Students achieving and being able to engage consistently and successfully in higher levels of cognitive engagement based on the implementation of Webb's Depth of knowledge, as measured by students working in Levels 3 & 4

Tags:

Core Instruction, Diverse Learners, ELL, Common core state standards, Academic rigor

Area(s) of focus:

1, 2, 3

Action step

Responsible

Timeframe

Evidence for status

Status

To provide professional development on Webb's Depth of Knowledge and creating rigorous tasks using levels 3 & 4 inclusive of all learners (Domain 1 & 3 FFT)

Principal, ILT, LP

Jul 1, 2016 to Jun 30, 2017

Learning Cycles Plan, agendas for meetings, minutes for meetings, action plans

Not started

**Core Instruction, Diverse Learners, ELL, Common core state standards, Academic rigor**

Provide professional development and job embedded professional development on creating and using rubrics to assess student mastery of comprehension and critical thinking on Webb's Depth of Knowledge levels 3 & 4 inclusive of all learners (Domain 3 FFT)

Principal, ILT, LP

Jul 1, 2016 to Jun 30, 2017

Learning Cycles Plan, agendas for meetings, minutes for meetings, action plans,

Not started

**Core Instruction, Diverse Learners, ELL, Common core state standards, Academic rigor**

Provide professional development and job embedded professional development on writing to assess student mastery of comprehension and critical thinking on Webb's Depth of Knowledge levels 3 & 4 inclusive of all learners (Domain 3 FFT)

Principal, ILT, LP

Jul 1, 2016 to Jun 30, 2017

Learning Cycles Plan, agendas for meetings, minutes for meetings, action plans, student work samples

Not started

**Core Instruction, Diverse Learners, ELL, Common core state standards, Academic rigor**

Monitoring of the implementation of professional development components will occur through the use of specific monitoring trackers aligned to professional development content that will be completed during formal and informal observations and live coaching sessions, as well as through the monitoring of weekly lesson plans, submission of tasks, rubric checkpoints and evidence of scoring and reviewing student samples (Domains 1 and 3 FFT)

Principal, ILT, LP

Jul 1, 2016 to Jun 30, 2017

Lesson Plans, Student work samples, Student work displays, and observer's monitoring trackers

Not started

**Core Instruction, Diverse Learners, EIL, Common core state standards, Academic rigor**

Through the use of the school wide instructional strategy of GRR, we will see deeper levels of student engagement as evidenced as students are able to ask and answer more questions and press upon their thinking during the structuring component of we do stage (Stage 2). This will allow teachers to formally assess student's understanding of the thinking necessary to make the connections to the intended learning that is articulated in the objective before they move on to the sharing component of Stage 2; the use of the instructional strategy should highlight evidence of increased student cognition by the level of collaborative conversations (Stage 3) students engage in and the levels of peer questioning used during that engagement process; student work samples (Stage 4) should evidence the transfer of knowledge acquired and then applied to problem solving and academic performance. Differentiated instruction will be implemented through the continued use of small group instruction around students' learning deficits as determined by the learning continuum (rigor should be evident in this process as well).

Principal, ILT, LP, Teachers

Jul 1, 2016 to Jun 30, 2017

Lesson Plans, Student work samples, Student work displays, small group continuum learning plans and observer's monitoring trackers

Not started

**Core Instruction, Diverse Learners, Instruction, Instructional practices, EIL, Common core state standards, Academic rigor**

Strategy 2

If we do...

Continue to use balanced assessment systems which include MTSS and blended learning models such as web-based programming and text-based instructional methods for diagnosis,

...then we see...

The diverse needs of whole group, small group, and individualized instruction for all learning populations are met through the high fidelity implementation of the assessment cycle.

...which leads to...

An increase in student achievement, better grades, growth and attainment on district wide metrics. As a result, the assessment system is balanced appropriately between accountability

planning, re-teaching, collaborative analysis of student work, and progress monitoring.

and supportive learning, as we move towards increasing on-track school wide.

