

Oliver Wendell Holmes Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
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Team Meetings

Date	Participants	Topic
01/31/2020	Teachers, LSC, ESP, Parent, Administration	SEF Framework Completion
03/02/2020	All	Review SEF Framework, Goals and Critical Needs
03/25/2020	All	Completed Goals and Critical Needs
04/09/2020	Ollie, Berry, Roberts, Wallace, McCaa, White, Coleman,	Theories Of Action for All Three Strategies
05/13/2020	Ollie, Berry, Roberts, Wallace, Berry, McCaa, Coleman, Smith, White, Scott, Constantinidis	Fund Compliance and Parent Components

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

- 3 - Leadership for Continuous Improvement
 - 4 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
 - 3 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:** 5 Essentials
- 3 - Structure for Continuous Improvement
 - 3 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
- 3 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:** ILT Agenda and Resources; Master Schedule

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
 - 3 Curriculum is aligned to expectations of the standards
 - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
 - 3 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:** Gains Curricular Components
- 3 - Instruction
 - 4 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
 - 3 Provide students frequent, informative feedback
 - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 3 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:** Lesson plan, Lesson Plan Feedback; POP Cycle of Learning
- 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
- 3 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
- 3 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
- 4 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
- 4 Improve and promote assessment literacy
- 4 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:** Grade book Audits, Gains Quizlets,
- 4 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
 - 4 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)
 - 4 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)
 - 4 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)
 - 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 4 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)
 - 3 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)
 - 4 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)
 - 4 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)
- 4 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)
- 4 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)
- 4 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 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)
- 3 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)
- 4 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 4 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)
- 3 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:** MTSS Cycles, Culture & Climate Team, Common Planning Notes
- 4 - 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
 - 4 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

- 4 - Relational Trust
 - 4 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)
 - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** 5 Essentials
- 3 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 2 Exercise student voice (REQUIRED: OSEL)
 - 2 Authentically interact with community and civic leaders
 - 3 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:**
- 4 - Physical and Emotional Safety
 - 4 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:** Culture & Climate Meeting Notes, Student Staff Handbook
- 4 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 4 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:** Discipline Plan, Dashboard
- 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

- 3 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)
- 4 Communicate with families proactively and frequently about class and individual activities and individual student’s progress (REQUIRED: OSEL)
- 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
- 4 Partner equitably with parents speaking languages other than English
- 4 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:** Holmes Parent & Community University Workshop Log, Parent Logs

School Excellence Framework Priorities

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

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.

Area of Critical Need 1	Growth among scholars who are identified as diverse learners
Root Cause 1	Disconnect between areas of need as indicated on IEPs and instruction appropriated to address the needs indicated on IEPs resulting in lack of effective instruction administered and aligned assessments to scholars
Area of Critical Need 1	Literacy attainment among students in grades 3-5
Root Cause 2	Lack of modeling the desired thinking to support transfer of learning for mastery and poor execution of school wide strategy of gradual release of responsibility Stages 1 & 2
Area of Critical Need 3	Math attainment among students in grades 3-5
Root Cause 3	Lack of modeling the desired thinking to support transfer of learning for mastery and poor execution of school wide strategy of gradual release of responsibility Stages 1 & 2

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) Historically our scholar's with IEP's have not demonstrated adequate reading growth on this metric	Students with IEPs		50.20	54.20
Vision: NWEA Growth G3-8 (Math)	Students with IEPs		42.00	45.50

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Historically our scholar's with IEP's have not demonstrated adequate math growth on this metric				
Vision: NWEA Attainment G2-8 (Reading)	Overall		43.50	48.00
Holmes has identified NWEA as our metric because we are focusing on grades 3-5 as a critical area of need for increasing reading attainment				
Vision: NWEA Attainment G2-8 (Math)	Overall		33.80	38.30
Holmes has identified NWEA as our metric because we are focusing on grades 3-5 as a critical area of need for increasing math attainment				
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey SY19 5 Essential survey indicated that Holmes is WELL ORGANIZED. It is our endeavor to maintain this status through sustained efforts in all of the categorical components improving in effective leaders and involved families.				5.00	5.00

Custom metrics (0% complete)

