



Charles N Holden Elementary School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
03/12/2018	K. Patsiopoulos, Luzellena Hernandez, Shaunna MacLeod, Rebekah Dousias, Mary Murrphy, Barbara Evans, Catherine Schaller, Jose Padilla	School Excellence Framework development.

03/19/2018	K. Patsiopoulos, Mary Murrhly, Chris Olsen, Shaunna MacLeod, Luzellena Hernandez, Rebekah Dousias,	School Excellence Framework development (continued).
03/22/2018	Barbara Evans, Luzellena Hernandez, Amanda Lyle, Jose Padilla, Catherine Schaller,	School Excellence Framework development (continued).
03/29/2018	K. Patsiopoulos, Sue Mitra	SEF & Strategies development/ identification
04/02/2018	K. Patsiopoulos, Rebekah Dousias, Luzelena Hernandez, Jose Padilla, Catherine Schaller, Amanda Lyle	SEF & Strategies development/ identification
04/05/2018	Barbara Evans, Luzelena Hernandez, Shaunna MacLeod, Jose Padilla, Catherine Schaller, Rebekah Dousias, Chris Olsen, Amanda Lyle	Strategy & Action Step Development
04/09/2018	K. Patsiopoulos, Jose Padilla, Shaunna MacLeod, Luzelena Hernandez	Strategy & Action Step Development
04/13/2018	K. Patsiopoulos, Chris Olsen, Amanda Lyle, Barbara Evans, Luzelena Hernadnez, Catherine Schaller, Shaunna MacLeod, Jose Padilla	Strategy & Action Step Development
04/16/2018	K. Patsiopoulos, Amanda Lyle, Barbara Evans, Luzelena Hernadnez, Catherine Schaller, Shaunna MacLeod, Jose Padilla, Rebekah Dousias	Strategy & Action Step Development
04/23/2018	K. Patsiopoulos, L. Hernandez, R. Dousias, B. Evans, A. Lyle	Finalizing CIWP Strategies & Action Steps

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1 2 **3** 4

SY15, SY16 and SY17 5Essentials survey results list Holden as a 'WELL ORGANIZED' school for three consecutive years. Also reflected in the survey results are ratings of 'Strong' for 'Program Coherence' and 'Collaborative Teachers.'

Administration places a great deal of emphasis on communication, transparency and sharing of information to ensure that all stakeholders (i.e. staff, parents, students, LSC, PAC, BAC) understand the reasons behind the vision, along with the protocols and expectations that drive Holden as an academic institution. Much of Holden's success thus far, maintaining three consecutive years of Level 1+ status, is due to the administrations understanding and effectiveness in keeping communication centered around those aspects of the work that are in everyone's immediate control (i.e. proper planning and preparation, high quality instruction, a calm school climate that motivates students to improve and achieve at a higher level.

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

Other well-established modes of internal communication that reinforces the vision include the Staff Handbook, REACH observation discussions with all staff throughout the year, the principal's Weekly Update to staff, which keeps everyone abreast of key metrics (i.e. attendance, On-Track, NWEA), areas of improvement, reminders and upcoming dates of events and activities. The Weekly Update reflects the high expectations set by the principal, and creates a greater sense of shared accountability.

The CIWP currently in effect was co-developed by a team of stakeholders spanning a broad range of roles and perspectives. The CIWP has formally been shared and revisited with all staff members at key points throughout each school year. The CIWP priorities have been at the forefront of many of the changes and improvements here at Holden the past two years (i.e. continuing to standardized best practices in literacy and math at grades K-4, etc.). Key initiatives and tasks are rolled out gradually with the intention of building depth of knowledge and quality - not compliance (i.e. DDI assessment reviews, Scope and Sequence development, building Agency, Identity, authority, Questioning & Discussion techniques, etc.).

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

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

Staff professional development plans are developed at the start of the school year and adjusted accordingly towards the end of each quarter to ensure relevancy to meeting differentiated needs. With respect to distributed leadership, administration has distributed leadership broadly to specific teachers at each grade band for core subjects. These individuals have a level of expertise and attended on-going professional development to be able to support their colleagues within and across their grade band and subject cohorts throughout the year.

Considering the sizable portion of Holden's student population that are in the EL program (either as current or transitional), administration has ramped up staff development plans to focus heavily on EL strategies. A focal point for SY17 and SY18 was for teachers to expand their repertoire of differentiated instructional practices to support all diverse learners. With specific emphasis on ELs, (continuing with the CIWP priority #3 tied to English Learner instruction) professional development has been provided to expose all teachers to the expectations of the WIDA standards and how to appropriately plan and document thoughtful and predetermined strategies in their lesson plans demonstrating explicit alignment to CCSS activities/ tasks. There is still a need for more coherence in how differentiating appears in planning for diverse learners.

Despite heavy budget cuts throughout SY16, SY17 and SY18, administration has been able to effectively manage and increase funding significantly to ensure key original allocations that support intervention, instruction and incentives were sustained to have far reaches. Administration has successfully appealed and has been awarded significant funding increases that has supported all aspects of the school environment, staffing and programming needs.

Additional programming spearheaded by teacher and community leadership include WITS/BP student tutoring and mentoring, SEL partnerships supporting SEL, Fine Arts, Music and Literacy (i.e. Facing History, Atlas, Erickson Institute).

Teacher committees and teams are well established at the start of each school year to collaborate on planning and managing logistics of events and activities to promote learning, inclusivity and belonging among students, staff and the community (Cultural Events celebrating the schools diverse cultures; Music & Fine Arts Performances; Literacy Night; Math & Science Night; Culture & Climate Attendance Incentives; ILT, BAC, PAC, etc.).

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.
 - Use the Multi-Tiered System of Support framework as a standard for how to distribute leadership and make significant decisions both academically and social-emotionally.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
 - Build shared leadership structures and opportunities for job-embedded leadership training and development.
 - Capitalize on the leadership skills of others.
 - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
 - Master skills associated with large-scale strategic planning processes and implementation of such plans.
 - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
 - Model ambitious goals for teaching and learning for all students, including priority groups.
 - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
 - Buffer staff from external distractions to the school's priorities and goals.
 - Limit school improvement goals to a few high leverage activities.
 - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

1 2 3 4

SY18 5Essentials survey results has Holden listed as a 'WELL ORGANIZED' school. Also reflected in the results is a rating of 'Strong' for 'Collaborative Teachers,' and 'Instructional Leadership' is supported by favorable survey responses ranging from 85-92%.

Currently during SY18, Holden's ILT meets bi-weekly per an annual schedule. The participating members have a level of expertise and span various grade bands and subject areas to ensure multiple voices and perspectives are represented at ILT meetings. These individuals have a common understanding of the team's purpose and have the leadership capacity to communicate, support and drive others to action at their respective grade bands.

At the start of SY17, Holden's ILT completed the ILT Effectiveness Rubric and scored 17 out of 28 points. The ILT made a concerted effort to revisit and tighten up schedules, agendas and protocols. This began with the ILT developing a calendar for the SY17 school year to protect meeting days/times. Along with a calendar of meeting dates (twice per month), the ILT also adopted a schedule of timely and relevant data sources to be analyzed at meetings throughout the year. This preplanned agenda allowed members to properly prepare by gathering data and evidence to be presented and discussed at ILT meetings. As a result, the ILT has had a fair amount of success analyzing and tackling certain school wide challenges as they relate to attendance rates and On-track status rates, but filtering back this information to all other staff members was a challenge.

However, during SY18, Holden team structures (arranged by subject and grade band cohorts) have proven more efficient and effective in terms of engaging teacher teams in the work typically carried out by ILTs in previous years – resolving the issue of data and action steps filtering back to everyone. Thus, the ILT has taken a back seat to stronger alternative team structures. During the 3rd quarter of SY18, Holden's ILT convened to reassess its effectiveness using the ILT Rubric, resulting in a "Partially Effective" overall rating. An area of focus will be to redefine the purpose of the ILT to address matters apart from those already being effectively carried out by grade level teams (i.e. Supporting instructional practices such as AAI development, Discussion & Questioning Techniques, Instructional Planning effectiveness, etc).

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"> ✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Evaluation of MTSS
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Instructional Leadership Team Planning Tools ✓ PLC and Mentoring Coaching Resources

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.

1 2 3 4

SY16 and SY17 5Essentials survey results have Holden listed as a 'WELL ORGANIZED' school. Also reflected in the results is a rating of 'Strong' for 'Collaborative Teachers' 'Collegial Trust.' SQRP results for SY15-SY17 show Attainment increasing significantly in Reading from the 60th to the 79th percentile, and from the 84th to the 96th percentile for Math.

School wide schedules are intentionally developed to ensure that common planning time is established and protected each day for all K-8 teachers. Holden teachers engage in subject cohort meetings across grade levels, which has increased collegial support and has broadened networking among teachers beyond their grade levels. As evidenced in the 5Essentials Survey results for SY16 and SY17, Holden scored 'Strong' in the categories of "Collaborative Practices," "Collective Responsibility," "Quality Professional Development," and "Teacher-Teacher Trust."

Targeted small groups are co-developed through data discussions between administration and teacher(s). This process serves as scaffolding for teachers to review data with a critical eye. Although the centerpiece for decision making is data, teacher feedback is valued as it offers a qualitative insight that helps make better decisions to support students.

In-house support and safe practice to build teacher capacity in giving quality instruction has been provided through the selection and use of teacher leads from each grade band. The leads attend quarterly professional development provided through the Network office, after which, these leads are afforded time to implement and practice the new learning and then host learning sessions to share with their grade band colleagues at the school level. Administration supports this process by providing funding for substitute coverage for teacher leads to attend off-site PD and to schedule time for peer collaboration to occur in a timely manner.

For SY17 and SY18, a literacy coach from the Erikson Institute has been secured to provide direct support to teachers grades K-5 to strengthen the development and implementation of Balanced Literacy structures and the Lucy Calkins curriculum. The Literacy Coach support has come in the form of targeted teacher professional development, modeling, coaching and feedback, to address curriculum alignment (scope and sequence of key comprehension skills) and classroom structures to support Balanced Literacy practices. The Literacy Coach also conducts informal non-evaluative observations to engage teachers in collaborative conversations and offer specific feedback for improvement on a weekly basis. During SY17 and SY18, grade level team structures expand to include grades K-3 sessions so that vertical alignment and understanding of the continuum for learning is strengthened.

