

# Charles N Holden Elementary School

## 2020-2022 plan summary

### Team

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### Team Meetings

<b>Date</b>	<b>Participants</b>	<b>Topic</b>
01/27/2020	Arnone, Luu, Padilla, Evans, Hull, MacLeod, Patsiopoulos, Muzzy	SEF - Review & Rate
02/03/2020	Arnone, Luu, Padilla, Evans, Hull, Muzzy, Patsiopoulos	SEF - Review & Rate/ Finalize
02/10/2020	Hernandez, Arnone, Luu, Padilla, Evans, Hull, Phillips, Muzzy, MacLeod, Patsiopoulos	Identifying Framework Priorities & Root Cause Analysis
02/18/2020	A. Arnone, J Luu, J. Padilla, B. Evans, L. Hernandez, L. Phillips, H. Hull, S. MacLeod	Reviewing Holden Data & Identifying Framework Priorities
02/24/2020	K. Patsiopoulos, A. Arnone, J Luu, J. Padilla, B. Evans, L. Hernandez, L. Phillips, H. Hull	Reviewing Holden Data & Identifying Framework Priorities
04/16/2020	K. Patsiopoulos, S. Mitra, S. MacLeod	CIWP Literacy Action Items
04/23/2020	K. Patsiopoulos, S. Mitra	CIWP Literacy Action Items
04/24/2020	K. Patsiopoulos, L. Muzzy	CIWP SEL Action Items
04/27/2020	K. Patsiopoulos, L. Hernandez	CIWP Literacy Action Items
04/28/2020	K. Patsiopoulos, L. Muzzy	CIWP SEL Action Items
05/08/2020	K. Patsiopoulos, L. Muzzy	CIWP SEL Action Items
05/09/2020	K. Patsiopoulos, L. Muzzy	CIWP SEL Action Items
05/12/2020	K. Patsiopoulos, S. Mitra, S. MacLeod, L. Hernandez	CIWP Literacy Action Items
05/14/2020	K. Patsiopoulos, S. MacLeod, S. Mitra, L. Hernandez, A. Taylor	CIWP Social Studies Action Items
05/18/2020	L. Hernandez, S. MacLeod, G. Yoerger, N. Soto, S. Evans, A. Arnone, R. Martinez, H. Sutker	Review of Phonics Curriculums CKLA vs. Foundations
05/18/2020	K. Patsiopoulos, S. MacLeod, L. Hernandez	CIWP Literacy Action Items

## Framework

### Category scoring

- 1 NONE or FEW of the practices are CONSISTENTLY evident.
- 2 FEW of the practices are CONSISTENTLY evident for FEW students and/or staff.
- 3 MOST of the practices are CONSISTENTLY evident for SOME students and/or staff.
- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

## Subcategory scoring

- 1 Practice is not consistently evident for ANY students and/or staff.
- 2 Practice is CONSISTENTLY evident for FEW students and/or staff.
- 3 Practice is CONSISTENTLY evident for SOME students and/or staff.
- 4 Practice is CONSISTENTLY evident for ALL students and/or staff.
- Not scored

## Leadership and Structure for Continuous Improvement

- 4 - Leadership for Continuous Improvement
  - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 4 Enable staff to focus and prioritize what matters most
  - 4 Employ the skills to effectively manage change
  - 4 Make "safe practice" an integral part of professional learning
  - 4 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence:** From 2018 to 2020, Holden's leadership has successfully adapted to changing circumstances and new challenges to ensure the forward direction of the school. 5Essentials survey results for 2019 has Holden as a "Well Organized" school. A closer look at the results from the 5E survey rate Program Coherence as "Very Strong", along with Instructional Leadership as "Strong." Expectations for meeting learning goals and communicating a clear vision had positive response rates of Agree/Strongly Agree at 90%+ on average. Holden administration has taken intentional steps to ensure teacher leadership in teams continues to grow, and that distributed leadership and teacher input in decision making is present when deciding the best interest of the school's needs. 5E survey results has 92% of respondents at Agree/Strongly Agree that teacher voice is present when establishing the curriculum and instructional program. 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. Professional Development is rated as "Very Strong" on the 5E survey results for 2019 and is consistently aligned to CIWP priorities per the professional development agendas for 2018-2020. Professional development is ongoing and builds on prior sessions to promote safe practice, peer collaboration and implementation with fidelity. In the past two school years, Holden teachers have increasingly been engaged in professional development and have sought out numerous self-identified opportunities to improve their instructional practice. 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. 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.).

- 4 - Structure for Continuous Improvement
  - 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - 4 Design professional learning (PL) to achieve school-wide improvement goals
  - 4 Design and implement school day schedules that are responsive to student needs
  - 4 Align the budget to the CIWP priorities and the mission of the school
  - 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
  - 2 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
  - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - **Evidence:** In addition to the evidence provided under Leadership for Continuous Improvement, all Holden instructional schedules are intentionally designed 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 to ensure a 1-to-1 ratio in grades 3-8 for chromebooks. During SY21, Holden is poised to begin expanding technology further into the primary grades. 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 & Pinnel 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 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. Currently, there is a need for more emphasis on having a consistent committee that supports the implementation and communication of SEL initiatives.

## Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - 4 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - 4 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
  - 2 Curriculum connects to real world, authentic application of learning
  - 4 Curriculum is aligned to expectations of the standards
  - 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - 4 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - **Evidence:** -ELA and Math scope and sequences developed at the beginning of school year with grade level teams ensuring coverage of grade level content standards from September - June. -BOY and MOY strategic planning through data analysis to target deficits in core knowledge and to identify next steps for advanced learners in Math and ELA. Planning helps ensure scope and sequence maps are driving core instruction while intervention and enrichment opportunities are integrated. -Classrooms grades 5-8 are departmentalized for core subjects, 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. -Horizontal and vertical alignment of Math (Envision K-5), ELA (K-5), Science (Amplify), Writing from K-5 through Calkins Units of Study (Vertical Alignment seems like a focus area given the last writing PD) -Focus Area of Improvement: Lack of K-5 social studies curriculum leaving us with no vertical alignment -Throughout the past two school years, Holden teachers have been exposed to key professional development to aid in rebuilding and standardizing key practices for literacy. Through the support of Erikson Institute teacher mentors, Holden has developed solid Balanced Literacy structures in K-4 classrooms. -There is a need to restructure the instructional program for Literacy at grades 6-8 to allow for greater cross subject integration and cultural responsiveness. -Review of instructional plans indicates a need for additional training that incorporates the

principals of backwards design with assessments in mind. -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. This happens most consistently across grade levels in Amplify Science reading activities. -A key area of improvement is explicit evidence of SPED/GENED teacher collaboration to ensure meaningful opportunities are provided for students to access grade level content in addition to their IEP goals. -Added emphasis also needs to be given to Lesson Planning to support ELs. Although teachers are beginning to incorporate 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. In addition, WIDA can-do descriptors should be used more strategically to guide teacher expectations around meaningful participation of language learners in curriculum, instruction and assessment. Additional grade level resources such as chapter books that are aligned to curriculum have been purchased to accommodate Spanish and Chinese student population. -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.

- 3 - Instruction
  - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 3 Engage students in learning and foster student ownership
  - 3 Use questioning and discussion as techniques to deepen student understanding
  - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - 4 Provide students frequent, informative feedback
  - 4 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - 4 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - **Evidence:** As evidenced in the 5Essential Survey results, Holden teachers were strongly rated as leading ambitious instruction that is welldefined 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. SY19 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 in all five subcategories. SQRP results for SY19 have students attainment at 74th percentile for Reading and 93rd percentile for Math. A key of improvement in the past two years has been in the core subject of Writing grades K-5. Currently, teachers are integrating writing using the Lucy Calkins Writer's Workshop curriculum. 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). 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. Tier 1 SEL instruction is inconsistent utilizing Second Step. There is a need to revisit this to determine professional development needs for teachers around supporting explicit SEL instruction aligned to the IL SEL standards.

- 3 - Balanced Assessment and Grading
  - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - 4 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
  - 4 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - 2 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
  - 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - 2 Utilize assessments that measure the development of academic language for English learners
  - 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - 3 Improve and promote assessment literacy
  - 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - **Evidence:** -Holden teachers adhere to the CPS Grading Guidelines in developing assessment practices, setting up gradebooks, and administering grades per the required weekly time-frame. -Data-driven decision making with teacher teams/principal meetings to target areas of continued focus for instruction - vertical alignment -Grade book categories and weights were established through grade level conversations in principal directed meetings -Grade level teams collaborate to ensure consistency in number and type of assignments graded each week -Teachers ensure sufficient number of assignments and quizzes leading up to unit assessment -School-wide no zero policy; provide all students with make-up assignment opportunities -Grade level teams give common assessment (3rd grade perspective: is this still happening in other grades) -DDI cycle: reteach and reassess; ensure assessment targets appropriate standards - More teacher training needed to properly differentiate EL assessments that are correlated to WIDA for each student -Data sheet collects detailed attendance, grading, reading level, and test score data every 5 weeks -BOY syllabus created by each teacher to communicate grading strategy (gradebook category weights, frequency of assignments) -Cite last year's school assessment plan (unit assessments every 5 weeks; narrative writing probe 3x; WTW; F&P level tracking...) -K-4 Grade level teams collaborated to develop reliability around scoring narrative writing samples on rubric (modifying Calkins rubric for clarity) -There is a need for more aligned and varied forms of assumptive assessments for literacy, particularly among grades K-1 and 6-8.