Tags:

Core Instruction, Diverse Learners, Assessment, ELL, Balanced grading and assessment, Common core state standards, Academic rigor, Allocations of funds for purchasing materials for instruction and professional development, Academic mtss

Area(s) of focus:

1, 2, 3

Action step	Responsible	Timeframe	Evidence for status	Status
Purchase web-based and text-based programs	Principal	Jul 1, 2016 to Jun 30, 2017	Purchase Orders/Requisitions	Not started
Purchase common assessments which will be used for formative assessment and progress monitoring	Principal	Jul 1, 2016 to Jun 30, 2017	Purchase Orders/Requisitions	Not started
Professional development will be provided on analyzing student work, creating and applying rubrics effectively.	Principal, ILT, LP	Jul 1, 2016 to Jun 30, 2017	Learning Cycles Plan, agendas for meetings, minutes for meetings, action plans, student work samples, monitoring tools	Not started
Monitor fidelity of implementation of each assessment cycle and assessment types (MTSS, web-based formative, etc.) at the classroom and school wide levels	Principal, ILT, LP	Jul 1, 2016 to Jun 30, 2017	Agendas for meetings, minutes for meetings, action plans,	Not started
Provide Professional Development related to demonstrating evidence of DOK : evidence of student thinking aligned to stated objective and task.	Principal, ILT, LP	Jul 1, 2016 to Jun 30, 2017	GRR Checklist and Walk through Tool	Not started



The use of the Data-Driven Instruction Tool helps teachers predict and compare students' performance on each item. It provides an opportunity for analysis of the most common wrong answer in order to determine misconceptions. It also provides an area for teachers to note next steps to help students with a specific skill which leads to the creation of re-teaching plans. Based on the Benchmarks that are embedded in the curriculum map, teachers will assess students' mastery of said benchmarks against 70% accuracy. Teachers can then use percentage of mastery to create specific re-teach plans for students who are performing below mastery. All benchmarks are accessed at least three times in the course of the academic year, which allow for increased opportunity to revisit and master the benchmark.

Principal, ILT, LP, Teachers

Jul 1, 2016 to Jun 30, 2017

Completed DDI forms, Student trackers and reteach plans

Not started

### Strategy 3

If we do...

Increase the leadership capacity of ILT members to lead school wide instructional initiatives through intentional leadership development sessions. Engage in ongoing inquiry on a monthly basis as a basis for improvement and monitoring of the effectiveness of our school wide initiatives and provide professional development institutes and modules.

...then we see...

High fidelity implementation of our focus strategies including; Balanced assessment and Depth and breadth of knowledge: Rigorous student tasks. Increased ILT proficiency as measured by the CPS ILT rubric.

...which leads to...


Shared leadership for improving teaching and learning, increase professional capacity, the sustainability of improvement initiatives, and increased student outcomes.


Tags:

Diverse Learners, Data Use, ILT, Leadership, Distributed leadership, Achievement


Area(s) of focus:

1, 2, 3

Action step 

Responsible 

Timeframe 

Evidence for status 

Status

Train the trainer Professional development will be provided on analyzing student work, creating and applying rubrics effectively,

Principal, LP, ILT

Jul 1, 2016 to Jun 30, 2017

Application of concepts of new information as evidenced in classrooms, Professional Development surveys, Completed LASW protocols.

Not started

Provide train the trainer professional development and job embedded professional development on creating and using rubrics to assess student mastery of comprehension and critical thinking on Webb's Depth of Knowledge levels 3 & 4 inclusive of all learners (Domain 3 FFT)

Principal, LP, ILT

Jul 1, 2016 to Jun 30, 2017

Self - Reflection Survey, Goal Setting Tool, GRR/DOK Tracker

Not started

Conduct quarterly gallery walks to share ideas, strategy and technique implementation to understand what constitutes high quality instruction.(Domain 4 FFT)	Principal, ILT, LP, Teacher Teams	Jul 1, 2016 to Jun 30, 2017	Focus Walk-through Tool, High Quality Instruction Checklist	Not started
Data (NWEA, PARCC formative and summative assessments, Gains assessments - web-based) will be analyzed and used to improve instructional practices and set goals to support critical thinking, problem solving and decision making at the end of each planning cycle.	Principal, ILT, LP, Teacher Teams	Jul 1, 2016 to Jun 30, 2017	Goal Setting Forms, Data Analysis Forms, Learning Continuum Tools, Cycle Plans, Web-based reports	Not started

#### Strategy 4

If we do...

Continue promoting a safe and nurturing school climate and learning environment and utilizing student incentives to help build/foster students' interest in their own learning to create intrinsic motivation to succeed and create a growth mindset.

...then we see...

An increase in students taking ownership of their learning and having a real desire to be present at school.

...which leads to...