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

All teachers new to Holden (or new to teaching) go through an initial orientation to undergo review of REACH 101/102, the Staff Handbook and CPS systems. All new teachers are provided opportunities to participate in peer observations of a master teacher at various points throughout the year. There is a need for a better coordinated mentor support partnering system for new staff. There is a need to establish greater oversight and consistency with respect to the frequency and the quality of interaction between mentors and new teachers. Time constraints and competing activities before, during and after school have posed challenges to some extent.

Educational support staff dispatched to support small group instruction routinely through the master schedule require additional formal training throughout the year. There is need to strengthen Teacher/ ESP communication to align expectations for delivering small group learning activities.

During SY16-18, Holden has made great improvements in being able to coordinate and provide peer observation opportunities to all of its teachers. A peer observation sign-up log is made available to all staff. Staff are encouraged to identify peer observation opportunities that meet their needs. Teachers have the opportunity to also coordinate peer observation opportunities flexibly during their non-instructional time as needed. Administration accommodates this process by providing coverage when needed to facilitate the peer observation process, although there is a need to formalize the process to ensure all teachers have this opportunity throughout the year. Along the same lines, apart from the in-house professional development provided throughout the year, Administration encourages and actively supports teachers to identify and pursue external avenues for professional development that will be differentiated to their growth needs.

*****There is a need for more of a wide range of after school enrichment activities that don't only focus on academics. Focus specifically on arts and sports. *****

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
 - Use data to identify performance and practice gaps to inform PL plan.
 - Use research about best practices to identify potential learning and subject matter experts to support.

- Solicit feedback from staff to inform selection of PL opportunities.
- Provide PL relevant to the cultural and linguistic needs of students.
- Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
 - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
 - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
 - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
 - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
 - Teachers provide and accept collegial support and feedback to/from colleagues.
 - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
 - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
 - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
 - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
 - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
 - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

1 2 3 4

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

During the past two school years, Holden has been able to substantially build its instructional resource base with emphasis on the core subjects of Literacy, Math, Science, and also with respect to art, music and technology programming. In recent years, Holden has upgraded and expanded technology throughout the building, equipping all classrooms with technology carts and Hitachi Projector Boards. During SY18, Holden is poised to expand technology further by upgrading all desktops in both computer labs and moving closer to a 1 student: 1 Chromebook ratio in grades 3-8 to increase availability of technology to teachers for direct use in the classroom to support core learning and differentiation. A school wide Leveled Reader library is established as a compliment to the purchase of new classroom libraries and novel sets selected by grade level teams, and organized in a central location for teacher check-out. Instructional resource kits were also purchased to support Tier II intervention (i.e. Fountas & Pinnell LLI, STARS, SRA, Pearson Envision K-5, Compass Learning, TTM, ThinkCERCA, RAZKids, FOSS 1-5).

Holden's interview/ hiring team consists of the core administrators, the counselor, and various teachers whose expertise best aligns to the position a candidate is interviewing for so that they are properly vetted. All candidates go through a minimum of two rounds of interviewing, and in addition, engage in a professional discussion with a potential grade level partner to gauge instructional knowledge and interpersonal effectiveness. During SY18, the requirement that all new hires conduct a formal lesson was added to the interview/ hiring process to ensure quality candidate selection.

Teacher retention at Holden has increasingly become more consistent between SY15 and SY18. As a school, we now hope to move forward into subsequent school years with the current lineup of teachers and staff, being that all Holden teachers are assigned to grades/subjects that best match their strength and area of expertise. To strengthen this arrangement, teachers in grades K-3 are paired with ESPs to support the literacy block of instruction. ESP schedules also are created so that additional support can be provided throughout the school (i.e. lunch/ recess supervision, intervention support, etc.).

Currently, Holden has well established external partnerships that provide supplemental services and instructional resources to support the school. Also reflected in the results of the 5 Essentials is a rating of 'Strong' for Program Coherence.' Holden has worked hard to establish strong partnership during the past three years. Currently, Holden has formal partnerships with the following organizations: (WITS/ BP, McKinzie Group, Bosely Park, 11th Ward Alderman's office, Facing History, Erikson Institute, CAPE - Atlas, Little Kids Rock, Bernie's Books, Future Founders).

Throughout the course of each school year, Holden also conducts outreach to various guests who participate and support events and activities that promote career awareness and high expectations and achievement. Such events include our annual Career Week when people from the broader business community come to the school to discuss their careers, to help students understand more fully the variety of career options available to them, and to help students relate courses they are currently taking to potential careers. The annual turn out ranges between 30-40 presenters who are affiliates of major corporations, local small businesses and community organizations.

Holden's SEL team, led by the counselor, organize High School fairs and recruit representatives from top performing high schools to come to Holden to speak to the students about general and selective enrollment criteria. Holden also partners with former students who have since gone on to high school who volunteer their time to serve as tutors to middle school students taking Algebra I for high school credit.

Looking to SY18-20, Holden is seeking to establish partnerships that will support the Math & Science program.

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	
	<ul style="list-style-type: none"> ✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
Suggested Evidence	<ul style="list-style-type: none"> ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4a. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Aligning Resources with Priorities: Focusing on What Matters Most ✓ Instructional Supports ✓ Strategic Source Vendor List ✓ CPS Instructional Time Guidelines: Elementary School Overview ✓ CPS Instructional Time Guidelines: High School Overview ✓ CPS Instructional Block Guidance: K-2 Literacy ✓ CPS Instructional Block Toolkits: Math

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

Score

1 2 **3** 4

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

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

Throughout Holden's ascent from Level 3 in 2012 to Level 1+ in 2015 (and for three consecutive years following), teachers have been exposed to key professional development to aid in rebuilding and standardizing key practices for literacy. Despite this though, there remains a degree of inconsistency in teachers being able to effectively aligning 'grade level' scope and sequences. Although teachers have been exposed to new instructional strategies to raise rigor and student engagement, teachers require additional time and training on how to more effectively align content and standards to build stronger curriculum maps. Part of the challenge has been that there are competing loose guides and maps (CPS provide scope and sequence, Learning Continuum, Fountas & Pinnel Scope & Sequence) that conflict on many levels and need to be reconciled internally.

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

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

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

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

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

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

*** Lack of K-5 social studies curriculum leaving us with no vertical alignment.***

Guide for Curriculum

- - **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 standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Integrate academic and social emotional learning.**
- **Connection to real world, authentic application of learning. For example,**
 - Provide opportunities for meaningful project-based learning.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
- - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
 - Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ CPS Content Frameworks: Math, Science, Social Science, and Literacy ✓ CPS Literacy Scope and Sequence ✓ CPS Math Scope and Sequence Guidance ✓ Digital Citizenship Curriculum ✓ K-12 Financial Literacy Guide ✓ Personal Finance 3.0 Course ✓ Physical Education Scope & Sequence ✓ Health Education Scope & Sequence ✓ Interdisciplinary African & African American Studies Curriculum ✓ Interdisciplinary Latino and Latin American Studies Curriculum

Instructional Materials:

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

Score

1 2 **3** 4

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

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

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

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

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

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

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

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

Guide for Instructional Materials

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

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School	A3. Allocates Resources to Support Student Learning, Prioritizing Time
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Universal Design for Learning Guidelines 2.0 ✓ UDI PD Modules ✓ CPS Integrated Library System (S.O.A.R.)

Rigorous Student Tasks:

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

Score

1 2 3 4

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

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

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

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

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

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

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

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

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

Guide for Rigorous Student Tasks

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

- Analyze models with students to build a vision of quality.
- Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
- Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/-walkthroughs) ✓ Focus group(s) and discussions with students
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Teaching for Robust Understanding in Mathematics (TRU Math) ✓ Math Practices: What to Look For Observation Tool ✓ Checking In: Do Classroom Assignments Reflect Today's Higher Standards? ✓ Student Work Protocol (EQaIP) ✓ Slice Protocol – Looking at Student Work

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

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

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

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

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

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

In 2012, Holden has gone from having zero students accepted to selective enrollment high schools to being able to grow that number upwards of 10-14 (approximately 20% of the graduating class) per year for the past three years. In addition to that 20%, an additional 10% of 8th grade students at Holden received acceptance to high school IB programs. ***Include 2017 percentage for selective enrollment and IB***

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

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

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

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

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

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

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

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, CTE recruitment fairs, 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 CTE Pathways around career options
 - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - Start the conversation about college in primary grades.
 - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
 - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B’s or better and improving attendance.
 - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
 - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
 - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
 - Provide opportunities for Dual Credit/Dual Enrollment
- **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.
 - Equipping students and families with persistence strategies. (College Persistence Toolkit)
 - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Naviance Identity Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> ✓ Researching Colleges ✓ CPS Advisory Framework ✓ Preventing college plans from melting away ✓ To & Through Project ✓ Redefining College & Career Readiness ✓ College Scorecard 	<ul style="list-style-type: none"> ✓ CPS College Persistence Toolkit ✓ Meaningful Linkages Between Summer Programs, Schools, and Community ✓ From HS to the Future (CCSR, 2006)
CPS SCHOOL EXCELLENCE FRAMEWORK 17	

Instruction:**Score**

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.

1 2 **3** 4

5Essentials survey results have Holden listed as a 'WELL ORGANIZED' school. 5Essentials Survey trends over the last three years shows ambitious instruction as 'Very Strong' with a score of 84 on Ambitious Instruction, representing its aggregate performance across four key indicators of this essential: English Instruction (Strong - has declined for three consecutive years from 79 to 71); Math Instruction (Very Strong - has increased over the last three years from 86 to 96); Academic Press (has declined from Very Strong to Strong); Quality of Student Discussion (Very Strong - has skyrocketed from 62 to 95). Classes across grades K-8 are overall challenging and engaging as evidenced by REACH observation data specifically tied to components 3a, 3b, 3c. where 88% of Holden teachers average in the 'proficient' and 8% 'Distinguished' range.

Growth percentiles on NWEA for SY16 reached 99th percentile for Math and the 98th percentile in Reading. For SY17, Growth percentiles remained high with Math at 99th percentile and Reading at the 83rd percentile. Growth towards proficiency at the primary level (TRC/DIBELS) has shown more incremental progress with approximately 50-55% of K-2 students (on average) reaching proficiency by EOY.

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

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

All teachers grade K-8 use multiple data sets to form strategic tier 1-3 groupings of students. Among those groups, instruction is appropriately differentiated. Both Literacy and Math blocks are structured to include time for tier I differentiation. Teacher lesson plans reflect efforts to formulate objectives for ELs and provide accommodation and modifications to the core curriculum to support DLs. This has been a big area of focus throughout the past two years and will continue to be an area of growth and development for teachers.