- 3 - MTSS
  - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
  - 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
  - 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
  - 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
  - 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
  - 2 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
  - 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
  - 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
  - 4 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
  - 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
  - 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
  - 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
  - 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
  - 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)



- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 4 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** -Holden has a defined MTSS system and expectations for tier 1-3 academic intervention and differentiation. -Teacher utilize root cause analysis and leverage data (quantitative/ qualitative) to make informed decisions for planning and delivering intervention -There is a defined progress monitoring schedule that teachers adhere to in order to input data in the ASPEN Logging Tool to track student progress (Tier 2-3). -Strong data sharing structures exist. Teacher self-manage and update data every five weeks to make determinations for supports. -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. -SY19 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.' -Although we have made great progress in formalizing our academic MTSS process, 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. -There is a need to revamp the MTSS team 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. NOTE: The identified area of need is in relation to MTSS at all tiers for SEL. -SEL will be a primary area of focus in the CIWP planning process and will consider team structure (clinician support included), a revised team structure and convening schedule, SEL curriculum resources, SEL standards alignment, and professional development centered on intervention strategies to support SEL needs of students in a more effective manner.
- 3 - Transitions, College & Career Access, & Persistence
  - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)

- 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
- 3 READINESS ? Ensure equitable access to college preparatory curriculum
- 3 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
- **Evidence:**

## Quality and Character of School Life

- 3 - Relational Trust
  - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence:** -5Essentials survey results for 2019 rate Teacher Collaboration and Teacher Trust as "Very Strong." -Peer observation sign-up spreadsheet based on teacher selected area of improvement is a structure in place to promote teacher to teacher collaboration and learning. -Peer observations schedules ensure recurring rounds of opportunities for all teachers for directed peer observations - Q1-3 Grade level release days allow grade level teams to co-plan and develop unit plans, revise scope and sequence, etc. -Teacher leaders are tapped to lead professional development sessions with colleagues sharing areas of expertise and instructional knowledge.
- 2 - Student Voice, Engagement, and Civic Life
  - 3 Study politics
  - 3 Become informed voters and participants in the electoral process
  - 2 Engage in discussions about current and controversial issues
  - 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - 3 Exercise student voice (REQUIRED: OSEL)
  - 2 Authentically interact with community and civic leaders
  - 2 Engage with their community
  - 2 Take informed action where they work together to propose and advocate for solutions
  - 2 Experience a schoolwide civics culture
  - **Evidence:**
- 3 - Physical and Emotional Safety
  - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - **Evidence:** SY19 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.' Peer support and teacher trust were both rated as "Strong." However, student safety responses rated "Neutral."

- 4 - Supportive and Equitable Approaches to Discipline
  - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - **Evidence:** SY19 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.' Peer support and teacher trust were both rated as "Strong." However, student safety responses rated "Neutral." REACH evaluation data indicates that a combined 95%+ of teachers rated Proficient/Distinguished for component 2a respect and rapport, and 95%+ rated Proficient/Distinguished for component 2d managing student behavior. All classrooms have expectations posted, although there walk-through evidence suggests there is a need for more consistent reinforcement of these practices. In SY19, teachers participated in training to learn and apply restorative practices in response to behavior challenges as an alternate to immediate referrals. Over the past two school years, the rate of misconduct referrals has decreased. 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. Protocols and schedules for monitoring, supervision and transitions are established school-wide within the limits of our resources. Clear expectations are set and message consistently, and routines are well established. Teachers also establish and maintain communication with parents per the school's Parent Communication protocol and misconduct protocol. The Second Step curriculum is taught at grades K-8 but requires more professional development and consistency in implementation. At grades 6-8, SEL is also integrated formally through the Literacy and Social Studies (Facing History) curriculum. REACH observation evidence tied to Domain 2 component 2a: Creating an Environment of Respect & Rapport consistently and firmly aligns to the category of 'Proficient' indicating that on a whole, there is mutual respect among teachers - students and student-students and that the classroom learning environment has high expectations for maintaining respectful interactions. Similarly, REACH evidence for Domain 2: component 2d Managing Student Behavior also firmly falls under the 'Proficient' rating for Holden teacher. \*\*\*Safe Dates Program run by social worker Mrs. Salinas for 8th grade students. \*\*\* Need for additional staff professional development focusing on common school-wide restorative justice practices. Need for restorative practices to support chronically truant students. \*\*\*
- 3 - Family & Community Engagement

- 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
- 4 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).
- 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
- 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
- 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
- 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- 3 Partner equitably with parents speaking languages other than English
- 2 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
- **Evidence:** Since 2018, Holden has taken very strategic and intentional steps to bolstering parent engagement. In addition to the formal LSC, PAC and BAC committees, Holden has actively recruited parent leaders who have worked alongside administration to put in place a Holden Parent Leadership Group (HPLG) that acts as a support and thought partner for planning events, supporting teachers, and conducting additional parent outreach and recruitment. This was a big step forward, and Holden is looking to expand the parent leadership structure in SY21-22 to include homeroom parent leads. Additionally, Holden administration maintains an open door policy for parents, and actively recruits parent and community volunteers in line with CPS volunteer policy to support the school. 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](http://www.HoldenSchool.org) is regularly maintained to provide parents with more efficient and frequent communication around school happenings and important reminders. 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). Participation at PAC/BAC meetings has also seen a slight decline during SY20. 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.

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## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	3
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	1
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	2
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Quality and Character of School Life: Family & Community Engagement	4
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	0
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
4	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0

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## Goals

## Areas of critical need and root cause analysis

[X] By checking this box, I confirm that we have recalled previous data analysis, conducted new data analysis as needed, and indicated 3-5 areas of critical need in our school's CIWP Google sheet for the Area of Critical Need component. We will now move on to the Goals component.;

[X] By checking this box, I confirm that we have completed a root cause analysis for **each** area of critical need and indicated 3-5 root causes in our school's CIWP Google sheet for the Root Cause Analysis component.

## Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Growth G3-8 (Reading)  Root cause analysis of the Districts 5-year Vision metrics for Holden indicated a sharp decline in growth on NWEA for students with IEPs, with particular emphasis on students in grades 6-8. Much of this is attributed to a decline in Special Education staff during SY18 and SY19. With all special education positions anticipated to be filled for SY21 and SY22, along with a professional development support plan for teachers and new supplemental resources, we believe it is realistic to ensure 70%+ of our DL population across grades 3-8 will meet/exceed growth projections annually.	Students with IEPs		60.00	80.00
	Overall		68.00	72.00
Vision: Attendance Rate  Root cause analysis of the Districts 5-year Vision metrics for Holden indicated a decline in the annual attendance rate for three consecutive years. A closer look at attendance for African American shows a larger gap, well below 95%. With the implementation of a new social emotional learning structure, the goals set here are realistic and ambitious.	Overall		95.25	95.49
	African American		94.00	95.00
SQRP: % of Students Making Sufficient Annual Progress on ACCESS  Root cause analysis of the Districts 5-year Vision metrics for Holden indicated a three year decline in EL student growth on ACCESS. Additional contributing factors include a strain on BIL certified	EL		45.00	55.00

<b>Metrics (select 3-5)</b>	<b>Student groups (1-2 for each metric)</b>	<b>SY19 data actual (provided by CPS)</b>	<b>2020-2021 goal</b>	<b>2021-2022 goal</b>
staffing who support both Spanish and Cantonese/Mandarin native language instruction. With a new approach to professional development for teachers of EL students and a structure to provide TBE support, the goals set here are realistic and ambitious.				
Vision: NWEA Attainment G2 (Reading)	Overall		68.00	70.00
Root cause analysis of the Districts 5-year Vision metrics for Holden indicated stagnant NWEA performance for 2nd grade with exception to SY19. The adjustments made to the K-2 curriculum in SY19, gives confidence that a more positive trajectory can be anticipated in increasing the number of students to be at or above the national norm.				
Vision: NWEA Attainment G2 (Math)	Overall		65.00	68.00
Root cause analysis of the Districts 5-year Vision metrics for Holden indicated stagnant NWEA performance for 2nd grade with exception to SY19. The adjustments made to the K-2 curriculum in SY19, gives confidence that a more positive trajectory can be anticipated in increasing the number of students to be at or above the national norm.				

**Required metrics (Elementary) (100% complete)**

	<b>2018-2019 Actual</b>	<b>2019-2020 Actual</b>	<b>2019-2020 Goal</b>	<b>2020-2021 Goal</b>	<b>2021-2022 Goal</b>
<b>My Voice, My School 5 Essentials Survey</b> Excluding the 2018-2019 school year when unique circumstances presented themselves and adversely affected 5Essentials ratings, Holden has had a consistent track record of maintaining a status of "Well Organized" based on 5Essentials Surevy results dating back to 2015. Throughout the course of SY21 and SY22, and taking into consideration the startegic adjustments to social emotional learning, we anticipate further improvement in the 5E sub-component 'Supportive Environment' from 'strong' to 'very strong.'				5.00	5.00

## Custom metrics (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
(Blank) (Blank)					

## Strategies

### Strategy 1

If we do...	Holden will continue to redefine school-wide Social Emotional Learning tier 1-3 structure and curriculum, framed in line with the Illinois Social Emotional Learning Standards, common school-wide SEL language, and restorative philosophy.
Then we see...	Through this approach, teachers and staff will continue to build greater capacity to effectively employ social emotional learning strategies and routines that increase student ability to self-regulate, have better social awareness, forge positive peer relationships, and engage in responsible decision making.
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 SY21 and "Exemplar" by SY22.
Budget Description	1 - Funds to provide SEL professional development. 2 - Funds for SEL curricular resources (Second Step, Calm Classroom, incentives) 3 - Funds to support extended day SEL team meetings (i.e. BHT, Culture Climate, MTSS, ILT).
Tags	MTSS: Family and Community Engagement, OSEL: SEL Instruction, OSEL: Supportive School Environment, OSEL: Tier 2 and 3 Interventions
Action steps	<ul style="list-style-type: none"> <li>(Not started) All K-8 teachers and staff will receive formal training on effective implementation of the Second Step SEL curriculum, Calm Classroom techniques, and CHAMPS practices aligned to the Illinois State Social Emotional Learning Standards. All K-8 teachers will integrate universal SEL skill instruction using the Illinois SEL standards by explicitly teaching tier 1 curriculum and positively reinforcing expected behaviors consistently school wide. Subsequently, teachers will build preserved time into their instructional schedules to integrate and explicitly teach daily/weekly SEL skill building/ instruction. Implementation of SEL and second step will be monitored to ensure that students are demonstrating understanding of essential concepts and that staff is implementing SEL learning with fidelity.</li> </ul> <p>Tags: OSEL: SEL Instruction</p>



- (Not started) 1. All K-8 teachers and staff will receive formal professional development on the Illinois Social Emotional Learning Standards with emphasis on classroom systems and structures that supports the effective implementation of the standards.

