

CIWP Team & Schedules

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Indicators of Quality CIWP: CIWP Team

The CIWP team includes staff reflecting the diversity of student demographics and school programs.
 The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger.
 The CIWP team includes leaders who are responsible for implementing Foundations, those with institutional memory and those most impacted.
 The CIWP team includes parents, community members, and LSC members.
 All CIWP team members are meaningfully involved in the planning process for CIWP components and include other stakeholders, as appropriate for their role, with involvement along the [CPS Spectrum of Inclusive Partnerships](#) (from the CPS Equity Framework).

[CIWP Team Guidance](#)

Name	Role	Email
Konstantinos Patsiopoulos	Principal	kpatsiopoulos@cps.edu
Francine Kelley	Curriculum & Instruction Lead	fkelly@cps.edu
Jose Padilla	Bilingual Coordinator	jgpadilla@cps.edu
Jasmine Cruthird	Special Education Teacher	jjanderson-c@cps.edu
Lindsay Muzzy	Counselor	lbmuzzy@cps.edu
Karla Williams	Teacher Leader	kewilliams13@cps.edu
Stephanie Niro	Teacher Leader	sjniro@cps.edu
Luzelena Hernandez	Teacher Leader	lhernandez7@cps.edu
Maria Torres	Parent / LSC Member	
	Select Role	
	Select Role	
	Select Role	

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	3/20/23	4/10/23
Reflection: Curriculum & Instruction (Instructional Core)	4/11/23	4/13/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	4/13/23	4/17/23
Reflection: Connectedness & Wellbeing	4/17/23	4/20/23
Reflection: Postsecondary Success	4/20/23	4/25/23
Reflection: Partnerships & Engagement	4/25/23	5/9/23
Priorities	5/9/23	5/11/23
Root Cause	5/11/23	5/15/23
Theory of Action	5/15/23	5/15/23
Implementation Plans	5/23/23	6/1/23
Goals	6/1/23	6/8/23
Fund Compliance	5/19/23	7/31/23
Parent & Family Plan	5/19/23	7/31/23
Approval	8/23/23	9/15/23

SY24 Progress Monitoring Schedule

Indicate the SY24 dates when your CIWP team will hold progress monitoring check-ins.
 As a reference, these dates will auto-populate in your implementation plans.

CIWP Progress Monitoring Meeting Dates

Quarter 1	10/27/2023
Quarter 2	12/22/2023
Quarter 3	04/01/2024
Quarter 4	06/07/2024

Indicators of a Quality CIWP: Reflection on Foundations

Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.
 Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.
 Stakeholders are consulted for the Reflection of Foundations.
 Schools consider the impact of current ongoing efforts in the Reflection on Foundation.