Literacy instructional skills among teachers grades K-5 have increased dramatically with the adoption of the three year Balanced Literacy initiative and Lucy Calkins curriculum. K-5 teachers have undergone formal and on-going training, and have received direct support from the Erikson Institute literacy coach.

Currently there is a need to emphasize formal writing structures and curriculum across all grade levels K-8 to ensure this important component of literacy development is consistent and at the highest level of quality.

Teacher effectively coordinate multiple varied learning opportunities within classroom structures and additional time (i.e. online learning platform, small group differentiation, MTSS tier 2-3 intervention, appropriate use of technology resources to enhance instruction, leveling content and materials).

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

Guide for Instruction

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

- Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
- Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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

Score

1 2 **3** 4

Annual Assessment calendars are shared for District, State and classroom-based assessments.

All Holden teachers were provided an in-depth training on the CPS Grading Guidelines to ensure accurate grading practices. Since SY16 to present, Holden has invested significant time and effort in refining Grading practices to reduce subjectivity when assigning student grades in all subject areas. All teachers have calibrated Gradebooks to reflect the specific learning structures and activities taking place in the classroom. Furthermore, appropriate weights according to category significance is applied. Gradebook is reviewed weekly by administration, and quarterly between teacher-admin. Reflective discussions are held to ensure practices around grading follow the protocol and produce accurate grades.

Holden's On-Track rates during SY17 and SY18 have fluctuated between 50 and 68%, but have yet to break the minimum target goal of 70%.

Holden teachers have developed scope & sequences that guide standards based instruction by quarter, and to which unit assessments are aligned.

Holden teachers have made considerable improvements to effectively review unit assessment results through a DDI cycle to provide re-teaching and reassessing opportunities to students.

REACH summative reports for component 1e show 72% of teachers Proficient/Distinguished, and 88% Proficient/Distinguished on component 3d.

During SY18, Holden has collaborated with teacher teams to implement a NO ZERO policy across grades K-8. This is coupled with a RECOVERY policy that ensures teachers actively support students in completing assignments and having re-assessment opportunities.

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

Planning of assessments is inconsistently documented in lesson plans to a proficient level. Specifically, there is a need for assessments for diverse learners and ELs to be more appropriately modified according to the demands of IEPs and EL language levels to ensure student access and demonstration of mastery. *** There is a need for more common planning time to make SPED and EL modifications to lesson plans and assessments***

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

There is a need for greater teacher team transparency and safe practice in reviewing instructional plans and self-assessing assessment practices/ decisions.

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 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.
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.

- Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
- Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
- Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
	✓ School's grading policy
	✓ Grade distribution reports (course success rates)
Measures	✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1.c. Selecting Learning Objectives
	1.e. Designing Student Assessment
	3.d. Using Assessment in Instruction
	4.a. Reflecting on Teaching & Learning
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
✓	CPS Balanced Assessment Framework & Assessment Models
✓	Assessment Design Toolkit
✓	Teacher Made Assessment Basics
✓	Grading principals and guidelines
✓	Great Schools Partnership --Grading + Reporting

Multi-Tiered System of Supports:

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

MTSS SAM score for SY18 is 83.3.

Holden is considered an 'Exemplar' school for MTSS implementation.

Student referrals have decreased in the past two years as a result of MTSS intervention efforts.

Attainment has also increased significantly school wide for both reading and math in the past three years.

A core MTSS team is established that has broad expertise (including clinicians). Holden has made significant strides in establishing a formal MTSS team pulling from the expertise of our clinicians and directly involving our teachers in the process. The team is led by our school counselor and includes our school psychologist, social worker, nurse, speech pathologist and a special education representative. Students are identified by teacher as being in need of supplemental instruction using testing data we are already collecting – including NWEA scores, Fountas & Pinnell data, etc. After a student is identified by the teacher, a form is generated and submitted to the counselor to ensure the student is added to the next MTSS meeting agenda. The team meets on roughly 8 to 10 students per month, 15-20 minutes time frames are scheduled for each teacher to discuss the student needs and then the MTSS team works to develop an intervention to target the specific area needing remediation. Once the intervention is determined the team works together to also determine the most effective progress monitoring tool to be used to collect data and track whether the intervention is working for the student's needs. Based on the area of need and the progress monitoring tool, the team determines the duration of the intervention and will schedule a follow up meeting within 4-6 weeks to examine the trend of the data collected. Once reviewing the data, if student responds well to the intervention, then we document the progress and teacher continues to monitor student success. If when reviewing the data the student appears to "flatline" after several weeks or months, the intervention will be adjusted by the team and a new intervention will be attempted with the student and the teacher will return to the team after another 4-6 weeks. If the student has not responded to several interventions, has shown little or no gains on progress monitoring measures over several months the team will make the recommendation for a full evaluation.

All Holden teachers have undergone formal training to be able to effectively use PSP as a frame of thinking when analyzing data to determine next steps. Internal resource documents have been created to support teachers in being able to engage in each phase of the PSP.

Strong data sharing structures exist. Teacher self-manage and update data every five weeks to make determinations for supports. Administration and the MTSS team have formal check points throughout the year to review data and to assist with step 3-4 of the PSP process.

Curriculum resources to support tier 1-3 instruction and intervention are varied and outlined through a school-based menu.

Teachers have increased their understanding and capacity around progress monitoring to effectively gauge student response to interventions. This is still an ongoing area of growth tied to assessment development and alignment.

Parents of students identified as needing tier 2-3 supports are notified formally by the teacher. There is a need to involve parents more throughout the intervention process and to share more frequent progress monitoring report updates.

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

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

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

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

Guide for Multi-Tiered System of Supports

- **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) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
 - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 3 4

SY16-18 5Essentials survey results have Holden listed as a 'WELL ORGANIZED' school. Also reflected in the results is a consistent rating of 'Very Strong' for 'Ambitious Instruction' and 'Strong' for 'Collaborative Teachers' and 'Supportive Environment.' 5Essentials Survey trends over the last three years shows Ambitious Instruction as 'Very Strong' with a score of 84 on Ambitious Instruction, representing its aggregate performance across four key indicators of this essential: English Instruction (Strong - has declined for three consecutive years from 79 to 71); Math Instruction (Very Strong - has increased over the last three years from 86 to 96); Academic Press (has declined from Very Strong to Strong); Quality of Student Discussion (Very Strong - has skyrocketed from 62 to 95).

As evidenced in the 5Essential Survey results, Holden teachers were 'strongly' rated as leading ambitious instruction that is well-defined with clear expectations for student success, and that instruction is interactive and encourages students to build and apply knowledge. Measures of success are also reflected in Holden's SQRP results for SY15-SY17, which show Attainment increasing significantly in Reading from the 60th to the 79th percentile, and from the 84th to the 96th percentile for Math.

The importance of students attending school each day is highlighted with school wide attendance data monitoring structures. This is a shared responsibility among administrators, teachers, students and parents. Attendance trackers are used daily in classrooms and managed by teacher/ student. Attendance incentives and promotions are actively at play in quarterly and 5-week cycles to message high expectations for coming to school to learn. Holden's attendance rate over the past three years has remained stable, averaging out at 95.5%.

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

During SY18, school wide emphasis was placed on improving structured classroom discussions techniques to engage students in authentic peer led discussions. Professional development at the district and school level supported teacher development in refining their skills to effectively facilitate discussions. As a result, more ownership is placed in the hands of students in an effort to build their Agency, Authority and Identities as learners.

Holden has invested time and effort in refining school wide grading practices to ensure student performance outcomes reflect accurately. Teachers have been trained to understand the mathematical nature of calculating grades in line with the CPS Grading Guidelines. Furthermore, all Holden teachers understand the importance of student perseverance and have systems to offer recovery opportunities to all students to meaningfully make up missed assignments. Teachers also use a DDI cycle at the end of each unit assessment to look critically at student outcomes on unit assessments to determine re-teaching and reassessment opportunities.

Differentiated practices are present school wide in every classroom through multiple learning structures (i.e. tier 1-3 targeted small group instruction by level; weekly online learning platform intervention; strategic planning using the learning continuum and mClass resources).

Student goal setting is standard practice across grades K-8. Throughout the year, each teacher holds one-on-one goal setting meetings with students at BOY and MOY and engage them with updating interactive classroom Data Wall as a point of reflection and motivation. Students also are made aware of their growth goals and are taught how to track their progress.

At the middle school level, Holden offers advanced coursework to grades 6-8 students (i.e. HS Algebra I for credit and HS Geometry I). With respect to rigor in mathematics, middle school instruction (as evidenced in NWEA increasing attainment and growth for the past three years) is very rigorous and differentiates to meet the needs of all learners. Advanced 6-8th grade students are engaged in high school Algebra for credit with a 90%+ pass rate on the Algebra exit exam.

In grades K-5, the literacy program has been completely overhauled. SY18 marks year three of the Balanced Literacy implementation initiative with the support of the Erikson Institute. As a result, all literacy instruction grades K-5 have common structures and curriculum to ensure consistent practice and learning opportunities for students as they move through the grade levels in subsequent years. Learning is student centered and matched appropriately to students' individual learning levels.

(See additional evidence under SEF: Multi-Tiered System of Support & Rigorous Student Tasks).

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
 - Use strategies to reinforce and cultivate student curiosity.
 - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
 - Consistently communicate the expectation that all students can achieve at high levels.
 - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
 - Clearly display school-wide expectations for academic and personal success throughout the building.
 - Set high expectations according to grade-appropriate learning objectives.
 - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
 - Recognize high levels of student achievement. All students receive recognition.
 - Encourage student resilience and hard work.
 - Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering,**

initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.

- Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
 - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
 - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
 - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
 - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
 - Employ strategies including ongoing monitoring and support of students' academic behaviors.
 - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
MTSS Framework Curriculum & Instruction	
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance	
✓ Framework for Teaching Companion Guide p. 50	
✓ Social Emotional Learning Supports (cps.edu/sel)	
✓ ASCA Mindsets & Behaviors	

Relational Trust:

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

Score

1 2 **3** 4

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

SY16 and SY17 5Essentials survey results have Holden listed as a 'WELL ORGANIZED' school. Also reflected in the results is a consistent rating of 'Strong' in the categories of 'Collaborative Teachers' and 'Supportive Environment.'