Tags:

- (Not started) 2. All K-8 teachers and staff will receive formal training on effective implementation of the tier 1 Second Step SEL curriculum, Calm Classroom techniques, and CHAMPS practices aligned to the Illinois State Social Emotional Learning Standards.

Tags:

- (Not started) 3. All K-8 teachers will integrate universal SEL skill instruction using the Illinois SEL standards by explicitly teaching tier 1 curriculum and positively reinforcing expected behaviors consistently school wide.

Tags:

- (Not started) 4. Master Schedules and Instructional Plans will explicitly incorporate preserved time for IL SEL Standards and associated learning activities to be taught daily/weekly.

Tags:

- (Not started) 5. Implementation of SEL will be monitored utilizing multiple metrics on monthly cycle to ensure that staff is implementing SEL learning with fidelity and that students are demonstrating essential SEL concepts.

Tags:

- (Not started) 6. K-8 teachers will collaboratively develop and implement unique classroom expectations that align with the school-wide universal behavioral expectations. Each classroom teacher will be responsible for developing their own tier 1 reward and tracking system to incentivize progress towards students meeting SEL and behavioral norms.

Tags: OSEL: Tier 2 and 3 Interventions

- (Not started) 7. Collaboratively develop and introduce universally established school-wide positive behavior norms to staff and students. This will include creating common language that is differentiated for grade-bands, along with varying modes of messaging that highlight desired student behaviors and interactions.

Tags: OSEL: Supportive School Environment

- (Not started) 8. Design an in-house student survey that will be administered quarterly to collect data on student SEL skills, perceptions, mindsets, and

	<p>preferences. Results will be used to design effective supports, activities, interventions and incentives throughout the course of each year.</p> <p>Tags:</p> <ul style="list-style-type: none"> <li>• (Not started) 9. Provide professional development to build teacher and staff capacity to be trauma informed and to employ restorative approaches effectively with an emphasis on appropriately responding to a crisis situation (associated PD will recur once per semester).</li> </ul> <p>Tags:OSEL: Supportive Classroom Environment</p> <ul style="list-style-type: none"> <li>• (Not started) 10. Behavioral Health Team will redefine tier 2-3 MTSS diagnostic and referral process for SEL, and work to develop a clear menu of interventions 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). BHT team and counselor will offer coaching and regular check-ins for every staff member to ensure that the process of supporting struggling students is carried out with fidelity.</li> </ul> <p>Tags:OSEL: Tier 2 and 3 Interventions</p> <ul style="list-style-type: none"> <li>• (Not started) 11. Secure initial training and ongoing quarterly support for middle school teachers grades 6-8 to effectively implement a program that addresses student executive functioning skills (i.e. AVID).</li> </ul> <p>Tags:OSEL: Supportive Classroom Environment</p> <ul style="list-style-type: none"> <li>• (Not started) 12. Design and implement a more refined attendance tracking, outreach response, and incentive system that targets students below 95% with particular emphasis on sub-group (African American).</li> </ul> <p>Tags:OSSE: Attendance &amp; Truancy</p> <ul style="list-style-type: none"> <li>• (Not started) 13. Create and implement quarterly school-wide celebration and incentive plans that acknowledges students for demonstrating patterns of positive behaviors and academic achievement.</li> </ul> <p>Tags:OSEL: Supportive School Environment</p> <ul style="list-style-type: none"> <li>• (Not started) 14. Allocate funds to hire vendor to provide staffing for recess supervision.</li> </ul> <p>Tags:</p>
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**Strategy 2**

If we do...	Holden will design integrated civics-oriented structures, curricular activities, and classroom learning experiences geared for students grades 1-8.
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Then we see...	This will ensure an increase in student voice in school decision making, and forge a stronger school-wide civics culture that affords students opportunities to engage in discussions about current and controversial issues, explore their identities and beliefs, authentically interact with and engage in their community, and take informed action where they work together to propose and advocate for solutions.
which leads to...	Measurable outcomes tied to this strategy will include a rating of 'Very Strong' on the 5Essentials for School Connectedness, Academic Engagement, Student Responsibility and Student-Teacher Trust; a higher school-wide average rating of proficient/ distinguished in REACH Domain 1 and Domain 2: components 2b; increased status rating on the Supportive Schools Certification from 'Emerging' to 'Established' for SY21 and "Exemplar' by SY22.
Budget Description	1 - Funds to support extended day commitments of teacher leaders to spearhead and facilitate student leadership groups. 2 - Funds to support extended day commitment of ILT/ Culture Climate Teams to identify and design learning engagement activities/experiences. 3 - Funds to purchase curricular resources associated with supporting design and delivery of civics instruction. 4 - Professional Development for teachers on effective strategies for leading controversial classroom discourse.
Tags	Curriculum, Instruction, Student Voice, Engagement, and Civic Life, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, OSEL: Supportive School Environment
Action steps	<ul style="list-style-type: none"> <li>• (Not started) 1. Establish a student voice committee spearheaded by teacher leaders that engage a core group of students spanning multiple grade level representation in ongoing democratic decision making at the school-wide level. Student voice committee will meet quarterly with administration to propose ideas and collaboratively plan activities and events.  Tags:Student Voice, Engagement, and Civic Life</li> <li>• (Not started) 2. Design a shared calendar of school-wide civics events for each quarter (i.e. election simulations of elections).  Tags:Student Voice, Engagement, and Civic Life</li> <li>• (Not started) 3. Provide professional development that offers teachers effective instructional practices to incorporate frequent structured opportunities that engage students in learning discussions and activities involving age appropriate controversial topics. Emphasis will be placed on discussion techniques. Teachers will develop questioning, debate, and discussion strategies so that there is greater depth of student engagement in deeper discussion of complex issues and ideas.  Tags:Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, SSCE: Engaging in Difficult or Controversial Discussions</li> <li>• (Not started) 4. Allocate funding and schedule time for teacher teams to engage in quarterly collaborative planning to strengthen alignment between the Holden</li> </ul>

	<p>Social Studies Curriculum and essential Illinois Social Science Standards, ensuring that each grade level includes all civic standards.</p> <p>Tags:Curriculum</p> <ul style="list-style-type: none"> <li>(Not started) 5. Expand opportunities for students to assume greater leadership and voice at Holden, including establishing more school-wide jobs for students and structured service learning opportunities.</li> </ul> <p>Tags:SSCE: Informed Action: Project-based learning or Service Learning, SSCE: Student Leadership</p> <ul style="list-style-type: none"> <li>(Not started) 6. Expand partnerships with local civic leaders as a resource to strengthen civic engagement opportunities for students (i.e. civic guest speakers, civics oriented field trips).</li> </ul> <p>Tags:SSCE: Community Engagement, SSCE: Democratic Classrooms or Democratic Schools, SSCE: Engaging in Difficult or Controversial Discussions</p> <ul style="list-style-type: none"> <li>(Not started) 7. Identify Civic Engagement and Student Voice best practices that will be the focal point of a professional learning and team meeting trainings. Provide teachers with additional service learning training, including the basics of what service learning is, its importance, and how to connect service learning into the curriculum.</li> </ul> <p>Tags:SSCE: Informed Action: Project-based learning or Service Learning</p>
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**Strategy 3**