2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal

Strategies

Strategy 1

If we do...	implement the gradual release of responsibility strategy with an emphasis on planning of instruction, modeling meta-cognitive strategies, effective questioning that supports cognitive thinking and making connections
Then we see...	Teachers modeling meta-cognitive strategies, continuously monitoring understanding by asking questions and giving corrective feedback, and scholars asking and answering questions connected to the modeled learning.
which leads to...	a 50% increase in the number of scholars at or above attainment on the NWEA Assessment in reading and math school wide.
Budget Description	Substitute Teacher Bucket is needed for ILT to support instructional rounds, exemplar gallery walks, and professional development; Supply line to support teacher and scholar instructional needs; Bucket to provide human resources to deliver brain breaks, outreach and recess engagement; budget to provide scholar incentives for academics, behavior and attendance; funds to provide repair contracts for copiers needed to support daily instruction; budget to provide internal/external professional development opportunities
Tags	Budget & Grants
Action steps	<ul style="list-style-type: none"> • (Not started) Developing a Problem of Practice (PoP) connected to strategy 1 and level set among ILT and stakeholders Tags: • (Not started) Create and design cycle of learning connected to the problem of practice Tags: • (Not started) Establish benchmarks for observation and create monitoring tools/trackers Tags: • (Not started) Provide professional development for the Problem of practice connected to the strategy Tags: • (Not started) Conduct Instructional Rounds Tags: • (Not started) Analyze data gleaned from instructional rounds and various data sets Tags:

	<ul style="list-style-type: none"> • (Not started) Planning Implementation for Differentiated Professional development <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Provide differentiated/ group professional development <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Allow for safe practice <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Informal observations and coaching sessions <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Conduct one to one or teacher team feedback/reflection sessions <p>Tags:</p>
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Strategy 2

If we do...	Improve the IEP writing process with an emphasis on assessing deficits, planning instruction and writing goals that are better aligned to improving scholar's deficits based on their individual areas of need
Then we see...	teachers writing IEPs that are aligned to scholar's deficits, planning and implementing instruction aligned to their instructional level, and goals that will lead to the creation of specific and targeted quarterly benchmarks.
which leads to...	50% of diverse learners meeting their projected growth on the NWEA Assessment in reading or math.
Budget Description	Teacher Extended Day Buckets
Tags	Budget & Grants
Action steps	<ul style="list-style-type: none"> • (Not started) Determine the Problem of Practice connected to strategy 2 <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Create and design cycles of learning connected to the problem of practice <p>Tags:</p>

	<ul style="list-style-type: none"> • (Not started) Establish benchmarks for observation and create monitoring tools trackers <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Provide professional development for the PoP connected to the strategy <p>Tags:ODLSS: District Representatives</p> <ul style="list-style-type: none"> • (Not started) Conduct differentiated coaching sessions around the IEP writing process and components <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Create schedule for IEP draft due dates and draft review <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Conduct one on one teacher feedback and reflection sessions <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Review lesson plans for alignment and progression of learning to IEP goals and benchmarks <p>Tags:</p>
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Strategy 3

If we do...	Create school wide SEL assimilation and engage a scholastic council/student voice committee, with an emphasis in developing academic, civic and social ownership
Then we see...	scholars supporting and engaging in school wide service learning projects/activities, social emotional awareness, increased interaction with civic and community initiatives, scholars demonstrating both academic and social ownership, developing a growth mindset, and an increased presence/participation in school affairs
which leads to...	improved average daily attendance rate of 95.4% and improved scholar responses on the 5Essential survey.
Budget Description	Supply line for program initiatives; Advisor (staff) extended day bucket, budget for consultative services from external partners and agencies; aldermanic support and resources
Tags	Family & Community Engagement, Budget & Grants
Action steps	<ul style="list-style-type: none"> • (Not started) Designate a collaborative to develop a scholastic council

Tags:

- (Not started) Collaborative designs the structures and systems for the scholastic council

Tags:SSCE: Community Engagement, SSCE: Democratic Classrooms or Democratic Schools, SSCE: Engaging in Difficult or Controversial Discussions, SSCE: Inclusive decision-making, SSCE: Informed Action: Project-based learning or Service Learning, SSCE: Inclusive Partnerships, SSCE: Inclusive Systems Structures, SSCE: Community Based Learning