Teachers grades K-8 support SEL development through the Second Step curriculum and CHAMPS practices to set expectations collaboratively with students each year and to reinforce them throughout. All classrooms have CHAMPS expectations posted and walk-through evidence indicates that there is reinforcement of these practices. REACH summary reports highlight a strength across DOMAIN 2, particularly in components 2a, 2c, 2d (firmly Proficient). Along the same lines, teachers have participated in training to begin applying restorative practices in response to behavior challenges. In the past three school years, the rate of misconduct referrals has decreased dramatically. Teachers have embraced the shared responsibility to manage their classrooms and to be proactive in deescalating situations, in turn, minimizing the number of disciplinary referrals.

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

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

With the emergence of respected teacher leaders (teachers with an expertise in a particular core subject or skill), Holden has relied internally for much of its professional development and support opportunities for teachers. Not only has administration initiated team meeting and peer observation structures, but teachers seek the input, guidance and feedback from their colleagues either at grade level outside of these designated times. Peer observations have become more prevalent (primarily among teachers in grades 1-4), opening the door for safe practice and feedback.

Formal and informal observation post conference discussions have improved dramatically since the advent of REACH. Teachers have increasingly become more at ease reflecting on practice and contributing their insight and sharing their challenges with administrators. At the same time, teachers have become more receptive to administrative constructive feedback following classroom observations (both evaluative and non-evaluative) and increasingly are making efforts to implement feedback into classroom practice.

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

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

Structures are in place that allow student peer mentoring across grade levels. At present, this is limited to 8th graders mentoring primary grade students in literacy, and Holden graduates returning to serve as tutors and provide service learning hours.

Guide for Relational Trust

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
MTSS Framework	Shared Leadership, Family & Community Engagement
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate
Now WHAT? Materials to Support Improvement Planning	
✓	Social Emotional Learning Supports (cps.edu/sel)
✓	Trust in Schools: A Core Resource for School Reform (ASCD)
✓	Creating a School Community (ASCD)

Student Voice, Engagement, & Civic Life:

Score

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.

1 2 3 4

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

SY16 and SY17 5Essentials survey results have Holden listed as a 'WELL ORGANIZED' school. Also reflected in the results is a rating of 'Strong' in the category of 'Supportive Environment.'

In the classroom, teachers engage students in topics tied to current events and controversial topics, emphasizing the importance of balanced perspectives and analyzing multiple viewpoints. These learning discussions tend to occur more frequently in grades 5-8 and are driven by the Facing History Curriculum used in Social Studies and Language Arts. Additionally, the Second Step curriculum taught at grades K-5 exposes students to discussions and exploration of roles and responsibilities as members of a community both in and outside the school. During Sy18, SEL has been strengthened at the middle school level with the integration of Circles (SEL discussions) centered on student selected themes and topics relevant to their lives.

The Facing History curriculum taught at the middle school level has been instrumental in raising student awareness of social justice issues and how to actively participate in civic engagement to make change. As a result, external opportunities with local museums and organizations have been formed, along with an increase in student leadership.

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

*****There is a need for more of a wide range of after school enrichment activities that don't only focus on academics. Focus specifically on arts and sports. *****

Guide for Student Voice, Engagement, & Civic Life

Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
- **Become informed voters and participants in the electoral process**
 - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
 - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
 - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
- **Engage in discussions about current and controversial issues.**
 - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
 - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
 - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
- **Explore their identities and beliefs**
 - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
 - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
 - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
- **Exercise student voice**
 - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.

- Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
 - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
 - Authentically **interact with civics leaders**
 - Students learn about community, city, state, and national civic leaders and their roles in civil society.
 - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.
- **Engage with their community**
 - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause
 - **Take informed action** where they work together to propose and advocate for solutions.
 - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
 - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.
 - Experience a **Schoolwide civics cultur**
 - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
 - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
 - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
 - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ▪ MVNS Student Survey completion rates and results ▪ Artifact from student-run organizations and events (including SVCs) ▪ Meeting minutes/agendas that include student participation ▪ Policies regarding student engagement in decision making ▪ Service learning reports and/or reflections of SE projects ▪ Unit and curriculum maps, rubrics, assessment artifacts ▪ Evidence of student work ▪ Democracy School recognition
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 3a. Engaging Students in Learning
CPS Performance Standards for School Leaders	D2. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HST Standards

Safety & Order:

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

Score

1 2 **3** 4

REACH observation evidence tied to Domain 2 component 2a: Creating an Environment of Respect & Rapport consistently and firmly aligns to the category of 'Proficient' indicating that on a whole, there is mutual respect among teachers - students and student-students and that the classroom learning environment has high expectations for maintaining respectful interactions. For SY16 and SY17, overall cumulative ratings for Holden teachers for Domain 2 was 94% Proficient/ Distinguished.

SY16 and SY17 5Essentials survey results have Holden listed as a 'WELL ORGANIZED' school. Also reflected in the results is a rating of 'Strong' in the categories of 'Supportive Environment' and 'Safety.'

Teacher, Staff and Administration consistently adhere to the CPS Student Code of Conduct. Holden has a refined school wide referral protocol that requires shared accountability between staff and administration with emphasis on restorative practice (not punitive practice as the first course of action).

In the classroom, teachers grades K-8 set expectations collaboratively with students each year and reinforce them throughout (i.e. CHAMPS). All classrooms have classroom expectations posted, and walk-through evidence indicates that there is reinforcement of these practices. Teachers employ students in managing classroom transitions to ensure efficient use of instructional time. REACH rating averages for components 2c and 2d is firmly 'Proficient' indicating instructional time is maximized for learning engagement.

Over the past three school years, the rate of misconduct referrals has decreased dramatically. Teachers have embraced the shared responsibility of managing their classrooms and to be proactive in deescalating situations to avoid the need for referral. There does remain a very small cohort of students who display chronic patterns of misbehavior at specific grade levels. Teacher teams work collaboratively to determine behavior management plans co-developed with the counseling department and families for these students to better manage behavior and create learning opportunities that will lead to student self-management and accountability.

Supervisory schedules (listing designated staff members and expectations for monitoring transitions) are established within the limits of our school's resources. There is currently a need for increased staff supervision during the lunch and recess periods.

*** In light of the recent school shootings on the national level we have had Holden students express the need for heightened security in our building. Evidence for this is suggestion box responses (grades 6th - 8th) as well as SEL conversation circles. Teacher consensus is that there is a need for common school expectations language and signage visible in hallways that encourages positive behavior. ***

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.
- **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.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
 - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ MVMS score – "Safety"
	✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?
	✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.
	✓ School Climate Standards Rubric/Assessment
Measures	✓ Five Essentials – Supportive Environment score
	✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport
	2c. Managing Classroom Procedures
	2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	✓ Social Emotional Learning Supports (cps.edu/pdf)

Restorative Approaches to Discipline:

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

Score

1 2 3 4

SY16 and SY17 5Essentials survey results have Holden listed as a 'WELL ORGANIZED' school. Also reflected in the results is a rating of 'Strong' in the category of 'Supportive Environment.' 5Essentials results also indicate students feel a high level of safety.

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

In the classroom, teachers grades K-8 employ CHAMPS practices to set expectations collaboratively with students each year and to reinforce them throughout. All classrooms have expectations posted and walk-through evidence indicates that there is consistent reinforcement of these practices.

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

The Assistant Principal serves as the Dean of Students and leads Culture & Climate team to support and reinforce positive behavior for all students. As a result of this on-going work, protocols and schedules for monitoring, supervision and transitions are well-established school-wide within the limits of our resources. Clear expectations are set and message consistently, and routines are well established. The Assistant Principal and Counselor coordinate home visits and acts as a liaison between the school and families to strengthen relationships and to inform them of student behavior and progress. Teachers also establish communication with parents per the school's Parent Communication protocol and misconduct protocol.

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

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

***Safe Dates Program run by social worker Mrs. Salinas for 8th grade students to educate them about healthy dating relationships. ***

*** Need for additional staff professional development focusing on common school-wide restorative justice practices. Need for restorative practices to support chronically truant students. ***

(See additional evidence under Safety & Order above).

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.
 - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
 - Well-managed routines and transitions maximize instructional time.
 - 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 discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
 - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
 - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
 - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors. Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
 - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
 - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
 - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
 - Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

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
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2d. Managing Student Behavior 4c. Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	CPS Restorative Practice Guide & Toolkit
✓	Guideline for Effective Discipline

Parent and Family Partnership:

All schools have authentic partnerships with parents or family members that lead to a sense of shared responsibility for the academic, physical, and social emotional development of their students. Through meaningful consultation with parents, these partnerships include creating an intentional process to foster and sustain school-wide procedures, programs, and activities which involve and empower parents or family members and are responsive to student and family's needs. Schools provide a variety of parent volunteer opportunities (both in and out of school) and leadership opportunities (ie - PACs, BACs and PLNs), which support school operations, instructional programs and community partnerships. Research shows that when families, schools and communities partner in promoting learning and healthy development for all students schools thrive and student outcomes increase. The development and implementation of effective outreach and communication strategies will be inclusive of all families and school staff, creating a two-way feedback loop process which will lead to an increase in the home-school connection to identify, problem-solve and design actions which target instructional and student programs.

Score

1 2 3 4

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

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

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

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

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

Holden's school website www.HoldenSchool.org is regularly maintained to provide parents with more efficient and frequent communication around school happenings and important reminders. During SY18, Holden expanded its communication outreach efforts by establishing a social media platform through Facebook to more efficiently connect with parents.

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

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

In recent years, parent participation at Report Card Pick-Up has declined and fallen below 90% on average despite efforts to incentivize participation (i.e. Free book give-away, raffles, Buy-one-get-one-free Book fairs).

An area of improvement continues to be finding ways to meet more specific needs of Holden parents to develop their skills (i.e. English Lessons, Technology workshops, etc., Skill building workshops, etc.). Perhaps more importantly, there is a need to have more regularly scheduled workshops to expose parents to the broad range of resources the school makes available to them and their children that they can utilize at home to support learning.

Guide for Parent and Family 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
Measures	✓ Event agendas, flyers
	✓ Fundraising activities and amounts (if applicable)
	✓ How does the school honor and reflect the diversity of families including language and culture?
	✓ Five Essentials Score – Involved Families
Five Essentials	Involved Families
	Family & Community Engagement
MTSS Framework	2c. Managing Classroom Procedures
CPS Framework for Teaching	4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	Parent Support Centers
✓	Parent University
✓	Parent Portal

School Excellence Framework Priorities

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

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

1	2	3	4	5	⊗
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4 Expectations for Quality & Character of School Life: Culture for Learning

1	2	3	4	5	⊗
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Goals

Required metrics (Elementary)

18 of 18 complete

2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
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National School Growth Percentile - Reading

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

The more recent work around Balanced Literacy in grades K-5 will continue through SY20 in partnership with the Erikson institute to support high quality instruction as a means to breaking into the 90th percentile for Reading growth.