If we do...	Holden will continue its work in designing comprehensive standards-based curriculum units, emphasizing differentiation for sub-group learners, assessment design, scope and sequencing, and cross-curricular mapping for all literacy based subject areas of Language Arts, Social Studies and Science.
Then we see...	This will ensure greater curricular clarity, and strengthen existing curricular gaps related to alignment and rigor of assessments, resulting in higher quality of instruction.
which leads to...	In turn, there will be stronger standards alignment and increased rigor to drive effective 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 75th percentile to the 85th; 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; a rating of 'Very Strong' for 'Ambitious Instruction' on the 5Essentials Survey.
Budget Description	1 - Funds to support teacher Grade Level Release planning time through substitute coverage quarterly. 2 - Funds to secure the purchase of curricular resources to fill existing gaps (i.e. Vocabulary, Phonics, and 6-8 ELA). 3 - Funds to support teacher team meetings in line with curricular and assessment (i.e. ILT, grade level teams). 4 - Funds to secure

	consultant services that will support teachers in scope of work associated with curriculum and assessment design.
Tags	Curriculum, Instruction, Assessment: Curriculum Equity Initiative, Assessment: Improving Assessment Literacy, Assessment: PreK-3 Assessment, Literacy: Key Practice #4-Authentic Learning Experiences, Literacy: Key Practice #5-Creating Content in a Digital Environment, Literacy: Shift 3-Increase Access to Culturally Responsive Resources, ODLSS: Instructional Quality, OLCE, Teacher Leader Development & Innovation: Teacher Teams
Action steps	<ul style="list-style-type: none"> <li>• (Not started) 1. Curriculum maps will continue to be revised across grade level K-8 with emphasis on documenting assessments aligned to each units of study in core subject areas, text selections, and rigorous tasks. (Curriculum maps will include integration of technology and the arts).  Tags:</li> <li>• (Not started) 2. Create an in-house google drive bank exclusively for the purpose of compiling all K-8 curriculum maps, scope &amp; sequences, assessments, and associated texts to support teachers access to curricular resources and ensure vertical alignment.  Tags:</li> <li>• (Not started) 3. To increase transparency of practice, the ILT will engage in instructional plan review cycles to gauge and make determination on schoolwide progress in areas of curriculum development with emphasis on quality of assessment design and documented differentiation strategies for ELs and DLs.  Tags:</li> <li>• (Not started) 4. Allocate funds secure partnership with Erikson Institute to provide professional development on instructional backwards mapping approaches for K-8 teachers.  Tags:</li> <li>• (Not started) 5. Provide coaching support around differentiating curriculum design, and gauging cognitive demand/ rigor using the Hess Matrix.  Tags:</li> <li>• (Not started) 6. Allocate funds to expand culturally relevant text selections in all classroom libraries K-8 to increase student personal connection to learning.  Tags:</li> <li>• (Not started) 7. Teachers in grades K-8 will organize text sets aligned to units of study in curriculum maps that include a diverse range of culturally relevant texts.</li> </ul>

Tags:

- (Not started) 8. Teachers will incorporate weekly at grade level close reading text (or close listening, depending on the grade level) assignments into units, clearly documenting the text title along with questioning strategies that will lead students to deeper understanding of the text. The level of rigor will be in line with IAR and Performance Task samples.

Tags:

- (Not started) 9. The teaching of all required CPS Interdisciplinary units of study will be documented in curriculum maps.

Tags:

- (Not started) 10. Allocate funds to purchase K-2 phonics curriculum to ensure curricular alignment of developmental phonics skills across primary grades.

Tags:

- (Not started) 11. Grade Level Release time will be allocated in anticipation of the start of each quarter for grade level teams to collaboratively plan and revise curricular units with emphasis on creating cycle of assessments within each unit (designing the pre-assessment, formative assessments, and summative post assessment), text selections, and rigorous tasks.

Tags:

- (Not started) 12. Teachers in grades K-8 will identify and administer cycles of assessments for each unit for reading, writing and math (pre-assessment, formative assessments, and summative post assessment) to ensure standards alignment.

Tags:

- (Not started) 13. Teachers will submit two assessments (pre/post) before each unit begins for special education differentiation, ILT and administration review.

Tags:

- (Not started) 14. Teachers will analyze and document assessment results through a formal DDI protocol/ template.

Tags:

- (Not started) 15. Provide cycles of professional development that specifically address effective English Learner strategies: WIDA 103 (language in unit planning) and WIDA 104 (appropriate scaffolds for ELs, language objectives).

Tags:

- (Not started) 16. Teachers will incorporate WIDA EL standards through explicit MPI statements written into instructional plans to directly address the differentiated instructional needs of English Learners.

Tags:

- (Not started) 17. Allocate funds to purchase supplemental instructional resources to support greater rigor instruction and standards alignment in grades 6-8 Literacy and social studies.

Tags:

- (Not started) 18. Allocate funds for grades 6-8 Literacy and social studies summer curriculum re-alignment planning.

Tags:

- (Not started) 19. Allocate funds to secure purchase and training for Wilson Reading program to support targeted literacy skills development for diverse learners.

Tags:

- (Not started) 20. Allocate funds for the purchase of professional texts that support teacher trainings around tiered vocabulary instruction and classroom discussion techniques (i.e. Comprehension Through Conversation, and Teaching Academic Vocabulary K-8 by Camille Blachowicz).

Tags:

- (Not started) 21. Establish Google Classroom at grades K-8 as a primary platform for learning communication and resource bank for students and families.

Tags:

- (Not started) 22. Teachers will build strategically preserved time into their weekly instructional schedules for all students to utilize online learning platforms purchased by Holden school as an extension of core instruction, for intervention, and extended learning at home.

Tags:

- (Not started) 23. Instructional plans grades 2-8 will include an explicit outline for student technology learning platform usage for core learning, intervention and extended learning at home.

Tags:

	<ul style="list-style-type: none"> <li>(Not started) 24. Create a calendar that will allow opportunities for teachers to participate in quarterly rounds of peer observations (horizontal/vertical) with a focus on rigorous learning strategies and questioning/ discussion techniques.</li> </ul> <p>Tags:</p>
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**Strategy 4**

If we do...	Holden will continue to expand internal school volunteer and communication structures to further support parent engagement and development.
Then we see...	The result of these efforts will 1) increase parent leadership and volunteers at each grade level, 2) offer a more informal and regular forum for parents to communicate directly with teachers and administration, and 3) develop parent capacity to support their children in their education.
which leads to...	Measurable outcomes tied to this include a rating of 'Very Strong' on the 5Essentials Survey for 'Involved Families'; a higher schoolwide average rating of proficient/ distinguished in REACH Domain 4: components 4c; increased attendance and participation of families at PAC, BAC, LSC, and other school based meetings geared towards parents.
Budget Description	1 - Property and Equipment: Technology 2 - Instructional resources 3 - Professional Development (Parent Training) 4 - Funds to support extended day planning and engagement activities.
Tags	FACE2: Parent Engagement, FACE2: Title 1 PAC, FACE2: Volunteer
Action steps	<ul style="list-style-type: none"> <li>(Not started) 1. Administration, in conjunction with current parent leadership, will continue to recruit additional parent and teacher leaders to establish classroom parent leads at every grade level PK-8.  Tags:FACE2: Parent Engagement</li> <li>(Not started) 2. Explore and form partnership with community organization to provide ESL courses to non-English speaking parents at Holden School.  Tags:Family &amp; Community Engagement, Equity: Inclusive Partnerships, FACE2: Community Partnerships, OLCE</li> <li>(Not started) 3. In addition to hosting formal monthly PAC and BAC parent meetings, 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, offer feedback, and voice questions and concerns.  Tags:Family &amp; Community Engagement</li> <li>(Not started) 4. Host teacher led parent workshops for target groups to build parent capacity to support literacy and math instruction at home.</li> </ul>



	<p>Tags:Family &amp; Community Engagement</p> <ul style="list-style-type: none"> <li>(Not started) 5. Expand training for parents on the importance of prioritizing technology resources acquisition in the home with the intent of increasing the number of families with internet and devices in the home to increase learning opportunities.</li> </ul> <p>Tags:Family &amp; Community Engagement</p> <ul style="list-style-type: none"> <li>(Not started) 6. Expand the ratio of student/ technology devices to 1:1 at grades 2-8 with the intent of creating a contracted check-out system for students to have technology access at home to utilize online learning platforms purchased by the school.</li> </ul> <p>Tags:MTSS: Family and Community Engagement</p>
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## Action Plan

### Strategy 1

All K-8 teachers and staff will receive formal training on effective implementation of the Second Step SEL curriculum, Clam Classroom techniques, and CHAMPS practices aligned to the Illinois State Social Emotional Learning Standards. All K-8 teachers will integrate universal SEL skill instruction using the Illinois SEL standards by explicitly teaching tier 1 curriculum and positively reinforcing expected behaviors consistently school wide. Subsequently, teachers will build preserved time into their instructional schedules to integrate and explicitly teach daily/weekly SEL skill building/ instruction. Implementation of SEL and second step will be monitored to ensure that students are demonstrating understanding of essential concepts and that staff is implementing SEL learning with fidelity.

Aug 25, 2020 to Feb 05, 2021 - Counselor, Administration, Teachers K-8, Staff, Administration

7. Collaboratively develop and introduce universally established school-wide positive behavior norms to staff and students. This will include creating common language that is differentiated for grade-bands, along with varying modes of messaging that highlight desired student behaviors and interactions.

Mar 02, 2020 to Sep 11, 2020 - Culture Climate Team

8. 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 each year.

Jun 01, 2020 to May 31, 2022 - Counselor, Culture Climate Team, Teachers

9. Provide professional development to build teacher and staff capacity to be trauma informed and to employ restorative approaches effectively with an emphasis on appropriately responding to a crisis situation (associated PD will recur once per semester).

Aug 24, 2020 to Feb 04, 2022 - Counselor, Administration, Behavioral Health Team, Culture & Climate Team

10. Behavioral Health Team will redefine tier 2-3 MTSS diagnostic and referral process for SEL, and work to develop a clear menu of interventions 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). BHT team and counselor will offer coaching and regular check-ins for every staff member to ensure that the process of supporting struggling students is carried out with fidelity.

Jun 01, 2020 to Feb 05, 2021 - Behavioral Health Team, Administration, Clinicians

11. Secure initial training and ongoing quarterly support for middle school teachers grades 6-8 to effectively implement a program that addresses student executive functioning skills (i.e. AVID).