- (Not started) Recruit Civic Government Advisors for scholastic council

Tags:

- (Not started) Establish scholastic council candidate platform

Tags:SSCE: Democratic Classrooms or Democratic Schools, SSCE: Student Voice, SSCE: Student Leadership

- (Not started) Host Scholastic Council Candidate Elections

Tags:SSCE: Democratic Classrooms or Democratic Schools, SSCE: Student Voice, SSCE: Student Leadership

- (Not started) Create year long calendar for scholastic council academic, social and civic initiatives inclusive of timelines, milestones and initiative evaluations

Tags:

- (Not started) Engage scholastic council in a cycle where they brainstorm, plan, carry out academic, social and civic initiatives inclusive of timelines, milestones and evaluations

Tags:SSCE: Community Engagement, SSCE: Informed Action: Project-based learning or Service Learning, SSCE: Student Voice, SSCE: Student Leadership

- (Not started) Teacher select meaningful classroom responsibilities from Meaningful Work Resource and allow students to apply for a role

Tags:SSCE: Informed Action: Project-based learning or Service Learning, SSCE: Student Voice, SSCE: Student Leadership

- (Not started) Survey students on their perception of school climate and culture

Tags:SSCE: Student Voice, STE(A)M Schools: School Structures & Culture (SSS2), SSCE: Student Leadership

- (Not started) Review data and identify specific trends and potential root causes

	<p>Tags:SSCE: Student Voice, SSCE: Student Leadership</p> <ul style="list-style-type: none"> (Not started) Organize a food and/or clothing drive in collaboration with the alderman office <p>Tags:SSCE: Community Engagement, SSCE: Informed Action: Project-based learning or Service Learning, SSCE: Student Voice, SSCE: Student Leadership</p>
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Action Plan

Strategy 1

Developing a Problem of Practice (PoP) connected to strategy 1 and level set among ILT and stakeholders

Jul 01, 2020 to Aug 31, 2020 - ILT, Administration

Create and design cycle of learning connected to the problem of practice

Jul 01, 2020 to Aug 31, 2020 - ILT, Administration

Establish benchmarks for observation and create monitoring tools/trackers

Jul 01, 2020 to Aug 31, 2020 - ILT, Administration

Provide professional development for the Problem of practice connected to the strategy

Jul 31, 2020 to Aug 31, 2020 - ILT, Administration

Conduct Instructional Rounds

Sep 08, 2020 to Jun 22, 2021 - ILT, Administration

Analyze data gleaned from instructional rounds and various data sets

Sep 08, 2020 to Jun 22, 2021 - ILT, Administration, Teacher Teams

Planning Implementation for Differentiated Professional development

Sep 08, 2020 to Jun 22, 2021 - ILT, Administration

Provide differentiated/ group professional development

Sep 08, 2020 to Jun 22, 2021 - ILT, Administration

Allow for safe practice

Sep 08, 2020 to Jun 22, 2021 - Teacher Teams

Informal observations and coaching sessions

Sep 08, 2020 to Jun 22, 2021 - ILT, Administration

Conduct one to one or teacher team feedback/reflection sessions

Oct 13, 2020 to Jun 22, 2021 - ILT, Administration

Strategy 2

Determine the Problem of Practice connected to strategy 2

Jul 01, 2020 to Aug 31, 2020 - ILT, Administration, DL Administrator

Create and design cycles of learning connected to the problem of practice

Jul 01, 2020 to Aug 31, 2020 - ILT, DL Administrator, Administration

Establish benchmarks for observation and create monitoring tools/trackers

Jul 01, 2020 to Aug 31, 2020 - DL Administrator, Administration

Provide professional development for the PoP connected to the strategy

Aug 19, 2020 to Aug 31, 2020 - DL Administrator, Administration

Conduct differentiated coaching sessions around the IEP writing process and components

Sep 08, 2020 to Sep 30, 2020 - DL Administrator, Administration

Create schedule for IEP draft due dates and draft review

Aug 24, 2020 to Aug 31, 2020 - DL Administrator

Conduct one on one teacher feedback and reflection sessions

Sep 21, 2020 to Sep 30, 2020 - DL Administrator, Administration

Review lesson plans for alignment and progression of learning to IEP goals and benchmarks