An increase in student attendance to rates above 95% and student achievement as reflected in a reduction in grades below 60% and an increase in grades 70% and above.

Tags:

Attendance, Climate and Culture, Culture of learning, Student engagement, Grades, Social emotional learning

Area(s) of focus:

1, 2, 3

Action step 	Responsible 	Timeframe 	Evidence for status 	Status
Retain staff to monitor the attendance incentive program, make daily phone calls, conduct home visits, hold parent and/or student conferences, monitor daily attendance input, identify at-risk students and perform subsequent action planning.	Principal, Coordinator	Jul 1, 2016 to Jun 30, 2017	Attendance reports, Dashboard data, phone logs, home visit logs and school wide display boards	Not started
To implement school wide attendance incentive inclusive of students and teachers.	Principal, Coordinator, Culture and Climate Team	Jul 1, 2016 to Jun 30, 2017	Documented attendance plan	Not started

Retain Dean of Students to provide SEL supports, alternatives to suspension, implementation of restorative practices, oversee quality control of climate, engage in activities to promote positive culture for all stakeholders, provide support to tier II and tier III students. When discipline referrals are made to the Dean's Office, they are handled according to the school's progressive discipline structures while using Restorative Justice practices. The Dean of Students must take on leadership task inclusive of professional development related to culture and climate. The Dean is also responsible for supporting the intervention services for the school's most at-risk students, building positive and productive relationships with struggling students and leveraging those relationships to fully engage students in the learning environment. Supports mentoring students and instructs them how to develop behaviors and habits that will enable them to flourish in the school environment.

Principal, Dean of Students

Jul 1, 2016 to Jun 30, 2017

Dashboard Reports, Behavior Monitoring Reports, Verify, Parent logs, Student Conference logs, referral feedback, PD agendas

Not started

Retain Community Connector (FC3) to cultivate and nurture strategic community-school partnerships with residents, local institutions and community based businesses in the school's community (including local police district). Develop mutually beneficial relationships that remain consistent with the goals and mission of the school. Work with the Local School Council and the Parent Advisory Council as a bridge between the school and various sectors of the community; as an interpreter of the school to the community and vice versa; as a negotiator of win-win scenarios. Additionally, work with the school Principal and other administrators to develop a continuous needs assessment process to determine the social-emotional needs of youth who are entering the school (i.e. gang violence prevention, drug use prevention, etc.) Use community based relationships in prevention efforts. Open up opportunities for teachers, students and parents to partner with community groups and organizations in mutually beneficial activity and provide attendance services as the coordinator

Principal, FC3, Dean of Students

Jul 1, 2016 to Jun 30, 2017

Dashboard attendance reports, parent communication logs, community communication logs, parent meeting agendas, parent newsletters, parent/community participation sign in sheets.