98.00	83.00	91.00	94.00	98.00
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National School Growth Percentile - Math

Although the math program at the middle school (grades 6-8) remains considerably strong and consistently high performing, emphasis will shift during SY18-20 towards improving math instruction in the intermediate and primary grades. With the acquisition of a new math curriculum and supporting resources, Holden expects to see the school-wide math growth percentile trajectory reaching and remaining above the 90th percentile over the next two years. *The continuation of accelerated math coursework offered to students in grades 6-8 will be the anchor for overall growth percentile increase.

99.00	99.00	99.00	99.00	99.00
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% of Students Meeting/Exceeding National Ave Growth Norms

The combination of ongoing teacher professional development, strategic planning, and the funding of true Tier II academic intervention for targeted groups of students based on BOY and MOY NWEA math/reading results will only increase the likelihood that Holden can sustain a consistent increase in growth percentile over the course of the next two school years.

81.00	72.70	65.00	68.00	71.00
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African-American Growth Percentile - Reading

N/A

(Blank)	(Blank)	0.00	0.00	0.00
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Hispanic Growth Percentile - Reading

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

96.00	86.00	80.00	85.00	90.00
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English Learner Growth Percentile - Reading

Holden has secured a team of literacy teachers (and ESL/ BIL endorsed teachers) at each grade level K-8 that have been provided ongoing professional development and coaching support, and who have worked collaboratively to standardize literacy instruction aligned to CCSS and best practice. This stability in staffing and refinement of the literacy program (although always a work in progress) will only increase the likelihood that Holden can sustain a consistent increase in growth percentile over the course of the next two school years. Going into SY18-20, added emphasis will be placed on planning differentiating instruction for EL needs aligned to the demands of WIDA.

(Blank)

(Blank)

90.00

95.00

99.00

Diverse Learner Growth Percentile - Reading

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

99.00

86.00

87.00

90.00

93.00

African-American Growth Percentile - Math

N/A

(Blank)

(Blank)

0.00

0.00

0.00

Hispanic Growth Percentile - Math

Although the math program at the middle school (grades 6-8) remains considerably strong and consistently high performing, emphasis has shifted during SY18-20 towards improving math instruction in the intermediate grades. With the acquisition of a new math curriculum and supporting resources, along with the essential coaching and professional development support provided through the Erikson Institute, Holden expects to see the school-wide math growth percentile trajectory reaching above the 90th percentile over the next two years.

99.00

99.00

95.00

97.00

99.00

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

English Learner Growth Percentile - Math

Going into SY18-20, added emphasis will be placed on planning differentiating instruction for EL needs aligned to the demands of WIDA.

(Blank)

(Blank)

99.00

99.00

99.00

Diverse Learner Growth Percentile - Math

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

99.00

86.00

85.00

88.00

92.00

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

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

72.00

79.00

85.00

87.00

90.00

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

Although the math program at the middle school (grades 6-8) remains considerably strong and consistently high performing, emphasis has shifted during SY18-20 towards improving math instruction in the intermediate grades. With the acquisition of a new math curriculum and supporting resources, along with the essential coaching and professional development support provided through the Erikson Institute, Holden expects to see the school-wide math growth percentile trajectory reaching above the 90th percentile over the next two years.

92.00

96.00

97.00

98.00

99.00

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

National School Attainment Percentile - Reading (Grade 2)

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

55.00

27.00

50.00

55.00

60.00

National School Attainment Percentile - Math (Grade 2)

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

39.00

20.00

50.00

55.00

60.00

% of Students Making Sufficient Annual Progress on ACCESS

Strengthening of the EL program has been a priority for Holden over the past two school years. At the close of SY17 and SY18, Holden was able to secure an ESL/BIL certified teacher at every grade level. Additional instructional materials, resources and technologies were purchased with 356 funds to support the learning of ELs in the classroom. On-going professional development has been provided for Holden teachers and staff that was intended to 1) raise awareness of the logistics of the EL program and the data available, 2) to understand the nature of EL learners in the classroom, and 3) how to use WIDA resources to more effectively and intentionally plan instruction that would benefit ELs.

39.70

(Blank)

55.00

58.00

62.00

During the fall of SY18, Holden underwent an EL compliance check by the District. As a result, Holden's EL rating assigned following the compliance visit remains at 'partial' organization.

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

NOTE: Access scores for SY17 were not used to determine sufficient annual progress. The SY17 scores will be used as a benchmark to measure growth at the conclusion of SY18.

Average Daily Attendance Rate

Over the past three years, Holden has been able to maintain a stable attendance rate averaging 95.5%. Much of this can be attributed to the aggressive tiered attendance incentives established, along with the shared accountability among administrators, the counselor and the the teachers to monitor, communicate and follow-up directly with families and about attendance. The structures, protocols and expectations outlined in Holden's attendance plan will continue into next school year and thus contribute to the incremental growth of the attendance rate over the course of the next two school years.

96.30

95.70

96.00

96.00

96.00

My Voice, My School 5 Essentials Survey

The overall favorable responses reflected in the 5Essentials survey are a direct result of the school-wide transformation that Holden has undergone in the past five years. With the continuation of many of the successful structures, practices and expectations in place that address SEL and the academic environment, along with effective formal communication to inform and prepare staff, students, and families for the survey each year, we anticipate maintaining a "Well Organized" rating for both of the next two school years. Greater emphasis, however, will be placed on improving 'safe practice' among teachers by increasing 'peer observation/feedback' opportunities.

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(Blank)

(Blank)

(Blank)

Custom metrics

1 of 1 complete

2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
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K-2 TRC

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

57.00

60.00

65.00

70.00

75.00

The more recent work around Balanced Literacy in grades K-2 will continue through SY20 in partnership with the Erikson institute to support high quality instruction as a means to increasing the number of proficient readers.

Strategies

Strategy 1

If we do...

Holden will expand curricular resources for Science K-8 and Balanced Literacy K-5, emphasizing teacher team engagement in two key areas of the cycle of continuous improvement (i.e. effective planning of instruction and regular review of formative assessment data)...

...then we see...

...to ensure greater curricular clarity through the horizontal and vertical alignment of Common Core and NGSS learning standards within and across grade levels, resulting in high quality instruction.

...which leads to...

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

Measurable outcomes tied to this strategy will include an overall increase in the Attainment for NWEA Literacy from the 83rd percentile to the 91st; a 10% increase in the number of students demonstrating proficiency on the TRC/DIBELS assessment for grades K-2; a higher school-wide average rating of proficient/ distinguished in REACH Domain 1: components 1a & 1d; a rating of 'Very Strong' for 'Ambitious Instruction' on the 5Essentials Survey; and an increase in student performance on the ISBE Science Assessment for grades 5 and 8.

Tags:
 Science, Assessment, Instruction, Ccss, Balanced literacy, Ngss, Writing workshop, Curriculum & instruction

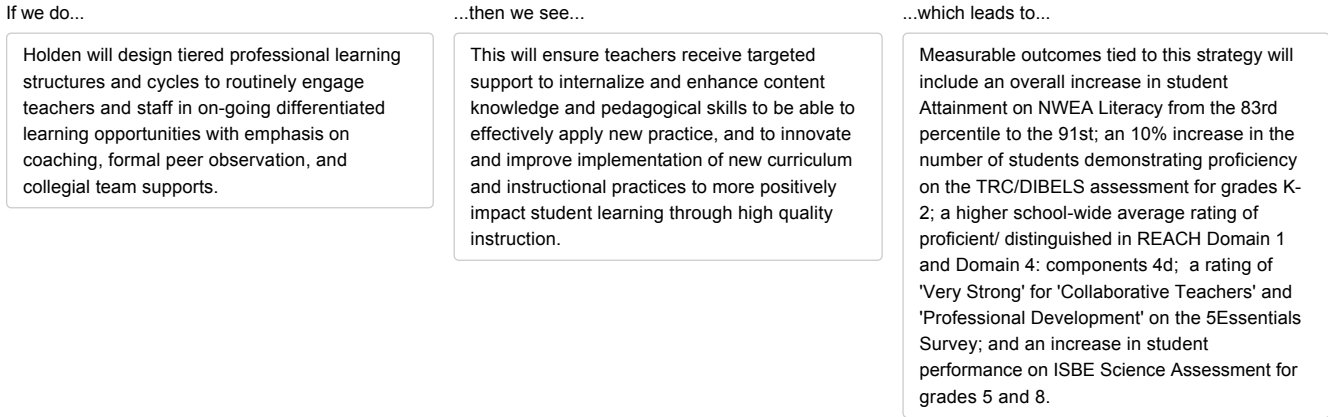
Area(s) of focus:
 1

Action step	Responsible	Timeframe	Status
Research and identify appropriate writing curriculum for purchase for middle school grades 6-8.	ILT; literacy leads; Administration	May 7, 2018 to Jul 30, 2018	Not started
Curriculum, Writing curriculum			
ILT will conduct a review of diagnostic and summative K-2, 3-5 and 6-8 writing samples to assess progress in the development of writing within and across grade levels to determine next steps.	ILT; K-8 Teacher	Feb 1, 2019 to Jun 7, 2019	Behind
Assessment, ILT, Writing			
Research and identify CPS approved Science Curriculum for purchase for grades K-5 and 6-8.	Principal in consultation with grade band Science leads.	Apr 30, 2018 to Jun 15, 2018	Behind
Budget, Science curriculum			
Allocate funds and purchase supplemental FOSS science kits to ensure a 1:1 ration of kit to teacher in grades K-5 to increase hands-on lab activities.	Administration	May 7, 2018 to Aug 24, 2018	Behind
Science, Curriculum resources, Foss			
Expand collection of culturally relevant text selections in all classroom libraries to support independent reading and read aloud engagement and student personal connections.	ILT: Literacy Leads; Administration	May 7, 2018 to Apr 30, 2020	Behind
Diversity, Literacy culturaly relevant text sets, Classroom libraries, Curriculum resource			
Allocate funds to secure purchase and training for Wilson Reading in support of high quality targeted literacy development for diverse learners.	Special Ed. Team; Literacy Leads; Administration	Jul 2, 2018 to Jan 31, 2019	Behind
Diverse Learners, Literacy, Special education, Resource			
ILT will develop differentiated K-2 and 3-8 template (criteria) for teachers use when conducting DDI unit assessment reviews for reteaching targeted instruction. Grade Level teams will ue the DDI template to engage in cycles of inquiry, utilizing data from pre-/post- unit assessments (Reading, Math, Science) to make appropriate determination for next step instruction and curriculum scope & sequence adjustments.	ILT; Grade Band Teams	Sep 17, 2018 to Dec 21, 2018	Behind
Math, Science, Assessment, ILT, Literacy, Grade level teams, Curriculum alignment, Ddi cycles, Curriculum assessments			
Teachers grades K-8 will apply a formal collaborative protocol to effectively engage in weekly review of formative student work samples during grade level team meetings.	Grade Level Teams; Administration	Sep 17, 2018 to Jun 5, 2020	Behind
Math, Science, Literacy, Grade level teams, Curriculum assessment			