Sep 30, 2020 to Jun 22, 2021 - DL Administrator, Administration, ILT

Strategy 3

Designate a collaborative to develop a scholastic council

Jul 01, 2020 to Jul 31, 2020 - Administration

Collaborative designs the structures and systems for the scholastic council

Aug 01, 2020 to Aug 31, 2020 - Administration, Collaborative

Recruit Civic Government Advisors for scholastic council

Aug 01, 2020 to Aug 31, 2020 - Collaborative, Administration

Establish scholastic council candidate platform

Sep 14, 2020 to Sep 28, 2020 - Civic Government Advisors, Collaborative

Host Scholastic Council Candidate Elections

Oct 20, 2020 to Oct 20, 2020 - Civic Government Advisors

Create year long calendar for scholastic council academic, social and civic initiatives inclusive of timelines, milestones and initiative evaluations

Oct 21, 2020 to Oct 30, 2020 - Scholastic Council, Civic Government Advisors, Collaborative

Engage scholastic council in a cycle where they brainstorm, plan, carry out academic, social and civic initiatives inclusive of timelines, milestones and evaluations

Nov 02, 2020 to Jun 22, 2021 - Scholastic Council, Civic Government Advisors

Teacher select meaningful classroom responsibilities from Meaningful Work Resource and allow students to apply for a role

Apr 05, 2021 to Apr 04, 2022 - Teachers

Survey students on their perception of school climate and culture

Mar 01, 2021 to Mar 29, 2021 - Culture Climate Team Student Voice Committee

Review data and identify specific trends and potential root causes

Apr 12, 2021 to May 10, 2021 - Culture Climate Team Student Voice Committee

Organize a food and/or clothing drive in collaboration with the alderman office

Oct 04, 2021 to Nov 19, 2021 - Culture Climate Student Voice Committee Civic Government Advisor

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.

Administration, ILT, and classroom teachers will analyze data from the IAR, ISA, NWEA and DIBELS assessments to determine the needs of the scholars at Holmes School. Continuous monitoring of instructional practices that are aligned to common core state standards and the implementation of standards based instruction; continuous monitoring of instructional lesson plans that are reflective of core alignment.

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

Provide standard based instruction for all scholars, provide academic programs inclusive of all populations of scholars, continue to provide professional development to improve instruction and instructional practice; use data sets to establish school wide foci and continue the use of the school wide instructional strategy of the gradual release of responsibility.

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.

Continue to use methods and instructional strategies based on scientifically-based research; continue to monitor instructional lesson plans and provide feedback; provide support for professional development opportunities related to core academic programs; continuously monitor the instructional programs through analyzing data, observation and reflection; provide strategies derived from best practices and professional development that address the specific needs of the scholars, and continue engaging the school wide instructional strategy of gradual release of responsibility.

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).

Engage MTSS cycles to support targeted intervention and continual progress monitoring, use web based programs that support adaptive learning, provide after school programs that address the specific needs of the diverse populations of scholars; host parent/community meetings to address academic needs and

challenges of target populations; establish external partnerships that are geared toward enhancing social and academic needs.

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

To sustain high-quality, highly qualified teachers; concentrate on teacher potential by building internal capacity through collaborative relationships and use of teacher experts. Continue to encourage 2-way dialogue and communication; shared decision making and opportunities for teacher leadership.

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.

The use of principal directed meetings to provide high quality professional development as needed based on PoP data and year long calendar; district contracted professional development days, network-wide and city-wide professional conferences; provide feedback/reflection opportunities; use of instructional rounds, informal and formal observations as a tool for creating professional development opportunities.

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

Parent involvement will increase through family literacy nights, family fun nights, math/science nights, various community schools programming, creating an inviting warm school climate; frequent communication to the school community; encourage participation at LSC, PAC meetings and monthly parent/community engagement opportunities supported by Holmes Parent & Community University.

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.

With implementing a "Kindergarten Investigation Day" where preschool students make scheduled visits to the kindergarten classroom; use of learning stations in preschool to acclimate students to learning centers.

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.