Not started

## Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✦ To provide professional development on Webb's Depth of Knowledge and creating rigorous tasks using levels 3 &amp; 4 inclusive of all learners (Domain 1 &amp; 3 FFT)</p> <p>Tags: Core Instruction, Diverse Learners, Ell, Common core state standards, Academic rigor, Core Instruction, Diverse Learners, Ell, Common core state standards, Academic rigor</p>	Principal, ILT, LP	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ Provide professional development and job embedded professional development on creating and using rubrics to assess student mastery of comprehension and critical thinking on Webb's Depth of Knowledge levels 3 &amp; 4 inclusive of all learners (Domain 3 FFT)</p> <p>Tags: Core Instruction, Diverse Learners, Ell, Common core state standards, Academic rigor, Core Instruction, Diverse Learners, Ell, Common core state standards, Academic rigor</p>	Principal, ILT, LP	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ Provide professional development and job embedded professional development on writing to assess student mastery of comprehension and critical thinking on Webb's Depth of Knowledge levels 3 &amp; 4 inclusive of all learners (Domain 3 FFT)</p> <p>Tags: Core Instruction, Diverse Learners, Ell, Common core state standards, Academic rigor, Core Instruction, Diverse Learners, Ell, Common core state standards, Academic rigor</p>	Principal, ILT, LP	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ Monitoring of the implementation of professional development components will occur through the use of specific monitoring trackers aligned to professional development content that will be completed during formal and informal observations and live coaching sessions, as well as through the monitoring of weekly lesson plans, submission of tasks, rubric checkpoints and evidence of scoring and reviewing student samples (Domains 1 and 3 FFT)</p> <p>Tags: Core Instruction, Diverse Learners, Ell, Common core state standards, Academic rigor, Core Instruction, Diverse Learners, Ell, Common core state standards, Academic rigor</p>	Principal, ILT, LP	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ Through the use of the school wide instructional strategy of GRR, we will see deeper levels of student engagement as evidenced as students are able to ask and answer more questions and press upon their thinking during the structuring component of we do stage (Stage 2). This will allow teachers to formally assess student's understanding of the thinking necessary to make the connections to the intended learning that is articulated in the objective before they move on to the sharing component of Stage 2; the use of the instructional strategy should highlight evidence of increased student cognition by the level of collaborative conversations (Stage 3) students engage in and the levels of peer questioning used during that engagement process; student work samples (Stage 4) should evidence the transfer of knowledge acquired and then applied to problem solving and academic performance. Differentiated instruction will be implemented through the continued use of small group instruction around students' learning deficits as determined by the learning continuum (rigor should be evident in this process as well).</p> <p>Tags: Core Instruction, Diverse Learners, Ell, Common core state standards, Academic rigor, Core Instruction, Diverse Learners, Instruction, Instructional practices, Ell, Common core state standards, Academic rigor</p>	Principal, ILT, LP, Teachers	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ Purchase web-based and text-based programs</p> <p>Tags: Core Instruction, Diverse Learners, Assessment, Ell, Balanced grading and assessment, Common core state standards, Academic rigor, Allocations of funds for purchasing materials for instruction and professional development, Academic mtss</p>	Principal	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ Purchase common assessments which will be used for formative assessment and progress monitoring</p> <p>Tags: Core Instruction, Diverse Learners, Assessment, Ell, Balanced grading and assessment, Common core state standards, Academic rigor, Allocations of funds for purchasing materials for instruction and professional development, Academic mtss</p>	Principal	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ Professional development will be provided on analyzing student work, creating and applying rubrics effectively.</p> <p>Tags: Core Instruction, Diverse Learners, Assessment, Ell, Balanced grading and assessment, Common core state standards, Academic rigor, Allocations of funds for purchasing materials for instruction and professional development, Academic mtss</p>	Principal, ILT, LP	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ Monitor fidelity of implementation of each assessment cycle and assessment types (MTSS, web-based formative, etc.) at the classroom and school wide levels</p> <p>Tags: Core Instruction, Diverse Learners, Assessment, Ell, Balanced grading and assessment, Common core state standards, Academic rigor, Allocations of funds for purchasing materials for instruction and professional development, Academic mtss</p>	Principal, ILT, LP	Jul 1, 2016	Jun 30, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Provide Professional Development related to demonstrating evidence of DOK : evidence of student thinking aligned to stated objective and task.