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Curriculum & Instruction

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	<p>All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.</p> <p>CPS High Quality Curriculum Rubrics</p>	<p>Review of data metrics indicate a post pandemic decline in attainment and growth on Districtwide assessments, particularly in grades 3-8 where approximately 50% of students are at or above the national norm on the Star360 assessment. --- On the standardized Illinois assessment (IAR and ISA), Holden students have on average significantly outperformed other district schools across the past three years in Reading, Math and Science growth. --- Result trends from the ACCESS assessment for English Learners indicate that Holden is also outperforming district trends when it comes to accelerating English language development for EL students in the bilingual program. </p> <p>This is in large due to Holden having established high quality curriculum for every core subject grades PK-8 that are Common Core standards aligned. However, teacher feedback with regards to the resources used specifically for the balanced literacy curriculum in grades K-5 indicates gaps exist in the quality of phonics and vocabulary curriculum, along with the absence of high quality unit assessments specific to grades K-2 and 6-8 literacy</p> <p>Strong data systems have also been in place that support teacher access to multiple forms of data at key intervals throughout the year to help them make informed decisions around how to provide small group instruction and equitably identify and support tier 2-3 students to address existing deficits strategically.</p>	<p>IAR (Math)</p> <p>IAR (English)</p> <p>Rigor Walk Data (School Level Data)</p>
Yes	<p>Students experience grade-level, standards-aligned instruction.</p> <p>Rigor Walk Rubric</p> <p>Teacher Team Learning Cycle Protocols</p> <p>Quality Indicators Of Specially Designed Instruction</p>	<p>Although a schoolwide assessment plan is in place that incorporates various forms of assessment practices throughout the year, there is a need for more alignment in the specific area of designing and implementing high quality, authentic, standards aligned formative and summative literacy assessments in K-2 and 6-8.</p> <p>Review of the collective schoolwide REACH performance ratings indicate added focus is needed to support teacher practice in line with components 2b - student ownership of learning; 3b - questioning / discussion techniques; 3e - responsiveness, with emphasis on increasing differentiation and intervention opportunities. These areas of focus can also be reflected in the SY23 5essentials survey results where student voice indicated more emphasis is needed on Academic Press, Academic Personalism, and Peer Support for Academic Work.</p> <p>Holden has established shared leadership structures with active ILT leads. Other shared leadership designations exist and function in their role, but may require a firmer structure to increase effectiveness (i.e. Behavioral Health Team / Culture Climate Team).</p>	<p>PSAT (EBRW)</p> <p>PSAT (Math)</p> <p>STAR (Reading)</p>
Partially	<p>Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.</p> <p>Powerful Practices Rubric</p> <p>Learning Conditions</p>	<p>What is the feedback from your stakeholders?</p> <ul style="list-style-type: none"> Adopt a new, more cohesive reading curriculum (with professional development) for grades K-5 that incorporates all aspects of a high quality literacy program. Identify a high quality supplement (i.e. ThinkCERCA) to the 5-8 literacy curriculum to ensure rigorous tasks and assessment are embedded within each unit of study throughout the year and not just when the state assessment window approaches in the spring. Arrange for teacher professional development that is centered on the following: <ul style="list-style-type: none"> Powerful practice indicators specific to classroom discussion / questioning techniques that can be applied across all grade levels and subject areas. This will be critical to ensure more meaningful student engagement / ownership of learning, and increase rigor to further develop their sense of Agency, Identity and Authority. Close reading strategies using non-fiction/at-grade-level-text (Grades 3-8). Create opportunities for art/music integration into core curricular content areas through increased consultation and collaboration between the arts teachers and gen. ed teachers. 	<p>STAR (Math)</p> <p>iReady (Reading)</p> <p>iReady (Math)</p>
Yes	<p>The ILT leads instructional improvement through distributed leadership.</p> <p>Continuum of ILT Effectiveness</p> <p>Distributed Leadership Foundational Pillars</p>	<ul style="list-style-type: none"> General education teacher instructional plans require more specific detail related to weekly/daily lessons to support special education instructors in being able to effectively design appropriate accommodations and modifications. <ul style="list-style-type: none"> Although big steps were taken post pandemic to elevate student voice through the formation of a Student Voice Committee, administering of the Cultivate Survey, and assigning other student leadership roles, there is a need for increased opportunities for student voice in the classroom during daily instruction, and to help personalize learning (connectedness). Increase opportunities for peer social-interactions within the learning environment (discussion based). 	<p>Cultivate</p> <p>Grades</p> <p>ACCESS</p>
Yes	<p>School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.</p> <p>Customized Balanced Assessment Plan</p> <p>ES Assessment Plan Development Guide</p> <p>HS Assessment Plan Development Guide</p>	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>In recent years, Holden has taken steps to assess and adopt new curricular and supplemental resources to ensure high quality instruction and learning opportunities for students. This includes the adoption of the CPS Skyline curriculum for K-8 Social Studies and 6-8 ELA. Other aspects of curriculum that have been bolstered include full integration of mandated units of study that create opportunities for exploration of controversial topics and that are culturally responsive. In addition, the primary team worked to vet and select additional</p>	<p>TS Gold</p> <p>Interim Assessment Data</p>
Partially	<p>Evidence-based assessment for learning practices are enacted daily in every classroom.</p> <p>Assessment for Learning Reference Document</p>	<p>In recent years, Holden has taken steps to assess and adopt new curricular and supplemental resources to ensure high quality instruction and learning opportunities for students. This includes the adoption of the CPS Skyline curriculum for K-8 Social Studies and 6-8 ELA. Other aspects of curriculum that have been bolstered include full integration of mandated units of study that create opportunities for exploration of controversial topics and that are culturally responsive. In addition, the primary team worked to vet and select additional</p>	

What student-centered problems have surfaced during this reflection?