<p>ILT will strengthen review strategies to increase transparency of practice (including the preservation of safe practice) through the review of curriculum plans and assessments.</p> <p>ILT will engage in cycles of reviews to gauge and make determinations on school-wide progress in areas of focus (i.e. writing, curriculum assessments, etc.)</p>	<p>ILT; Teachers K-8</p>	<p>Jan 21, 2019 to May 29, 2020</p>	<p>Behind</p>
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ILT, Safe practice, Curriculum assessment

Strategy 2



Tags: Science, Assessment, Professional Learning, Instructional Coaching, Resources, Ccss, Balanced literacy, Ngss, Writing workshop, Aai, Curriculum & instruction

Area(s) of focus: 2

Action step	Responsible	Timeframe	Status
<p>Allocated funds to secure instructional coach to provide K-8 teachers weekly coaching/ feedback and training to develop and strengthen effective practices that support rigorous instruction.</p>	<p>Principal; LSC</p>	<p>Apr 23, 2018 to May 2, 2018</p>	<p>Behind</p>

Professional development, Budget, Peer observation, Instructional support, Instructional coach

<p>Allocate funds and design schedule for quarterly grade level release days (Q1-3) for teachers to participate in collaborative planning cycles and curriculum development for core subjects and key priorities.</p>	<p>ILT; Principal; CIWP Team</p>	<p>Apr 23, 2018 to Apr 17, 2020</p>	<p>Behind</p>
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Scheduling, Budget, Curriculum plannig, Assessment review, Team collaboration

<p>Design a tiered Peer Observation schedule to afford teachers the opportunity to observe high quality practice aligned to individual area of growth.</p>	<p>ILT; Principal; Teacher Teams</p>	<p>Sep 10, 2018 to May 15, 2020</p>	<p>Behind</p>
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Scheduling, Peer observation

<p>Special Education teachers will attend Wilson Reading training to learn research based instructional approach to effectively developing literacy skills of diverse learners.</p>	<p>Special Ed. Teachers</p>	<p>Jul 2, 2018 to Jan 25, 2019</p>	<p>Behind</p>
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Diverse Learners, Intervention, Literacy

Allocate funds to secure partnership with the 'Chicago Writing Project' to provide customized quarterly professional development support to teachers of writing grades K-8.	Literacy Lead; Principal	Apr 23, 2018 to Jun 5, 2020	Behind
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Writing, Professional support & training

Allocate funds and purchase mentor texts associated with Lucy Calkins Writer's Workshop Units and new grades 6-8 writing curriculum. Mentor texts will also be used during writing professional development throughout the year.	Principal; Literacy Lead	Apr 23, 2018 to Aug 17, 2018	Behind
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Writing, Budget, Mentor text

Writing Workshop roll-out professional development to familiarize teachers to the proper structures of the writer's workshop model.	Chicago Writing Project; Literacy Lead; Principal	Aug 27, 2018 to Aug 31, 2018	Behind
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Professional development, Writing workshop

Host quarterly professional development cycles addressing key writing strategies (i.e. effective use of mentor texts, interactive writing, share outs). (Lucy Calkins 'Guide to Writers Workshop' text used to develop teacher understanding of foundations theory for developmental writing process).	Chicago Writing Project; Literacy Lead	Nov 2, 2018 to Apr 17, 2020	Behind
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Professional development, Writing workshop

(Year 2) Grade Level Teams will work collaboratively during designated team time to refine cross curricular aspect of units of writing.	Grade Level Teams; ILT; Literacy Leads	May 20, 2019 to May 29, 2020	Behind
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Grade level teams, Writing workshop, Curriculum refinement

Assemble a core team of 3-4 teachers to spearhead new initiative to strengthen science instruction over the course of the next two school years. Team will be the source for providing professional development and supports to teachers.	Science Committee	Jul 2, 2018 to Jun 30, 2020	Behind
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Professional development, Science committee

Conduct initial training to orient teachers to the components of the new science curriculum (i.e. scope & sequence, NGSS alignment, lab components, etc.).	Curriculum Vendor; Science Committee	Aug 27, 2018 to Nov 2, 2018	Behind
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Science, Curriculum, Professional development, Ngss, Resource alignment, Scope & sequence

Provide science teachers training around the Disciplinary Core Ideas (DCI) arrangements of the NGSS. Quarterly professional development cycles will address key NGSS standards and the cross cutting concepts.	Science Committee; ILT	Aug 27, 2018 to May 29, 2020	Behind
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Science, Cycles of professional learning, Ngss, Curriculum planning, Standards alignment, Instrucion

ILT will develop/acquire a framework for questioning and discussion techniques to further development of student agency, authority and identity (AAI). This will include specific resources and professional learning support on questioning stems, discussion norms, and replanted routines.	ILT; Literacy Lead; K-8 teachers	Aug 5, 2018 to May 31, 2019	Behind
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Professional Learning, Aai, Questioning & discussion

Utilize professional text 'Comprehension Through Conversation' as an anchor for professional learning cycles around questioning and discussion techniques.

ILT; Literacy Lead;
K-8 teachers

Aug 27, 2018 to
May 31, 2019

Behind

Professional Learning, Aai, Questioning & discussion

Strategy 3

If we do...

Holden will redefine school-wide value system and develop common language to more strongly align with a restorative philosophy and use this as the basis to provide social emotional professional learning to teachers and staff, and to design stronger tier 2-3 support structure and intervention menu.

...then we see...

Through this approach, teachers and staff will be able to effectively employ instructive responses and a menu of interventions that deescalate conflict and redirect students privately and respectfully so that responses are equitable to students in all subgroups.

...which leads to...

Measurable outcomes tied to this strategy will include a decrease in misconduct data; a rating of 'Very Strong' on the 5Essentials for Supportive Environment; a higher school-wide average rating of proficient/ distinguished in REACH Domain 2: components 2a, 2d; increased status rating on the Supportive Schools Certification from 'Emerging' to 'Established' for Sy19 and "Exemplar" by SY20.

Tags:

MTSS, Professional Learning, SEL, Counseling, Restorative conversations, Culture & climate

Area(s) of focus:

3

Action step

Responsible

Timeframe

Status

Explore options to separate the Case Manager/ Counselor role to ensure school Counselor function is maximized to directly support tier 1 SEL school-wide.

Principal; Counselor;
Special Ed. Team

Apr 17, 2018 to
May 2, 2018

Behind

Counseling, Staffing

School Culture & Climate Team develop a school-wide value system around which a shared language for SEL will be rolled out school-wide in SY19.

Climate & Culture
Team; Counselor;
Principal

May 7, 2018 to
Aug 10, 2018

Behind

SEL, Restorative practice, Climate & culture team

School Culture & Climate Team will design an in-house student survey that will be administered quarterly to collect data on student SEL skills, perceptions, mindsets, and preferences. Results will be used to design effective supports, activities, interventions and incentives throughout the course of the year.

Climate & Culture
Team; Counselor

Oct 1, 2018 to
Oct 26, 2018

Behind

MTSS, SEL, Incentives, Climate & culture team, Student survey

School Culture & Climate Team facilitates whole-staff orientation around SEL focus and unveil redefined school values and shared language protocols.

Climate & Culture
Team; Counselor

Aug 27, 2018 to
Aug 31, 2018

Behind

Secure presenters through the OSEL to train and build teacher/ non-teacher staff capacity to understand and employ restorative approaches effectively (PD will recur quarterly to scaffold learning and practice).

Counselor; Principal;
OSEL
representative

Jul 2, 2018 to
Feb 8, 2019

Behind

MTSS team convenes to redefine tier 2-3 diagnostic process, and works to develop a clear menu of intervention types and associated progress monitoring tools. Develop a system for managing referrals to implement a range of interventions for students who need targeted and/or intensive SEL support (Tier 2 and 3).

MTSS Team;
Psychologist;
Counselor; Principal

Aug 6, 2018 to
Dec 21, 2018

Behind

Menu of interventions, Mtss teir 2-3, Sel diagnostic

Hire/ designate a Dean of Students position to oversee and manage all aspects of school-wide discipline (referral/ data collection systems, train teachers), and to work collaboratively with the Counselor and Climate & Culture Team in support of CIWP SEL priority to strengthen restorative practices.	Principal; Counselor; Hiring Committee	Apr 23, 2018 to Aug 17, 2018	Behind
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Budget, Dean of students

Professional research based SEL text(s) will be used as an anchor for quarterly SEL professional development, and differentiated support for teachers and staff.	Principal; Climate & Culture Team; Counselor	Aug 27, 2018 to Apr 17, 2020	Behind
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SEL, Cycles of professional learning, Professional text, Research based

Strategy 4

If we do...

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

...then we see...

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

...which leads to...

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

Tags:

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

Area(s) of focus:

4

Action step	Responsible	Timeframe	Status
Administration will recruit parent and teacher leaders to initiate the formation of a Holden PTO.	Administration, PAC, BAC, LSC, teacher leaders.	Jul 1, 2018 to May 1, 2019	Behind

Parent engagement, Teacher leadership, Pto

Explore and form partnership with community organization to provide ESL courses to non-English speaking parents at Holden School.	Administration, BAC, PAC, LSC chairpersons.	Jul 1, 2018 to Jan 6, 2020	Behind
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Esl, Parent learning

The principal will host monthly parent forums (Principal's Cafe) as a means to create informal and more regular opportunities for parents to participate in decision making and voice questions and concerns.	Principal, PAC, BAC, LSC chairs.	Sep 10, 2018 to Jun 12, 2020	Behind
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Parent engagement, Parent forum

Host teacher led parent workshops for target groups to build parent capacity to support literacy and math instruction at home.	Principal; literacy and math leads;	Jan 7, 2019 to Jun 12, 2020	Behind
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Math, Literacy, Parent workshop

Action Plan

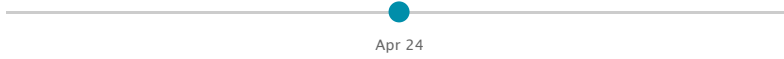
Strategy 1

NOT STARTED

Research and identify appropriate writing curriculum for purchase for middle school grades 6-8."