Collaborate by grade-level to analyze data from IAR, ISA, NWEA, DIBELS, Gains Curriculum and classroom assessments to determine scholars who are not meeting standards, those who meet standards, as well as scholars who exceed standards. Using the analyzed data, teachers will differentiate instruction within the classroom to address the needs of all scholars. Teachers will also use the data analysis to recommend scholars for intervention, enrichment or intensive coursework.

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.

Scholars who experience difficulty mastering the proficient or advance levels of academic achievement standards will receive effective, timely assistance through the use of MTSS. Scholars will be tracked and placed into MTSS cycles to determine tiers; use of learning centers; differentiated instruction; continuous monitoring of local and classroom based assessments to address individual needs; use of remediation plans for at risk students.

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.

Coordination and integration of federal, state and local services and programs will be supported through partnerships with the local police department and local universities as applicable. Adhere to board, network and local policy governing the use of such programs; ensure program components are grade and developmental appropriate; ensuring that programs available are specific to the diverse and cultural needs of the school.

ESSA Targeted Assistance Program

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.

Holmes Title I - Parents meet monthly (PAC) from Sept. to June. The monthly meetings will be combined with workshops and/or training on the supporting scholars at home. The administration will hold two meetings a year to share the 'state of the school' with parents and the community. Parents will review the parental involvement policy and compact twice a year (October and March). During parent - teacher conferences the parental involvement policy and compact will be available for parents. Amendments can be made as needed and voted on by the Holmes Parents based on the outcomes of their monthly PAC meetings.

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

The Title I - Part A Annual meeting will be held during our September Open House. After this initial meeting, information about the Title I - Part A Annual Meeting and Section 1118 will be shared with the PAC parents before the election of the officers and the schedule of monthly meetings is decided by the parents. A schedule of monthly PAC meetings, workshops and trainings will be sent home in October and January with the scholars for all parents and caregivers to Holmes students. A schedule of the PAC meetings, workshops and the LSC meetings will also be posted in the school and available in the school office upon request by the parents and the community.

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 be invited and encouraged by the school to attend the October PAC meeting where they will select PAC officers and the dates for their monthly meetings. Parents will also be encouraged to attend their LSC meetings where questions and concerns are discussed. Both school groups will share information about the school curriculum and how parents can be involved with the school to support their child's elementary school experience. Both groups will refer parents to the appropriate staff when specific educational concerns surface.

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.

Parents will receive information from five sources of support.1. Quarterly report card distribution.2. Parent / teacher conferences.3. Upon request from parents for workshops or trainings in any area. 4. Open House Night 5. Quarterly Progress Reports sent home with students.

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.

Form Letters from the Board of Education are mailed to the parents homes in September of every year when a student's teacher is not highly qualified as defined in the Title I Final regulations. The school office will also provide this information to parents upon request.

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.

Parents will be encouraged to attend Title I Annual Information session, Open House General session and offerings by the Holmes Parent & Community University. Parents can visit the school's website to obtain information around state required assessments. The Holmes School Leadership Team will provide an informational overview on the standards, the curriculum, the assessments and Title I- Part A to the LSC and the PAC twice a year. It will also be addressed during parent/teacher conferences. Holmes' parents (PAC) and the LSC will be invited to attend professional development and or afterschool sessions to further

explain the information about the curriculum with parents. PAC workshops will cover this information throughout the year as requested by parents.

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.

Holmes has established a Parent Room. It is used for parent meetings, workshops, trainings and literacy sessions. The Parent room is a source of support for getting materials and information that parents can use to assist them with their child's education. Holmes has educational activities such as Family Night that also focuses on literacy, math/science/technology, and SEL. The Parent Training budget is used to purchase resource materials for the parent room. Technical support with computer training will also be available for parents in the parent room.

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.

Professional Development sessions and workshops will be planned that will include educating all facets of staff in the value and utility of contributions by parents and in how to reach out to, communicate and work with parents as equal partners in the education of their children. Parents will be encouraged and invited to attend the Holmes Family Night activities. This will increase the collaboration between parents and staff and build on the strong relationship the school has established as partners. A training session on Section 1118 will be held with the staff, the PAC and the LSC.

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.