Aug 24, 2020 to Aug 27, 2021 - Middle School Team, Counselor

12. Design and implement a more refined attendance tracking, outreach response, and incentive system that targets students below 95% with particular emphasis on sub-group (African American).

Jun 01, 2020 to Jun 17, 2022 - Counselor, Administration, Culture Climate Team, Behavioral Health Team

13. Create and implement quarterly school-wide celebration and incentive plans that acknowledges students for demonstrating patterns of positive behaviors and academic achievement.

Jul 06, 2020 to Jun 17, 2022 - Culture & Climate Team, Student Voice Committee, Administration

6. K-8 teachers will collaboratively develop and implement unique classroom expectations that align with the school-wide universal behavioral expectations. Each classroom teacher will be responsible for developing their own tier 1 reward and tracking system to incentivize progress towards students meeting SEL and behavioral norms.

Sep 01, 2020 to Jun 17, 2022 - Teachers K-8, Culture Climate Team, Counselor, Behavioral Health team

1. All K-8 teachers and staff will receive formal professional development on the Illinois Social Emotional Learning Standards with emphasis on classroom systems and structures that supports the effective implementation of the standards.

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2. All K-8 teachers and staff will receive formal training on effective implementation of the tier 1 Second Step SEL curriculum, Calm Classroom techniques, and CHAMPS practices aligned to the Illinois State Social Emotional Learning Standards.

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3. All K-8 teachers will integrate universal SEL skill instruction using the Illinois SEL standards by explicitly teaching tier 1 curriculum and positively reinforcing expected behaviors consistently school wide.

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4. Master Schedules and Instructional Plans will explicitly incorporate preserved time for IL SEL Standards and associated learning activities to be taught daily/weekly.

-

5. Implementation of SEL will be monitored utilizing multiple metrics on monthly cycle to ensure that staff is implementing SEL learning with fidelity and that students are demonstrating essential SEL concepts.

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14. Allocate funds to hire vendor to provide staffing for recess supervision.

May 04, 2020 to May 19, 2020 - Administration, LSC

## **Strategy 2**

1. Establish a student voice committee spearheaded by teacher leaders that engage a core group of students spanning multiple grade level representation in ongoing democratic decision making at the school-wide level. Student voice committee will meet quarterly with administration to propose ideas and collaboratively plan activities and events.

Oct 05, 2020 to Jun 10, 2022 - Student Voice Committee, Teacher Leaders, Administration, Counselor

3. Provide professional development that offers teachers effective instructional practices to incorporate frequent structured opportunities that engage students in learning discussions and activities involving age appropriate controversial topics. Emphasis will be placed on discussion techniques. Teachers will develop questioning, debate, and discussion strategies so that there is greater depth of student engagement in deeper discussion of complex issues and ideas.

Nov 06, 2020 to Feb 04, 2022 - ILT, Erikson Institute, Teacher Leaders, Administration

4. Allocate funding and schedule time for teacher teams to engage in quarterly collaborative planning to strengthen alignment between the Holden Social Studies Curriculum and essential Illinois Social Science Standards, ensuring that each grade level includes all civic standards.

May 06, 2020 to Jul 29, 2022 -

5. Expand opportunities for students to assume greater leadership and voice at Holden, including establishing more school-wide jobs for students and structured service learning opportunities.

Oct 05, 2020 to Jun 17, 2022 - Grades 4-8 teacher leaders, Student Council, Counselor, Administration

6. Expand partnerships with local civic leaders as a resource to strengthen civic engagement opportunities for students (i.e. civic guest speakers, civics oriented field trips).

Sep 07, 2020 to Jun 17, 2022 - ILT, Grade Level Teams, Administration, LSC

7. Identify Civic Engagement and Student Voice best practices that will be the focal point of a professional learning and team meeting trainings. Provide teachers with additional service learning training, including the basics of what service learning is, its importance, and how to connect service learning into the curriculum.

Aug 24, 2020 to Nov 05, 2021 - ILT, Culture Climate Team, Counselor

2. Design a shared calendar of school-wide civics events for each quarter (i.e. election simulations of elections).

Jun 01, 2020 to Feb 05, 2021 - Student Voice Committee, Teacher Leaders

### **Strategy 3**

1. Curriculum maps will continue to be revised across grade level K-8 with emphasis on documenting assessments aligned to each units of study in core subject areas, text selections, and rigorous tasks. (Curriculum maps will include integration of technology and the arts).

Jul 01, 2020 to May 27, 2022 - Teacher Teams K-8

2. Create an in-house google drive bank exclusively for the purpose of compiling all K-8 curriculum maps, scope & sequences, assessments, and associated texts to support teachers access to curricular resources and ensure vertical alignment.

Jul 01, 2020 to Aug 28, 2020 - ILT, Administration

3. To increase transparency of practice, the ILT will engage in instructional plan review cycles to gauge and make determination on schoolwide progress in areas of curriculum development with emphasis on quality of assessment design and documented differentiation strategies for ELs and DLs.

Oct 01, 2020 to May 27, 2022 - ILT

4. Allocate funds secure partnership with Erikson Institute to provide professional development on instructional backwards mapping approaches for K-8 teachers.

May 01, 2020 to May 19, 2020 - Administration, LSC

5. Provide coaching support around differentiating curriculum design, and gauging cognitive demand/ rigor using the Hess Matrix.

Aug 24, 2020 to May 27, 2022 - Erickson Institute, Teacher Teams, Administration

6. Allocate funds to expand culturally relevant text selections in all classroom libraries K-8 to increase student personal connection to learning.

May 01, 2020 to Jun 25, 2021 - Administration, LSC

7. Teachers in grades K-8 will organize text sets aligned to units of study in curriculum maps that include a diverse range of culturally relevant texts.

Jul 20, 2020 to Sep 03, 2021 - Teacher Teams, ILT

8. Teachers will incorporate weekly at grade level close reading text (or close listening, depending on the grade level) assignments into units, clearly documenting the text title along with questioning strategies that will lead students to deeper understanding of the text. The level of rigor will be in line with IAR and Performance Task samples.

Aug 24, 2020 to May 27, 2022 - Teacher Teams

9. The teaching of all required CPS Interdisciplinary units of study will be documented in curriculum maps.

Jul 20, 2020 to May 27, 2022 - Teacher Teams, ILT, Erikson Institute

10. Allocate funds to purchase K-2 phonics curriculum to ensure curricular alignment of developmental phonics skills across primary grades.

May 01, 2020 to May 19, 2020 - Administration, LSC

11. Grade Level Release time will be allocated in anticipation of the start of each quarter for grade level teams to collaboratively plan and revise curricular units with emphasis on creating cycle of assessments within each unit (designing the pre-assessment, formative assessments, and summative post assessment), text selections, and rigorous tasks.

Oct 01, 2020 to May 01, 2022 - Administration

12. Teachers in grades K-8 will identify and administer cycles of assessments for each unit for reading, writing and math (pre-assessment, formative assessments, and summative post assessment) to ensure standards alignment.

Jul 20, 2020 to May 27, 2022 - Teacher Teams, Erikson Institute, ILT

13. Teachers will submit two assessments (pre/post) before each unit begins for special education differentiation, ILT and administration review.

Sep 07, 2020 to May 27, 2022 - Teacher Teams, ILT

14. Teachers will analyze and document assessment results through a formal DDI protocol/ template.

Oct 01, 2020 to May 27, 2022 - Teacher Teams

15. Provide cycles of professional development that specifically address effective English Learner strategies: WIDA 103 (language in unit planning) and WIDA 104 (appropriate scaffolds for ELs, language objectives).

Aug 24, 2020 to Feb 04, 2022 - ELPT, ILT

16. Teachers will incorporate WIDA EL standards through explicit MPI statements written into instructional plans to directly address the differentiated instructional needs of English Learners.

Aug 24, 2020 to May 27, 2022 - Teacher Teams

17. Allocate funds to purchase supplemental instructional resources to support greater rigor instruction and standards alignment in grades 6-8 Literacy and social studies.

May 01, 2020 to Sep 06, 2021 - Administration, LSC

18. Allocate funds for grades 6-8 Literacy and social studies summer curriculum re-alignment planning.

May 01, 2020 to Sep 06, 2021 - Administration, LSC

19. Allocate funds to secure purchase and training for Wilson Reading program to support targeted literacy skills development for diverse learners.

Oct 05, 2020 to Feb 04, 2022 - Administration, LSC

20. Allocate funds for the purchase of professional texts that support teacher trainings around tiered vocabulary instruction and classroom discussion techniques (i.e. Comprehension Through Conversation, and Teaching Academic Vocabulary K-8 by Camille Blachowicz).

May 01, 2020 to May 19, 2020 - Administration, LSC

21. Establish Google Classroom at grades K-8 as a primary platform for learning communication and resource bank for students and families.

Aug 23, 2020 to Jun 24, 2022 - Teacher Teams, TechCo

22. Teachers will build strategically preserved time into their weekly instructional schedules for all students to utilize online learning platforms purchased by Holden school as an extension of core instruction, for intervention, and extended learning at home.

Sep 06, 2020 to Jun 24, 2022 - Teachers K-8

23. Instructional plans grades 2-8 will include an explicit outline for student technology learning platform usage for core learning, intervention and extended learning at home.

Sep 06, 2020 to May 27, 2022 - Teachers K-8

24. Create a calendar that will allow opportunities for teachers to participate in quarterly rounds of peer observations (horizontal/vertical) with a focus on rigorous learning strategies and questioning/ discussion techniques.

Oct 05, 2020 to Apr 29, 2022 - Administration, ILT

## Strategy 4

1. Administration, in conjunction with current parent leadership, will continue to recruit additional parent and teacher leaders to establish classroom parent leads at every grade level PK-8.