If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

- Pandemic circumstances have led to a delay in a higher number of students being at grade level academically.
- Students exhibit lower stamina when independently reading despite opportunities created in the classroom daily for this purpose.
- Phonemic awareness and vocabulary skills development in grades K-3 has lagged, impacting reading comprehension when engaging with at grade level texts.
- Limited student access to quality literacy unit assessments in grades K-5 through the reading curriculum to gauge true mastery of at-grade level standards in a more comprehensive way.
- Post pandemic increase in lower student motivation; lower rate of engaging in productive struggle;
- Students struggle to regularly participate in various forms of structured classroom discussions (i.e. low confidence; one word responses; difficulty conveying articulate responses).
- Limited opportunities for students to be challenged with rigorous at-grade-level tasks through which they would engage in productive struggle (i.e. Close Reading; more extended written responses; project-based learning).



resources that support direct instruction of foundational skills, but these have proven to not be cohesive to best serve the purpose of accelerating early literacy development. Additionally, planning efforts outlined in the previous CIWP that was sidetracked by the pandemic circumstances has impacted our ability to prioritize professional learning that supports rigorous practices, specifically with respect to classroom discussion and questioning techniques that support increased peer to peer learning engagement opportunities in the classroom.

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Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Partially	MTSS Integrity Memo MTSS Continuum Roots Survey	<ul style="list-style-type: none"> • Holden has well defined data driven MTSS systems and structures. All teachers trained annually to ensure effective implementation of MTSS tiered supports (Academic / SEL). A calendar of cycles of data review is established to progress monitor student progress towards goal achievement. Teachers are well versed in using multiple data points to make decisions on tiering students. This includes data sharing and review protocols. • Teachers demonstrate shared responsibility and have the mindset and beliefs around equitably supporting students. Teacher develop strategic plans that support target groups of learners for differentiation and intervention BOY-MOY and MOY-EOY. • Additional support is needed from the MTSS team on a more regular intervals to conduct collaborative check-ins with teachers to review progress data, set goals, of intervention resources, and make next step determinations for support or MTSS tier placement of individual students. • Tier 1 curriculum for ELA at the primary levels specific to foundational skills needs review for high quality (See foundation 1: curriculum and instruction above). • EL students are assigned to teachers with the required certifications to provide TPI services at the tier 1 level. However, limited staffing resources impact our ability to offer the full range of TBE programming. 	<ul style="list-style-type: none"> Unit/Lesson Inventory for Language Objectives (School Level Data) MTSS Continuum Roots Survey ACCESS MTSS Academic Tier Movement Annual Evaluation of Compliance (ODLSS) Quality Indicators of Specially Designed Curriculum EL Program Review Tool
Partially	MTSS Integrity Memo		
Yes	LRE Dashboard Page		
Yes	IDEA Procedural Manual		
Yes	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS		
Partially		<p>What is the feedback from your stakeholders?</p> <ul style="list-style-type: none"> • EL students are assigned to teachers with the required certifications to provide TPI services at the tier 1 level. However, limited staffing resources impact our ability to offer the full range of TBE programming. Teacher see a need for additional training opportunities to expand knowledge and understanding of how to better plan for ELs using Language objectives in lesson plans across content areas • Administration has been successful in advocating for the full range of staffing resources required at the school level to be able to properly service all IEP minutes. However, there is a need to strengthen the co-teaching relationship between general ed. and special ed. teachers in the inclusion setting to maximize quality and delivery of services to diverse learners. • Additional training on how to more effectively utilize the District MTSS platform Branching Minds. Training requested is specific to setting goals and progress monitoring. • Formalize the MTSS team to better support teachers as thought partners in review of progress monitoring and adjusting interventions to meet the targeted needs of students receiving tier 2-3 supports. <p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <ul style="list-style-type: none"> • Full time interventionist allows us to expand the amount of targeted academic supports for students most at-risk and in need of tier 3 interventions • The addition of a full-time social worker, and the expansion of external counseling partnerships also afford us the opportunity to service a greater number of students in need of tier 2-3 supports for SEL through the MTSS process. • Bilingual Coordinator has led PD and shared resources with teachers to support development in understanding and applying WIDA standards to planning and instruction. This will be recurring and built into the annual professional development plan for SY24. In addition, Bilingual lead role has been expanded to full time to have wider reach to support students and teachers. • New case manager has been diligent in working with teacher, clinician and administrative teams to ensure fidelity in the IEP development process, proper LRE placement, and implementation of DL services. 	