May 07, 2018 to Jul 30, 2018 - ILT; literacy leads; Administration

Status history



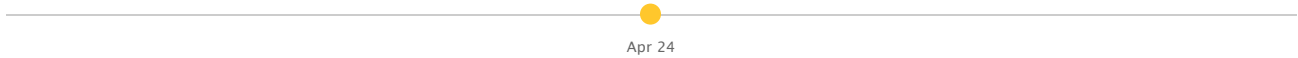
NOT STARTED Apr 24, 2018
Evidence

BEHIND

ILT will conduct a review of diagnostic and summative K-2, 3-5 and 6-8 writing samples to assess progress in the development of writing within and across grade levels to determine next steps."

Feb 01, 2019 to Jun 07, 2019 - ILT; K-8 Teacher

Status history



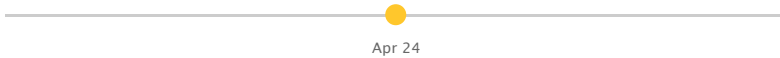
BEHIND Apr 24, 2018
Problem
Root Cause
Next steps

BEHIND

Research and identify CPS approved Science Curriculum for purchase for grades K-5 and 6-8."

Apr 30, 2018 to Jun 15, 2018 - Principal in consultation with grade band Science leads.

Status history



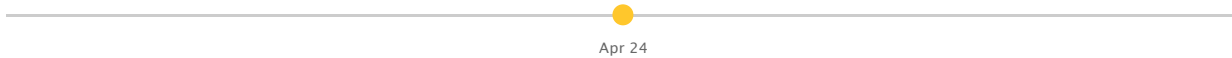
BEHIND Apr 24, 2018
Problem
Root Cause
Next steps

BEHIND

Allocate funds and purchase supplemental FOSS science kits to ensure a 1:1 ration of kit to teacher in grades K-5 to increase hands-on lab activities."

May 07, 2018 to Aug 24, 2018 - Administration

Status history



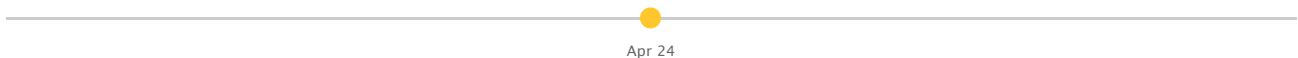
BEHIND Apr 24, 2018
Problem
Root Cause
Next steps

BEHIND

Expand collection of culturally relevant text selections in all classroom libraries to support independent reading and read aloud engagement and student personal connections."

May 07, 2018 to Apr 30, 2020 - ILT; Literacy Leads; Administration

Status history



BEHIND Apr 24, 2018
Problem
Root Cause
Next steps

BEHIND
Allocate funds to secure purchase and training for Wilson Reading in support of high quality targeted literacy development for diverse learners."
Jul 02, 2018 to Jan 31, 2019 - Special Ed. Team; Literacy Leads; Administration

Status history



BEHIND Apr 24, 2018
Problem
Root Cause
Next steps

BEHIND
ILT will develop differentiated K-2 and 3-8 template (criteria) for teachers use when conducting DDI unit assessment reviews for reteaching targeted instruction. Grade Level teams will use the DDI template to engage in cycles of inquiry, utilizing data from pre-/post- unit assessments (Reading, Math, Science) to make appropriate determination for next step instruction and curriculum scope & sequence adjustments."
Sep 17, 2018 to Dec 21, 2018 - ILT; Grade Band Teams

Status history



BEHIND Apr 24, 2018
Problem
Root Cause
Next steps

BEHIND
Teachers grades K-8 will apply a formal collaborative protocol to effectively engage in weekly review of formative student work samples during grade level team meetings."
Sep 17, 2018 to Jun 05, 2020 - Grade Level Teams; Administration

Status history



BEHIND Apr 24, 2018
Problem
Root Cause
Next steps

BEHIND
ILT will strengthen review strategies to increase transparency of practice (including the preservation of safe practice) through the review of curriculum plans and assessments. ILT will engage in cycles of reviews to gauge and make determinations on school-wide progress in areas of focus (i.e. writing, curriculum assessments, etc.)"
Jan 21, 2019 to May 29, 2020 - ILT; Teachers K-8

Status history



BEHIND Apr 24, 2018
Problem
Root Cause
Next steps

Strategy 2

BEHIND

Allocated funds to secure instructional coach to provide K-8 teachers weekly coaching/ feedback and training to develop and strengthen effective practices that support rigorous instruction."

Apr 23, 2018 to May 02, 2018 - Principal; LSC

Status history



Apr 24

BEHIND

Apr 24, 2018

Problem
Root Cause
Next steps

BEHIND

Allocate funds and design schedule for quarterly grade level release days (Q1-3) for teachers to participate in collaborative planning cycles and curriculum development for core subjects and key priorities."

Apr 23, 2018 to Apr 17, 2020 - ILT; Principal; CIWP Team

Status history



Apr 24

BEHIND

Apr 24, 2018

Problem
Root Cause
Next steps

BEHIND

Design a tiered Peer Observation schedule to afford teachers the opportunity to observe high quality practice aligned to individual area of growth."

Sep 10, 2018 to May 15, 2020 - ILT; Principal; Teacher Teams

Status history



Apr 24

BEHIND

Apr 24, 2018

Problem
Root Cause
Next steps

BEHIND

Special Education teachers will attend Wilson Reading training to learn research based instructional approach to effectively developing literacy skills of diverse learners."

Jul 02, 2018 to Jan 25, 2019 - Special Ed. Teachers

Status history



Apr 24

BEHIND

Apr 24, 2018

Problem
Root Cause
Next steps

BEHIND

Allocate funds to secure partnership with the 'Chicago Writing Project' to provide customized quarterly professional development support to teachers of writing grades K-8."

Apr 23, 2018 to Jun 05, 2020 - Literacy Lead; Principal

Status history

Apr 24

BEHIND Apr 24, 2018
Problem
Root Cause
Next steps

BEHIND Allocate funds and purchase mentor texts associated with Lucy Calkins Writer's Workshop Units and new grades 6-8 writing curriculum. Mentor texts will also be used during writing professional development throughout the year."

Apr 23, 2018 to Aug 17, 2018 - Principal; Literacy Lead

Status history

Apr 24

BEHIND Apr 24, 2018
Problem
Root Cause
Next steps

BEHIND Writing Workshop roll-out professional development to familiarize teachers to the proper structures of the writer's workshop model."
Aug 27, 2018 to Aug 31, 2018 - Chicago Writing Project; Literacy Lead; Principal

Status history

Apr 24

BEHIND Apr 24, 2018
Problem
Root Cause
Next steps

BEHIND Host quarterly professional development cycles addressing key writing strategies (i.e. effective use of mentor texts, interactive writing, share outs). (Lucy Calkins 'Guide to Writers Workshop' text used to develop teacher understanding of foundations theory for developmental writing process)."

Nov 02, 2018 to Apr 17, 2020 - Chicago Writing Project; Literacy Lead

Status history

Apr 24

BEHIND Apr 24, 2018
Problem
Root Cause
Next steps

BEHIND (Year 2) Grade Level Teams will work collaboratively during designated team time to refine cross curricular aspect of units of writing."
May 20, 2019 to May 29, 2020 - Grade Level Tems; ILT; Literacy Leads

Status history

Apr 24

BEHIND

Apr 24, 2018

Problem
Root Cause
Next steps

BEHIND

Assemble a core team of 3-4 teachers to spearhead new initiative to strengthen science instruction over the course of the next two school years. Team will be the source for providing professional development and supports to teachers."

Jul 02, 2018 to Jun 30, 2020 - Science Committee

Status history

Apr 24

BEHIND

Apr 24, 2018

Problem
Root Cause
Next steps

BEHIND

Conduct initial training to orient teachers to the components of the new science curriculum (i.e. scope & sequence, NGSS alignment, lab components, etc.)."

Aug 27, 2018 to Nov 02, 2018 - Curriculum Vendor; Science Committee

Status history

Apr 24

BEHIND

Apr 24, 2018

Problem
Root Cause
Next steps

BEHIND

Provide science teachers training around the Disciplinary Core Ideas (DCI) arrangements of the NGSS. Quarterly professional development cycles will address key NGSS standards and the cross cutting concepts."

Aug 27, 2018 to May 29, 2020 - Science Committee; ILT

Status history

Apr 24

BEHIND

Apr 24, 2018

Problem
Root Cause
Next steps

BEHIND

ILT will develop/acquire a framework for questioning and discussion techniques to further development of student agency, authority and identity (AAI). This will include specific resources and professional learning support on questioning stems, discussion norms, and replanted routines."

Aug 05, 2018 to May 31, 2019 - ILT; Literacy Lead; K-8 teachers

Status history

Apr 24

BEHIND

Apr 24, 2018

Problem
Root Cause
Next steps

BEHIND

Utilize professional text 'Comprehension Through Conversation' as an anchor for professional learning cycles around questioning and discussion techniques."

Aug 27, 2018 to May 31, 2019 - ILT; Literacy Lead; K-8 teachers

Status history

Apr 24

BEHIND Apr 24, 2018
Problem
Root Cause
Next steps

Strategy 3

BEHIND

Explore options to separate the Case Manager/ Counselor role to ensure school Counselor function is maximized to directly support tier 1 SEL school-wide."

Apr 17, 2018 to May 02, 2018 - Principal; Counselor; Special Ed. Team

Status history

Apr 24

BEHIND Apr 24, 2018
Problem
Root Cause
Next steps

BEHIND

School Culture & Climate Team develop a school-wide value system around which a shared language for SEL will be rolled out school-wide in SY19."

May 07, 2018 to Aug 10, 2018 - Climate & Culture Team; Counselor; Principal

Status history

Apr 24

BEHIND Apr 24, 2018
Problem
Root Cause
Next steps

BEHIND

School Culture & Climate Team will design an in-house student survey that will be administered quarterly to collect data on student SEL skills, perceptions, mindsets, and preferences. Results will be used to design effective supports, activities, interventions and incentives throughout the course of the year."

Oct 01, 2018 to Oct 26, 2018 - Climate & Culture Team; Counselor

Status history

Apr 24

BEHIND Apr 24, 2018
Problem
Root Cause
Next steps

BEHIND

School Culture & Climate Team facilitates whole-staff orientation around SEL focus and unveil redefined school values and shared language protocols."