Aug 03, 2020 to Feb 04, 2022 - PAC, HPLG, Administration, Teachers K-8

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

Feb 08, 2021 to Jun 17, 2022 - Administration, BAC, LSC, PAC.

3. In addition to hosting formal monthly PAC and BAC parent meetings, 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, offer feedback, and voice questions and concerns.

Oct 20, 2020 to Jun 10, 2022 - Administration, Parent Leaders

4. Host teacher led parent workshops for target groups to build parent capacity to support literacy and math instruction at home.

Oct 19, 2020 to Apr 01, 2022 - Teacher leaders, ILT

5. Expand training for parents on the importance of prioritizing technology resources acquisition in the home with the intent of increasing the number of families with internet and devices in the home to increase learning opportunities.

Jul 06, 2020 to May 31, 2022 - Administration, LSC, PAC, HPLG, Teacher K-8

6. Expand the ratio of student/ technology devices to 1:1 at grades 2-8 with the intent of creating a contracted check-out system for students to have technology access at home to utilize online learning platforms purchased by the school.

Jul 06, 2020 to Feb 04, 2022 - Administration, TechCo, Teachers K-8

## Fund Compliance

### ESSA Program

[X]

ESSA Schoolwide Program

The school must annually review 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. Please list evidence for the ESSA Schoolwide Program requirements outlined below.

[ ]

Non-title I school that does not receive any Title I funds

## ESSA Schoolwide Program

### **A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.**

Holden convenes its CIWP Team quarterly each school year, the purpose of which to review progress on priorities and action steps outlined for school improvement. In addition, Holden engages with formal District assessment tools to gauge effectiveness of its Academic, MTSS and SEL programs. Holden has a structured calendar for engaging teacher teams throughout the year to review District and State assessment data to inform instructional decisions in alignment with these assessments. Review of IL assessment data occurs formally at the beginning and middle of each year, and during bi-weekly teacher team meetings where ongoing assessment data is reviewed to ensure instruction remains on track with meeting the expectations of state assessment content. In addition, administration conducts frequent reviews of teacher instructional plans to ensure rigor of content and that the instructional strategies differentiate for different groups of learners. Administration also works closely with the Instructional Leadership Team (ILT) and grade level teams to continually review and revise curriculum maps and scope and sequences in core subject areas to ensure alignment to CCSS and NGSS standards. In addition to these needs-assessments, professional development for teachers is identified, along with other supports and curricular resources to ensure the delivery of high quality instruction.

### **Schoolwide reform strategies that provide opportunities for all students to meet proficient and advanced levels of academic achievement.**

Holden will ensure all students grades PK-8 have access to an academically rigorous curriculum that inspires students to think and engage in high quality work. Holden's 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. This includes alignment of units of instruction to Illinois learning standards and essential understandings; exposure to grade level and complex texts/ tasks; provide opportunities for meaningful project based learning.

Instructional materials are aligned to curricular plans and standards, and are equitably available to all teachers and students. Materials are identified and adapted to increase access to learning for all students. Materials include multimedia, varied tools and supports, alternative pathways, and varied levels of support and challenge. Technology is integrated into student learning experiences through the curriculum.

Holden teachers and school based teams regularly examine student work to inform direction of instruction across grades or courses in all content areas. Examining the texts and tasks students experience provides the necessary insight to gauge rigor and indicate how the standards are actualized prompting the question whether or not approaches support college and career readiness. Teachers assign tasks that are cognitively challenging for individual students to provide evidence of their reasoning and reflect the key shifts in Reading and Math per the Illinois learning standards. Teachers also engage students in creating authentic work that allows them to think strategically as speakers, listeners, readers and writers.



Holden teachers have the ability to flexibly shift between instructional approaches depending on the circumstances by carefully monitoring the effect of their teaching on student learning. They strive to 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, and promote the emergence of students as self-directed learners to foster student ownership. In turn,

Teachers implement balanced assessment systems effectively to measure the depth and breadth of student learning and monitors student progress towards standards mastery and college and career readiness. Assessments produce actionable data to inform planning for instruction, academic supports, and resource allocation. To meet these goals, Holden's assessment system includes multiple measures and is responsive to the needs of all students, including diverse learners and English learners.

Holden has a defined MTSS system and expectations for tier 1-3 academic engagement, including intervention and differentiation to support all learners in achieving at or above grade level standards. This includes differentiated supports for Diverse Learners and English Learners. First and foremost, Holden has a well defined tier 1 curriculum for core subject areas that is accessible to all learners. In addition, all teacher have been formally trained in implementing the MTSS process. MTSS resources and a menu of strategies are established. Teachers utilize root-cause analysis and leverage data (quantitative/ qualitative) to make informed decisions for identifying, planning and delivering differentiated instruction and interventions. There is also a defined progress monitoring schedule that teachers adhere to in order to compile and input data in the District database to track student progress over time. Strong data sharing structures exist, which allows school-based staff to collaborate in providing specialized support for students. In conjunction with MTSS, counselor and clinician supports are defined to ensure the social emotional needs of at-risk students are identified and adequately supported to ensure they are remain on-track.

Holden also offers advanced courses and programs for advanced middle school students. Such formal programs include, Algebra 1 for high school credit, competitive math teams, and physics club. In recent years, Holden has made a large investment in expanding technology devices to move closer to a student/device ratio of 1:1. This acquisition of learning resources, in conjunction with a strategic plan to increase parental awareness and engagement in supporting classroom learning in the home through technology is a key component of how Holden will continue to provide opportunities for all students to be able to meet proficient and advanced levels of academic achievement.

**Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.**

(Also see response to prompt #2 above).

Additionally, instructional schedules at Holden are intentionally designed to maximize daily instructional minutes in all core subjects with emphasis on Reading (135 min), Math (90 min) and Science (45 min).

Holden has a well structured curriculum that allows for differentiated supports at tiers 1 to ensure access for all learners. Core literacy instruction utilize Balanced Literacy approach in conjunction with the Lucy Calkins Reading and Writing curriculum; Amplify Science & FOSS Kits curriculum; and Envision/Connected Math.

Diverse Learner and English Learner supports are modified with appropriate accommodations to meet the varying needs of each student per IEPs and WIDA standards.

**Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement**

**standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).**

(Also see response to prompt #1-3 above).

Holden has a formal Behavioral Health Team that consists of the counselor, social worker, psychologist and Dean of Students. Collectively, this team supports the design and implementation of tier 1-3 supports for students. Supports range from collaborating with teachers to review data and conduct root causes analysis to develop tailored social emotional interventions and support plans with progress monitoring systems to track progress. The BHT also acts as a liaison between families and community agencies that can provide additional supports.

The counselor has defined calendar for providing individual counseling and group sessions with tier 2-3 students differentiated by specific needs. Counseling is followed up with regular check-in system to ensure daily contact with students. The counselor also works intentionally to support college and career awareness by facilitating student engagement in Naviance and by coordinating Career Week events that allow students to explore career interests/ options, along with associated criteria to be able to obtain such careers. The counselor also works directly with middle school teachers to support cohorts of students in preparation for high school selective enrollment eligibility.

At the onset of each year, and at multiple stages throughout, Holden teachers engage all students in formal goal setting meetings. During goal setting meetings, teachers revisit students' past academic achievement data and current standing, and design goals and action steps for students to be able to progress monitor and remain focused. Progress on goals is revisited at multiple stages throughout the year as new rounds of data become available following beginning, middle and end of the year assessments, and classroom based assessments quarterly.

Holden has a defined MTSS system and expectations for tier 1-3 academic engagement, including intervention and differentiation to support all learners in achieving at or above grade level standards. This includes differentiated supports for Diverse Learners and English Learners. First and foremost, Holden has a well defined tier 1 curriculum for core subject areas that is accessible to all learners and differentiates accordingly for struggling students. In addition, all teacher have been formally trained in implementing the MTSS process. MTSS resources and a menu of strategies are established. Teachers utilize root-cause analysis and leverage data (quantitative/ qualitative) to make informed decisions for identifying, planning and delivering differentiated instruction and interventions. Holden has a structured calendar for engaging teacher teams throughout the year to review District and State assessment data to inform instructional decisions in alignment with these assessments. Review of IL assessment data occurs formally at the beginning and middle of each year, and during bi-weekly teacher team meetings where ongoing assessment data is reviewed to ensure instruction remains on track with meeting the expectations of state assessment content. There is also a defined progress monitoring schedule that teachers adhere to in order to compile and input data in the District database to track student progress over time (5-week cycles). Strong data sharing structures exist, which allows school-based staff to collaborate in providing specialized support for students. In conjunction with MTSS, counselor and clinician supports are defined to ensure the social emotional needs of at-risk students are identified and adequately supported to ensure they are remain on-track. Each year, Holden budgets for extended day intervention programming to support literacy and math development for students in need of tier 2-3 supports (including diverse learners and English learners). Teachers design interventions at each students' instructional level and apply all requirements of the MTSS process outlined above to identify students and track academic progress. In recent years, Holden has made a large investment in expanding technology devices to move closer to a student/device ratio of 1:1. This acquisition of learning resources, in conjunction with a strategic plan to increase parental awareness and engagement in supporting classroom learning in the

home through technology is a key component of how Holden will continue to provide opportunities for all students to be able to meet proficient and advanced levels of academic achievement.