At Holmes, we have the Head Start program. During monthly parent meetings, parents will have opportunities to share and discuss goals of this programs and how it enhances student learning. Parents will receive a handout describing all programs, implementation, and expected outcomes for students. The PAC and the LSC will share this event with all parents. All groups will be encouraged to attend the training on Section 1118 Parental Involvement

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.

Parents will receive monthly newsletters that will include information related to school and parent programs, meetings, and other activities. This information will also be posted to the website and emailed to parents via blackboard connect. The newsletters will be presented in a precise, understandable format. Information and the schedule of all meetings and workshops will be shared with the LSC and the PAC. The notice and agenda of all meetings will be posted in the school and sent home with the students for parents. Information will also be available in the school office about all parent programs, workshops, trainings, LSC and PAC meetings. The community and the public may also request information from the school office on all school activities and meetings.

Policy Implementation Activities

<input checked="" type="checkbox"/> The LSC will approve the school improvement plan and monitor the CIWP.
<input checked="" type="checkbox"/> In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.
<input checked="" type="checkbox"/> The school will coordinate the parent and family engagement programs identified in the CIWP.
<input checked="" type="checkbox"/> 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) All boxes are checked

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.) Our mission is to develop college and career ready scholars, in a nurturing environment where instructional staff is committed to providing authentic experiences, that inspire a lifelong dedication to learning. We envision a high school and college ready student body who can outperform their grade level peers internationally. Our scholars will gain a solid educational foundation which will enable them to compete in and be a successful and contributing member of a global 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. Per Board Policy Parent-teacher conferences are held November and April of every school year, Additional sessions are also held upon request or as needed by parents or teachers.
The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents. Progress reports will be distributed every five weeks throughout the school year. Parents may also request information from the classroom teacher if they have concerns. Parents are able to connect to Aspen parent portal to review scholars academic progress as well as attendance data. Parents are able to contact the Community Coordinator for access support.
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 to parents at the available times during the school day for scheduled appointments. Also, staff will be available after dismissal at their election for scheduled appointments. Teachers will meet with parents upon their schedule availability if asked by parents to meet with them.

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 always encouraged to participate. Parents may apply to become a volunteer at any time using CPS volunteer portal. Parents who wish to be in the building consistently on a regular basis will need to complete the volunteer process and await approval. Parents may conduct impromptu observations escorted by staff of their child's classroom providing their is no disruption to the educational environment and process and it has been pre-arranged with the appropriate staff.

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

Holmes parents will receive information from the school about the homework guidelines in the Holmes Scholar-Parent Handbook. They will encourage their children to read daily. Home work study time will be a part of the after school home routine. Parents will support their children getting proper rest so that they can get to school everyday, on time , and prepared to learn. Parents will share the Student Code of Conduct guidelines with their children. Parents will encourage their children to follow the school rules and be respectful of all scholars and adults in the building.. They will expect that the school staff respect the scholars and that the school and teachers contact parents when their child is not following the school rules. Parents can regularly monitor Aspen Parent Portal to check on scholar's continual progress to support a home-school connection.

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

The parents will share concerns and have in-put on decisions regarding their children via any Holmes parent meetings, the PAC monthly meetings and the Local School Council Meetings. Parents will be encouraged and invited to attend the CIWP meetings and vote on their Title I - ESSA Parental Involvement Policy and Plan at their PAC and LSC during the school year. Voting on the plan is done on or before April 18th of every year. The budget Parent Training Program is reviewed monthly and every March and April.

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).

Scholars will come to school daily, on time, prepared for learning. Students will adhere to school rules and regulations. Scholars will complete all classroom and homework assignments. Scholars will exhibit self-discipline and engage in positive social interactions with individuals in the building. Scholars want to learn in an environment that is safe, clean and with teachers who are highly qualified to meet their academic needs. Classroom books and the appropriate materials will be in each classroom. Scholars are able to monitor student portal to support their learning. The Scholastic Council will promote academic campaigns to promote agency, identity and school wide attendance efforts.

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.

Parents will engage in quarterly trainings and/or workshops that will assist them in supporting their child at home when engaging Holmes core curriculum.

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

Account(s)

Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$0.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$0.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$242.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$728.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be	\$0.00

	placed in the main office or where staff and students have access too. To by used only by parents.	
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