Aug 27, 2018 to Aug 31, 2018 - Climate & Culture Team; Counselor

Status history

Apr 24

BEHIND Apr 24, 2018
Problem
Root Cause
Next steps

BEHIND

Secure presenters through the OSEL to train and build teacher/ non-teacher staff capacity to understand and employ restorative approaches effectively (PD will recur quarterly to scaffold learning and practice)."

Jul 02, 2018 to Feb 08, 2019 - Counselor; Principal; OSEL representative

Status history

Apr 24

BEHIND Apr 24, 2018
Problem
Root Cause
Next steps

BEHIND

MTSS team convenes to redefine tier 2-3 diagnostic process, and works to develop a clear menu of intervention types and associated progress monitoring tools. Develop a system for managing referrals to implement a range of interventions for students who need targeted and/or intensive SEL support (Tier 2 and 3)."

Aug 06, 2018 to Dec 21, 2018 - MTSS Team; Psychologist; Counselor; Principal

Status history

Apr 24

BEHIND Apr 24, 2018
Problem
Root Cause
Next steps

BEHIND

Hire/ designate a Dean of Students position to oversee and manage all aspects of school-wide discipline (referral/ data collection systems, train teachers), and to work collaboratively with the Counselor and Climate & Culture Team in support of CIWP SEL priority to strengthen restorative practices."

Apr 23, 2018 to Aug 17, 2018 - Principal; Counselor; Hiring Committee

Status history

Apr 24

BEHIND Apr 24, 2018
Problem
Root Cause
Next steps

BEHIND

Professional research based SEL text(s) will be used as an anchor for quarterly SEL professional development, and differentiated support for teachers and staff."

Aug 27, 2018 to Apr 17, 2020 - Principal; Climate & Culture Team; Counselor

Status history

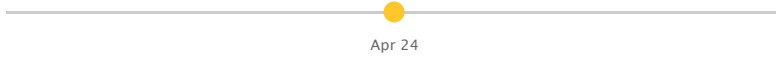
Apr 24

BEHIND Apr 24, 2018
Problem
Root Cause
Next steps

Strategy 4

BEHIND Administration will recruit parent and teacher leaders to initiate the formation of a Holden PTO."
Jul 01, 2018 to May 01, 2019 - Administration, PAC, BAC, LSC, teacher leaders.

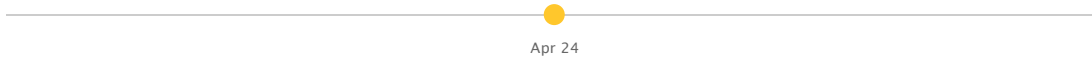
Status history



BEHIND Apr 24, 2018
Problem
Root Cause
Next steps

BEHIND Explore and form partnership with community organization to provide ESL courses to non-English speaking parents at Holden School."
Jul 01, 2018 to Jan 06, 2020 - Administration, BAC, PAC, LSC chairpersons.

Status history

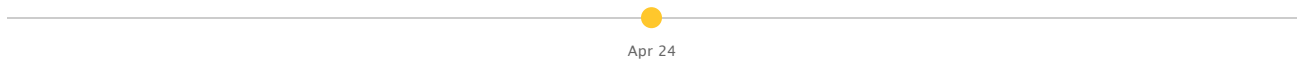


BEHIND Apr 24, 2018
Problem
Root Cause
Next steps

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

Sep 10, 2018 to Jun 12, 2020 - Principal, PAC, BAC, LSC chairs.

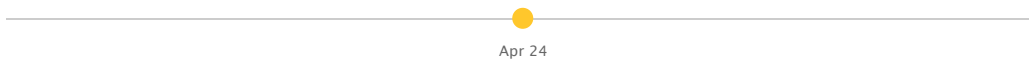
Status history



BEHIND Apr 24, 2018
Problem
Root Cause
Next steps

BEHIND Host teacher led parent workshops for target groups to build parent capacity to support literacy and math instruction at home."
Jan 07, 2019 to Jun 12, 2020 - Principal; literacy and math leads;

Status history



BEHIND Apr 24, 2018
Problem
Root Cause
Next steps

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 the 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.

ESSA Program

ESSA Schoolwide Program

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

ESSA 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

Every Student Succeeds Act (ESSA), 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 ESSA 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 and Family Plan

Parent and Family Engagement Policy

Not complete

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

Holden's Parent Advisory Council (PAC) will identify our current NCLB Title I School Parent Involvement Plan and Policy. It will then be evaluated for its effectiveness. Adjustments and improvements will be made as needed. Should there be a concern about the NCLB Title I School Parental Involvement Plan and Policy, Holden will address and resolve it through consultation with the PAC and in accordance with Title I guidelines. Holden School will strive to ensure full parental inclusion in all program opportunities regardless of language proficiency, disability, or other. We will ensure effective communication with parents in their native language via interpreters, translations of written materials sent home (i.e. Parent Handbook, Newsletters, etc.), "robo-calls" to parents in their native languages, and the translation tool provided on Holden School's website.

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, 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 and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

Parents will show their support of the Parent Advisory Council (PAC), the Bilingual Advisory Council (BAC), and the Local School Council (LSC) by joining and attending monthly meetings. September 28th is the date for the Annual and Organizational meetings for the 2018-19 school year. Holden's PAC will identify current NCLB, Title I School Parental Involvement Plan and Policy. Prior to these meetings, written notifications are disseminated, inviting and encouraging parents to attend. These notifications are translated into the native languages of the parents. Signs, also in each identified native language, are posted throughout the school as an additional reminder of upcoming parent meetings and events. Information regarding upcoming parent meetings is posted on Holden School's website under the Parent tab. During SY19-20, Holden will utilize Facebook as a primary advertising tool. The goals of all our meetings are to increase parent capacity around educational initiatives that will in turn support student achievement.

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

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

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

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

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

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

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

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

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

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

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

Holden has a home/school connection protocol that requires teachers and staff to conduct regular parent outreach around specific criteria related to grades, attendance and behavioral conduct. At the start of each school year, professional development is provided to all staff around the components of the parent communication protocol and on how to successfully communicate with parents throughout the year in an effort to strengthen collaboration and support student learning and social development. Holden also will continue to plan and host quarterly family nights centered around core subjects and the fine arts and technology. Through established and new partnerships with local agencies and museums, Holden will engage parents in workshops and field trips that will build parent capacity and strengthen ties with the school and staff. Plans to recruit and increase the number of parent volunteers will continue as well, with the goal being to have two parent volunteers supporting each grade band consistently throughout the year. In grades K-2, teachers will lead semester workshops to build parent capacity around supporting their child's literacy and math development at home.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family 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 and families in more fully participating in their children's education. Please describe how this will be accomplished.

Parents are encouraged to participate in various programs sponsored by our PAC, and BAC as well as events sponsored in conjunction with Holden's community partners (Chicago Park District, WITS, BP, Chicago Police Department, Communities In Schools, etc.). These programs include topics on social and emotional health, career awareness, violence prevention, cultural awareness, health education, safety education, life skills, academic enrichment, sports and physical activity, parenting skills, fine arts, etc. Additionally, in grades K-2, teachers will lead semester workshops to build parent capacity around supporting their child's literacy and math development at home.

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

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

Policy Implementation Activities

The LSC will approve the school improvement plan and monitor the CIWP.

In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.

The school will coordinate the parent and family engagement programs identified in the CIWP.

The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.

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

(Blank)

School-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.)

Charles N. Holden Elementary provides an educational foundation rooted in Common Core aligned instruction and social emotional learning, incorporating inclusive practices, differentiated instructional and advanced curricular coursework. Our focus on literacy, math, science, technology and the arts is geared to ensure students receive a high quality college and career ready education for all students. Through on-going home/school collaboration and community partnerships, we strive to ensure all Holden students achieve their full potential enabling them to access higher education, a successful career, and positively contribute to society.

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

Parent-teacher conferences will be held on CPS report card pick-up dates (at the end of the first and third quarters - November 14, 2018 and April 10, 2019), during annual IEP meetings (dates vary by individual student), and at any time a parent or teacher should request a conference. Select parent conferences will also occur for parents of students who exhibit chronic truancy and absenteeism. In such cases, administration, teachers and parents will come together to conference and develop support plans as needed. Additional parent conferencing will be conducted by teachers and administration per the school's Parent Communication Protocol and Discipline Referral Protocol on an as-need basis.

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

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

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

Staff will be available for consultation with parents in the morning before school begins, at the end of the school day, and as needed through appointments scheduled with the main office in advance at a mutually agreed upon time by both parties (that does not interfere with instructional time). Parents also have access to all staff emails through the school website to be able to conveniently communicate directly with teachers as needed.

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

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

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

Holden will work to build parent capacity to be able to effectively monitor and assist in their child's learning by 1) ensuring their child maintains a minimum attendance rate of 95% or above for the school year, 2) reviewing homework agendas on a daily basis, providing an appropriate space at home that is conducive to studying, 3) reviewing all assessment results provided by the school and having discussions with their children regarding their performance, 4) setting aside time in their busy schedules to attend school related meetings, attend field trips as chaperones, and participating in extracurricular educational excursions to local museums with their children, and 5) registering on the CPS Parent Portal to have immediate access to their child's grades.

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

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

Parent attendance at various school committee meetings (LSC, PAC, BAC, Principal's Cafe) is openly advertised and encouraged to keep parents informed and to give them a forum to take part in the decision making process by sharing feedback and voicing questions and concerns. LSC, PAC, BAC, and Principal's Cafe meetings are held once each month per a set schedule. Administration has an open door policy and encourages parent voices to be heard. All parent requests to meet with administration or a teachers and staff are accommodated within a 24 hour turn-around time. Parent representatives are also recruited as members serving on the school's CIWP team, which meets quarterly each year to evaluate the status of CIWP action items to ensure progress towards goals. Leading into Quarter 3 report card pick up, the 5Essentials survey is actively promoted to parents to encourage participation in an effort to gather parent feedback and perspectives about the school's environment, which will in turn, impact school decision making.

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

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

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

(Blank)

Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement Program.

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ Amount .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 1000 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 400 .00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ Amount .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ 500 .00
<p>54205</p>	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ 852 .00
<p>54565</p>	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ Amount .00
<p>53510</p>	Postage Must be used for parent and family engagement programs only.	\$ Amount .00
53306	Software Must be educational and for parent use only.	\$ Amount .00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$ Amount .00