</p> <p>Tags: Core Instruction, Diverse Learners, Assessment, Ell, Balanced grading and assessment, Common core state standards, Academic rigor, Allocations of funds for purchasing materials for instruction and professional development, Academic mtss</p>	Principal, ILT, LP	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ The use of the Data-Driven Instruction Tool helps teachers predict and compare students' performance on each item. It provides an opportunity for analysis of the most common wrong answer in order to determine misconceptions. It also provides an area for teachers to note next steps to help students with a specific skill which leads to the creation of re-teaching plans. Based on the Benchmarks that are embedded in the curriculum map, teachers will assess students' mastery of said benchmarks against 70% accuracy. Teachers can then use percentage of mastery to create specific re-teach plans for students who are performing below mastery. All benchmarks are accessed at least three times in the course of the academic year, which allow for increased opportunity to revisit and master the benchmark.</p> <p>Tags: Core Instruction, Diverse Learners, Assessment, Ell, Balanced grading and assessment, Common core state standards, Academic rigor, Allocations of funds for purchasing materials for instruction and professional development, Academic mtss</p>	Principal, ILT, LP, Teachers	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ Train the trainer Professional development will be provided on analyzing student work, creating and applying rubrics effectively,</p> <p>Tags: Diverse Learners, Data Use, ILT, Leadership, Distributed leadership, Achievement</p>	Principal, LP, ILT	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ Provide train the trainer professional development and job embedded professional development on creating and using rubrics to assess student mastery of comprehension and critical thinking on Webb's Depth of Knowledge levels 3 &amp; 4 inclusive of all learners (Domain 3 FFT)</p> <p>Tags: Diverse Learners, Data Use, ILT, Leadership, Distributed leadership, Achievement</p>	Principal, LP, ILT	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ Conduct quarterly gallery walks to share ideas, strategy and technique implementation to understand what constitutes high quality instruction.(Domain 4 FFT)</p> <p>Tags: Diverse Learners, Data Use, ILT, Leadership, Distributed leadership, Achievement</p>	Principal, ILT, LP, Teacher Teams	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ Data (NWEA, PARCC formative and summative assessments, Gains assessments - web-based) will be analyzed and used to improve instructional practices and set goals to support critical thinking, problem solving and decision making at the end of each planning cycle.</p> <p>Tags: Diverse Learners, Data Use, ILT, Leadership, Distributed leadership, Achievement</p>	Principal, ILT, LP, Teacher Teams	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ Retain staff to monitor the attendance incentive program, make daily phone calls, conduct home visits, hold parent and/or student conferences, monitor daily attendance input, identify at-risk students and perform subsequent action planning.</p> <p>Tags: Attendance, Climate and Culture, Culture of learning, Student engagement, Grades, Social emotional learning</p>	Principal, Coordinator	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ To implement school wide attendance incentive inclusive of students and teachers.</p> <p>Tags: Attendance, Climate and Culture, Culture of learning, Student engagement, Grades, Social emotional learning</p>	Principal, Coordinator, Culture and Climate Team	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ Retain Dean of Students to provide SEL supports, alternatives to suspension, implementation of restorative practices, oversee quality control of climate, engage in activities to promote positive culture for all stakeholders, provide support to tier II and tier III students. When discipline referrals are made to the Dean's Office, they are handled according to the school's progressive discipline structures while using Restorative Justice practices. The Dean of Students must take on leadership task inclusive of professional development related to culture and climate. The Dean is also responsible for supporting the intervention services for the school's most at-risk students, building positive and productive relationships with struggling students and leveraging those relationships to fully engage students in the learning environment. Supports mentoring students and instructs them how to develop behaviors and habits that will enable them to flourish in the school environment.</p> <p>Tags: Attendance, Climate and Culture, Culture of learning, Student engagement, Grades, Social emotional learning</p>	Principal, Dean of Students	Jul 1, 2016	Jun 30, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Retain Community Connector (FC3) to cultivate and nurture strategic community-school partnerships with residents, local institutions and community based businesses in the school's community (including local police district). Develop mutually beneficial relationships that remain consistent with the goals and mission of the school. Work with the Local School Council and the Parent Advisory Council as a bridge between the school and various sectors of the community; as an interpreter of the school to the community and vice versa; as a negotiator of win-win scenarios. Additionally, work with the school Principal and other administrators to develop a continuous needs assessment process to determine the social-emotional needs of youth who are entering the school (i.e. gang violence prevention, drug use prevention, etc.) Use community based relationships in prevention efforts. Open up opportunities for teachers, students and parents to partner with community groups and organizations in mutually beneficial activity and provide attendance services as the coordinator</p> <p>Tags: Attendance, Climate and Culture, Culture of learning, Student engagement, Grades, Social emotional learning</p>	Principal, FC3, Dean of Students	Jul 1, 2016	Jun 30, 2017	Not started