**Please describe the strategies used at your school to attract high-quality, highly-qualified teachers.**

Holden has rigorous standards for selecting high quality teacher candidates. The primary mode of recruitment is through the CPS candidate portal to ensure the availability of a broad draw of candidates to conduct interviews. Holden also relies on relationship with the CPS Talent Department and other school administrators to refer highly qualified candidates for vacancies. Each year, Holden administration attends career fairs hosted by Chicago Public Schools. When connecting with candidates, Holden communicates detailed information related to the schools Level 1+ rating, the abundance of resources available to teachers, the structured academic curriculum, the high level of team collaboration, training and support opportunities offered, and the school's vision to ensure alignment with candidate values and needs. The most effective recruitment tool for our school has been to highlight our organized and well-rounded programs and supports offered to potential teachers recruits.

**High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.**

At the onset of each school year, Holden's administration, in consultation with the Instructional Leadership Team, MTSS Team, and Parent Leadership, develop a comprehensive professional development schedule to address areas of improvement as outlined in the CIWP and based on additional District priorities and other school areas of growth. Professional development is provided by a range of facilitators who have a particular expertise in professional learning topics identified. This includes principal, teacher leaders and or/ specialized consultants hired to support the work of the school in key areas of focus. Professional development is centered around three primary areas: 1) Instructional strategies, 2) social emotional learning in alignment with CCSS, NGSS and IL SEL Standards, and 3) parent development. Additional training is provided to specialized staff that support Diverse Learners and English Learners to ensure that the services required for these subgroups are adequately delivered. Holden teachers are also afforded opportunities to self-identify areas of growth and external professional development opportunities that the school can help broker and support. Peer observation schedules are designed annually to create professional learning opportunities for teachers, with emphasis on pairing teachers who have complementary strengths in relation to their areas of growth. Peer observations are scheduled to allow each teacher to observe and give feedback with a colleague a minimum of once per quarter.

**Strategies to increase parent involvement, such as family literacy services.**

Holden has a welcoming environment that is warm, inviting, and helpful to all parents. We have communication structures in place to 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).

Throughout the year, we offer multiple opportunities for parents to ask questions, raise concerns, and give feedback. We respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.

Each year, Holden conducts meaningful consultation with parents by establishing a parent advisory council and a bilingual advisory council to develop, revise and review the engagement policy. Holden ensures the establishment of the Parent Advisory Council and the Bilingual Advisory Committee as two primary venues for engaging parents on a monthly schedule to bring relevant information and trainings that will aid them in better supporting their children's academic achievement. The allocation and

intended use of Title 1 funds is coordinated in collaboration with the Parent Advisory Council and Title I policy and procedures. The PAC and BAC also coordinate parent trainings associated with understanding Illinois State Learning Standards, Social Emotional Development, nutrition programs, adult education, vocational and technical education, and job training. The counselor, social worker and other teacher leaders support parent trainings by providing workshops around areas of expertise to increase parent capacity to be able to support their children's learning and social emotional needs in the home. Parents are informed of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like. In addition, parents are informed of attendance expectations and the impact of attendance on a student's trajectory. The use of Parent Portal and Parent University to connect and engage parents with school is also regularly promoted.

Holden places a strong emphasis on the need for the school to actively engage with parents and family members to ensure active participation. Holden actively solicits the support and engagement of families as partners in the instructional program through volunteering, attending meetings, working at home with their child, involvement in class and school projects in and out of school, and parent workshops). Holden hosts formal meetings, events and workshops for parents to share with other parents how home and school complement each other, with emphasis on sharing best practices around learning and development with parents to support students at home.

Holden has actively recruited and established parent leaders who have worked alongside administration to put in place a Holden Parent Leadership Group (HPLG) that acts as an added support and thought-group for planning events, supporting teachers, and conducting additional parent outreach and recruitment. This was a big step forward, and Holden is looking to expand the parent leadership structure in SY21-22 to include homeroom parent leads for every classroom grades PK-8.

Parents are regularly informed of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness on a 5-week cycle, or more frequently as necessary.

In addition to providing proactive communication (e.g. parent handbook, website resources, etc.), Holden conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. A variety of consistent communication methods are utilized including but not limited to calls, text, mass emails, website, in-person) sensitive to cultural norms and needs. Information is provided to parents in their native language. Partner equitably with parents speaking languages other than English. Parent meetings scheduled with interpreters present to facilitate participation.

**Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. \*\*Not applicable to middle or high school buildings.**

Transition of Holden preschool students to kindergarten takes place throughout the entire preschool year. Holden has a well structured full-day preschool program with defined curriculum and assessments that supports early learning skills and social emotional development. The daily routines at preschool are developmentally appropriate and precursory to a successful transition to kindergarten learning skills.

During semester 2 of the preschool year in the spring, more formal actions are taken in preparation for transition. The Teaching Strategies curriculum unit for the spring centers on "Getting Ready for Kindergarten" and preschool teachers engage students in reading multiple books about kindergarten and discuss at length the similarities and differences between preschool and kindergarten.

At the same time, formal outreach begins to provide preschool families with information related to the kindergarten application process. Families with students entering kindergarten are provided detailed

instructions and appropriate forms in April to begin completing Illinois State health requirements (physical, immunization, dental and eye exam forms, etc.). Communication structures are in place to assist preschool parents with accessing relevant information that supports their efforts in the preparation for transition. Modes of communication include, but are not limited to school website, newsletters, email, and in person forums.

Formal transition activities are also scheduled during semester 2 of preschool to increase student and family exposure to the kindergarten environment, routines, expectations, and to help families overcome any anxiety related to transitioning. Such activities include preschool students visiting the Kindergarten building to meet the teachers and view and explore the classroom/ structure. It is a meet and greet where the students come in the room, meet the teachers, explore the room with their parents and teachers answer parent questions.

Preschool teachers collaborate to share and review preschool student data and checklists to prepare rosters placement, supports, and referrals as needed. If a child has special needs, the IEP teams will convene to make decisions related to program supports. Holden begins working with the school team as soon as possible so that everyone feels comfortable with the changes that come with transition. For incoming kindergartners with special needs, Holden adheres to federal special education law to develop an Individualized Education Plan (IEP) that will be appropriate for a kindergarten-aged child rather than for a preschooler.

Specific recommendations of action steps are provide to parents to help their child prepare for kindergarten before the start of the school year during the summer. This includes reading lists, conversation topics and routines for parents to employ at home with their child. Also during the summer in August, kindergarten teachers host an open house for preschool families to forge relationships, outline new expectations and answer questions. Holden also works with families in advance to ensure they register as volunteers to be able to join on the first day of school onsite to support their child's transition to kindergarten.

The first six weeks of Kindergarten involve a systematic roll-out that gradually acclimates students into the kindergarten environment to help build their familiarity and stamina in the new environment.

**Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.**

Each year per Chicago Public Schools procedures, Holden administration and teacher grade band teams engage in formal discussions to outline and design a school-based assessment plan. Determining the assessment plan is a collaborative process and takes into consideration comprehensive factors that will make it possible for relevant and timely data to be produced and made available to teachers at varying stages throughout the year to inform instructional decisions. The assessment plan details assessments and associated time-frames for administration for State, District and classroom-based assessments. Once designed, the assessment plan is voted on by the teaching staff to go into effect the upcoming school year. In addition, Holden also has an instructional Leadership Team that convenes on a predetermined schedule to review assessment structures and practices of the school to be able to provide feedback and support for continued improvement of the instructional program. At the grade level teacher team level, teachers work collaboratively throughout the year on designing units assessments aligned to the IL State standards and curriculum. At the conclusion of each unit of study, teachers conduct reviews of assessment results and make determinations for re-teaching and intervention to ensure the success of all learners.

**Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional**

**assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.**

Holden has a defined MTSS system and expectations for tier 1-3 academic engagement, including intervention and differentiation to support all learners in achieving at or above grade level standards. This includes differentiated supports for Diverse Learners and English Learners. First and foremost, Holden has a well defined tier 1 curriculum for core subject areas that is accessible to all learners and differentiates accordingly for struggling students. In addition, all teacher have been formally trained in implementing the MTSS process. MTSS resources and a menu of strategies are established. Teachers utilize root-cause analysis and leverage data (quantitative/ qualitative) to make informed decisions for identifying, planning and delivering differentiated instruction and interventions. Holden has a structured calendar for engaging teacher teams throughout the year to review District and State assessment data to inform instructional decisions in alignment with these assessments. Review of IL assessment data occurs formally at the beginning and middle of each year, and during bi-weekly teacher team meetings where ongoing assessment data is reviewed to ensure instruction remains on track with meeting the expectations of state assessment content. There is also a defined progress monitoring schedule that teachers adhere to in order to compile and input data in the District database to track student progress over time (5-week cycles). Strong data sharing structures exist, which allows school-based staff to collaborate in providing specialized support for students. In conjunction with MTSS, counselor and clinician supports are defined to ensure the social emotional needs of at-risk students are identified and adequately supported to ensure they are remain on-track. Each year, Holden budgets for extended day intervention programming to support literacy and math development for students in need of tier 2-3 supports (including diverse learners and English learners). Teachers design interventions at each students' instructional level and apply all requirements of the MTSS process outlined above to identify students and track academic progress. In recent years, Holden has made a large investment in expanding technology devices to move closer to a student/device ratio of 1:1. This acquisition of learning resources, in conjunction with a strategic plan to increase parental awareness and engagement in supporting classroom learning in the home through technology is a key component of how Holden will continue to provide opportunities for all students to be able to meet proficient and advanced levels of academic achievement.

**Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.**

At Holden, all school meals are free for all students through the Community Eligibility Provision (CEP), which are served as part of the National School Breakfast and Lunch Programs meet current federal, state and local nutrition requirements. Students are offered a variety of age-appropriate, healthy and appealing food and beverage choices that meet USDA requirements. In addition, Holden adheres to having healthy celebrations, fundraisers and rewards.

Holden offers full day preschool and provides children ages 4+ with essential opportunities to learn and practice the social-emotional, problem-solving, and academic skills that they will use throughout their lives. Holden collaborates with the Office of Early Childhood Education (OECE) and the Department of Family and Support Services (DFSS) to provide services age birth-5 years old in child care in communities across the city to provide high quality environments where certified early childhood educators support children's health and development.

Students at Holden are engaged in various opportunities to explore high school and career options. Each year, Holden leverages the district Naviance curriculum to engage middle school students in formal career planning lessons. Students are also exposed to various high school options through participation with their families in the annual high school fair and during career week, which exposes students to a wide range of speakers spanning various fields of employment. Beginning in the school year 2020 - 2021, students will

also have the opportunity to explore college options through college week event. All diverse learners age 14-1/2 yrs old or in the 8th grade will have a Transition Services Plan created as part of their IEP. This plan will include transition assessments in the areas of employment, education, training, and independent living skills in order that appropriate goals will be created for the attainment of post-secondary outcomes. This plan will be part of the diverse learners' IEP and will be updated annually throughout their secondary education.

All Holden staff are formally trained to effectively identify and support students who may qualify for STLS. STLS students and their families are provided with assistance at the school level for travel, uniforms, waived school fees, school supplies and other needs based on the specific student and family needs. In addition, the school designates two trained STLS liaisons who work directly with staff to support STLS students and families. Title I fund allocations granted for STLS support are preserved each year solely for this intended purpose.

Holden employs the school wide implementation of Second Step curriculum as a basis for social emotional learning, including violence prevention. In addition, Holden's Social Worker facilitates the Safe Dates curriculum, which is a 10 week course for middle school students. Holden also partners with outside agencies such as YWCA of Metropolitan Chicago to implement an education and training program for grades K-5th on "Talking About Touching," which covers appropriate vs. inappropriate touching; how to identify abusive behavior; and how students can report abuse. Agency also can provide teacher training on Erin's law, as well as provide various parent training topics related to bullying and cyber bullying, dating violence, and sexual assault.

Each year, Holden conducts meaningful consultation with parents by establishing a parent advisory council and a bilingual advisory council to develop, revise and review the engagement policy. Holden ensures the establishment of the Parent Advisory Council and the Bilingual Advisory Committee as two primary venues for engaging parents on a monthly schedule to bring relevant information and trainings that will aid them in better supporting their children's academic achievement. The allocation and intended use of Title 1 funds is coordinated in collaboration with the Parent Advisory Council and Title I policy and procedures. The PAC and BAC also coordinate parent trainings associated with understanding Illinois State Learning Standards, Social Emotional Development, nutrition programs, adult education, vocational and technical education, and job training. The counselor, social worker and other teacher leaders support parent trainings by providing workshops around areas of expertise to increase parent capacity to be able to support their children's learning and social emotional needs in the home. Parents are informed of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like. In addition, parents are informed of attendance expectations and the impact of attendance on a student's trajectory. The use of Parent Portal and Parent University to connect and engage parents with school is also regularly promoted.

## ESSA Targeted Assistance Program

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## Parent Involvement 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 (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.**

Each year, Holden establishes a Parent Advisory Council (PAC) that identifies our current NCLB Title I School Parent Involvement Plan and Policy. The PAC meets monthly and evaluates the plan for its effectiveness throughout the course of the year. 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 potential barriers. Holden 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**

Holden will provide multiple opportunities for parent engagement through the establishment of the Parent Advisory Council (PAC), the Bilingual Advisory Council (BAC), and the Local School Council (LSC) to attend scheduled monthly meetings. September 25th is the anticipated date for the Annual and Organizational meetings for the 2020-21 school year, at which time, Holden's PAC will identify current NCLB, Title I School Parental Involvement Plan and Policy. Prior to these meetings, all required written notifications and postings will be disseminated, inviting and encouraging the attendance and participation of all parents. These notifications will be translated into the native languages to ensure clear communication with 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 SY20-21, Holden will also utilize Facebook as an additional communication tool in support of parent engagement.

**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, at which time, there will be formal opportunities for public comment. 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 to receive immediate feedback. 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 get additional information or to resolve a 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 to the school community.

**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 IL state assessments will be distributed to all parents within five days of becoming available to the school (or as directed by the State/ District), typically during Quarter 1 of the new school year. In addition, teachers grades 3-8 will also schedule individual conferences with parents no later than end of Q1 report card pick-up conference day to explain the details of each students standing in relation to prior year state assessment performance and to set academic goals for the upcoming school year.

**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 where a teacher is deemed to not be "highly qualified" as defined under Title I, the school will inform parents through written notification in their native language(s) and other appropriate formats. In addition, administration will be available to respond to all parent inquiries. All responses and communication will include action steps and a timeline for corrective action as 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 productively, it is important that the parents have full understanding of the expectations Holden has for its students' academic and social emotional achievement. Holden will take intentional steps to raise parent awareness of the Common Core standards in relation to 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-teachers meetings/workshops. This information will also be communicated to the parents and the community through progress reports, report cards, newsletters, teacher notes, meetings, and posted on the school's 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 and through teacher workshops. As a Fine Arts and Technology Magnet Cluster School, we will be taking intentional efforts to support parents with technology acquisition and associated resources to establish a home learning environment utilizing the online learning platforms purchased by the school. 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. Additional trainings will include the Annual training for Children in Temporary Living Situations.

**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.**

In addition to annual events intended for parent participation such as Open House, State of the School Address, and other family night activities centered on academic or cultural content, 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. Through established and new partnerships with local agencies, Holden will engage parents in workshops that will build their 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 of having one parent lead for each classroom supporting communication 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.**

A wide variety of parent meetings and workshops take place throughout the school year. These meetings and workshops are used to inform the parents about the different programs and opportunities implemented at the school level. These informational sessions focus on the following: School goals, vision and mission statements; expectations, curriculum, assessments, and new school initiatives to support the teaching and learning process. Holden will go to great lengths to involve all parents of the pre-school

program, and other grades as well. Parents of the pre-school students are asked to volunteer for 20 hours in the classroom throughout the course of a school year. Parents read to students, help with activities, assist with daily classroom responsibilities, and help children learn new experiences with a variety of teaching tools. All parents fill out a school volunteer form that is approved by CPS. Approved volunteer forms are carried over to the next year for parents to be able to easily volunteer again.

Parents are also 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, 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 barriers. 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 mass email/ text messaging? intended to alert parents, students, and community of important reminders and upcoming events. The school website serves as the primary platform for parent communication and has been designed to be user friendly and to incorporate essential daily resources for parents.

### 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)

n/a

### 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 all students receive a well-rounded and high quality college and career ready education. 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.**

Formal Parent-teacher conferences will be held in Spetember during the school's annual Open House and on CPS report card pick-up dates (at the end of the first and third quarters, typically mid-November and mid-April). On report card pick-up days, a six hour window will be available for parents to visit the school to meet personally with their child's teacher and receive updates on their academic progress. Additional parent meetings will take place 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 at-risk students who exhibit either chronic truancy and absenteeism, on-going academic deficits, or social emotional challenges. 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. Translation services will be available for all conferences throughout the year as needed ensure effective communication and participation of parents.

**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 to be able to view their children's grades. 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. All parent outreach will receive a direct response within 24 hrs.

**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 event 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 and administration.

In addition, Holden's Parent Leadership Group (HPLG) will continue to expand identifying and recruiting parent classroom leaders at grades PK-8 to streamline communication and provide teachers with direct and consistent support throughout the year.

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

Holden will work to build parent capacity to be able to effectively monitor and assist in their child's learning by 1) ensuring their child maintains a minimum attendance rate of 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. 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. In addition, Holden's Parent Leadership Group (HPLG) will continue to expand identifying and recruiting parent classroom leaders at grades PK-8 to streamline communication and provide teachers with direct and consistent support throughout the year.

**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 evaluation 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, and 5) allowing recovery opportunities to complete or make up missing assignments and/or retake failed assessments.

### Parent Budget (Complete)

**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.**

**PRIORITY GOAL:** Due to the changing landscape brought about by COVID-19 and school closures, Holden will assist parents in securing technology devices through the school and provide direct guidance on establishing parameters at home for their children to be actively engaging in remote and/or extended learning. We will continue to engage parents in ongoing formal training that expands parents' perspective on the value of technology in the home, and provide additional training and guidance to empower them to effectively support their children's learning remotely. In addition, efforts to provide direct access to community resources that can assist parents in this endeavor will be ongoing with a goal of having 100% of Holden families connected online with access to technology devices.

**NOTE:** Following the conclusion of the annual SY21 PAC organizational meeting, Holden will reassess the current learning environment and associated parent needs and make revisions to this section accordingly in consultation with PAC, BAC, LSC and the CIWP.

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

**Account(s)**

**Description**

**Allocation**

51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
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<b>53405</b>	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$1000.00
<b>53205</b>	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$500.00
<b>54125</b>	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$0.00
<b>54505</b>	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$500.00
<b>54205</b>	<b>Travel</b> 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.	\$731.00
<b>54565</b>	<b>Reimbursements</b> 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.	\$0.00
<b>53510</b>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$0.00
<b>53306</b>	<b>Software</b> Must be educational and for parent use only.	\$0.00
<b>55005</b>	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$0.00