## 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.

Holmes will disseminate a community flyer listing the dates, times and location of open meetings to develop the Continuous Improvement Work Plan inclusive of the review, revisions and/or creation of the NCLB, Title I school parental involvement plan and policy; Administration holds a NCLB Informational meeting annually to discuss this information as well; Surveys will be made available at school events and functions as well as parent conference opportunities; information will be shared by monthly parent and community newsletter and a suggestion box will be available in the main office for inputs, comments, concerns or praise.

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

The date of the Title I Annual Information Meeting is September 29, 2016; and October 6, 2016 for the Title I PAC Organizational Meeting. Letters will go home a minimum of seven days in advance, advertised on the marquee as well as parent/community communications sent home with students.

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.

Holmes will mail out a parent information packet to the homes of all students detailing pertinent information as it relates to our academic program, school policies and regulations and organization. This mailing will go out near the end of July, early August. A Holmes Town Hall Meeting will be held prior to the commencement of the school year as well as an Open House to take place late September to outline this same pertinent information.

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.

Holmes has established a climate and culture committee as well as the school leadership team to meet biweekly to review concerns, comments and suggestions made by stakeholders and submitted to administration for resolve and/or response. The teams will prepare reports to be disseminated at the meetings of the LSC and PAC, if necessary a parent letter will be disseminated by administration school wide. Holmes will continue to host the Holmes Parent University for the 2016-2016 school year. The initiative will continue the momentum of increasing our parent involvement and reciprocal engagement.

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.

The district provides individual student reports for district wide testing. These reports are either distributed during parent conferences or school activities and may be sent home with students. Local reports generated at the school level will be sent home and/or communicated via the CPS Parent Portal.

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.

Letters will be sent home to the parents of students who are being instructed by non-highly qualified teaching staff.

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.

Holmes will continue to institute the Holmes Parent University and collaborate with external partners to provide parent education on various subjects, local, district and state policies, student academia, and personal interest as it relates to job skills, parenting and healthy living. By way of Holmes Parent University (HPU) opportunities will be available to help parents understand the instructional program and how they can support at home learning.

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.

Holmes will continue to institute the Holmes Parent University and collaborate with external partners to provide parent education on various subjects, local, district and state policies, student academia, and personal interest as it relates to job skills, parenting and healthy living. By way of Holmes Parent University (HPU) opportunities will be available to help parents understand the instructional program and how they can support at home learning.

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.

All staff will be engaged in a workshop designed build strong home school connections. This workshop will be offered twice, Staff retreat and on one of the teacher institute days offered at the start of the school 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.

Holmes partnership with Family Focus 21st Century Community Learning Center has extended the school day for preschool age students. One of the requirements is parent participation in the parent workshop offerings. These workshops are design to promote home school connections, transitions into elementary academic careers and involvement.

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.

All communications will be composed in parent friendly language and disseminated in languages that support the student population at Holmes 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)

N/A

#### 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.)

Our mission at Oliver Wendell Holmes School is to develop college and career ready students, by providing a rigorous curricula driven by common core state standards; where stakeholders work diligently to provide a nurturing environment whereby cultural differences and the needs of diverse learners are embraced; where instructional staff is committed to providing authentic, performance based assessments/experiences that inspire a lifelong dedication to learning, while developing responsible, educated leaders for tomorrow in a safe, positive, structured and caring environment.

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 four times each year. In September at the annual 1st Semester Open House, in November at report card pick-up, in February at the annual 2nd Semester Open House, and in April at report card pick-up.

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

Progress reports will be distributed every 5 weeks, on the schedule: 5 week progress report; 10 week report card; 15 week progress report; 20 week report card, 25 week progress report, 30 week report card, 35 week progress report; and 40 week final report card. Progress reports will be given to all including special needs students and conferences will be held with parents to discuss the academic gains, special need students are making.

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

Parents will be able to complete a request for conference to set up an appointment which can be held during a preparation period, during the regular school day or a time the teacher willingly agrees to before or after the start or end of the teacher's regular work day. All teachers' district emails are provided to parents to encourage two-way communication.

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.

Following the districts volunteer guidelines, parents will be given the opportunity to register for school volunteer activities throughout the school year.

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

Through the use the parent portal, parents will be able to monitor student classroom assignments, etc. Parents will be able to email teachers via teachers CPS provided board email to assist them with 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.

Through the use of the suggestion box, They will be encouraged to attend all parent group meetings inclusive of LSC, PAC, and Holmes Parent University to give input into the educational programs in the school. Surveys will also be distributed to parents for their written input (through a needs assessment) into the decisions which impact on their child's learning.



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).

Through programs such as CHAMPS, Student Council, school wide attendance incentive program, and Discipline through Sports program students will be encouraged to take responsibility for their own behavioral and academic success. Incentives will be offered to students who follow the tenants outlined in these programs

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.

We plan to have parent workshops and trainings aligned to the Holmes CIWP.

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

Account(s)	Description	Allocation
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ Amount .00
53405	<b>Supplies</b> 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.	\$ 514 .00
53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 428 .00
54125	<b>Consultants</b> 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)	\$ 770 .00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$ Amount .00
54205	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Tracer Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ Amount .00
54565	<b>Reimbursements</b> 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.	\$ Amount .00
53510	<b>Postage</b> Must be used for parent involvement programs only.	\$ Amount .00
53306	<b>Software</b> Must be educational and for parent use only.	\$ Amount .00
55005	<b>Furniture and Equipment</b> 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 be used only by parents.	\$ Amount .00