What student-centered problems have surfaced during this reflection?

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- Post pandemic low attendance rates specifically among select tier 2-3 students prevents scheduled interventions from being consistently administered. This lack of consistency as a result has led to stagnant growth and/or in some cases a widening of the learning gap for some students.
- The arrival of non-English speaking migrant students in volume require prioritization for EL TBE services and MTSS interventions.



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Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
	BHT Key Component Assessment	<p>Behavior:</p> <ul style="list-style-type: none"> • Post pandemic / return to in-person learning data show increases in the number of students in need of tier-2-3 social emotional/ behavioral supports in SY22 and SY23. • The majority of behavioral issues reside among a small cohort of students (>10) within the middle school grades. • Review of actions taken in relation to misconduct reports for grades 3-8 indicate there is already a strong reliance on restorative practice approaches at the school among 	<ul style="list-style-type: none"> % of Students receiving Tier 2/3 interventions meeting targets

Partially	<p>Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.</p> <p>SEL Teaming Structure</p>	<p>teachers and administrators.</p> <ul style="list-style-type: none"> Over the course of the past two school years, groups 2-3 student misconducts increased, while the number of more serious misconducts in groups 4-6 decreased. In SY23, school experienced an increase in the number of K-2 students needing more targeted supports for behavior and executive functioning skills. <p>Social Emotional (SEL) Tier 2-3:</p> <ul style="list-style-type: none"> An estimated 11% of students spanning grades K-8 received tier 2-3 social emotional supports. 38% of these students met their goals in SY23 49% made progress towards meeting their goals, but require additional time and support headed into SY24. <p>Attendance:</p> <ul style="list-style-type: none"> Over all schoolwide attendance rates since return from remote learning have seen increase from 89.6% in SY22 to 91.3% in SY23. However, examining chronic absenteeism and truancy rates, the number of students in these categories increased significantly from 17% to 31%, but special factors are to be considered that were not truancy related that impact these rates (i.e. medical, quarantines, excused mental health days, etc.) that impacted this increase. There is particular focus on attendance rates for the following student subgroups across the past three school years SY21-23: African America attendance rates have steadily been increasing from 80 to 86%; Latinx attendance rates although experiencing a sharp decline between SY21 and SY22 (93% to 89%), but rebounded in SY23 to 90.6%. regardless of slight increases, the attendance rates for these subgroups remain lower than other student groups who are averaging 92%+. <p>OST Extended day program offerings and participation:</p> <ul style="list-style-type: none"> Holden maximized grant funding to offer 17 extended day programs to approximately 210 students during SY23. Holden also established a partnership with Chicago Youth Center to expand afterschool program offerings, adding another 7 programs to service and additional 50 students. All programs were designed following student surveys to ensure programs aligned to student interests. 5Essentials Survey SY23 Student responses on the SY23 5Essentials survey related to Connectedness, Student Peer Relationships, Academic personalism and Emotional Health are areas that require added attention. 	<p>Reduction in OSS per 100</p> <p>Reduction in repeated disruptive behaviors (4-6 SCC)</p> <p>Access to OST</p> <p>Increase Average Daily Attendance</p> <p>Increased Attendance for Chronically Absent Students</p>
Yes	<p>Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.</p>	<p>OST Extended day program offerings and participation:</p> <ul style="list-style-type: none"> Holden maximized grant funding to offer 17 extended day programs to approximately 210 students during SY23. Holden also established a partnership with Chicago Youth Center to expand afterschool program offerings, adding another 7 programs to service and additional 50 students. All programs were designed following student surveys to ensure programs aligned to student interests. 5Essentials Survey SY23 Student responses on the SY23 5Essentials survey related to Connectedness, Student Peer Relationships, Academic personalism and Emotional Health are areas that require added attention. 	<p>Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</p> <p>Cultivate (Belonging & Identity)</p> <p>Staff trained on alternatives to exclusionary discipline (School Level Data)</p> <p>Enrichment Program Participation: Enrollment & Attendance</p> <p>Student Voice Infrastructure</p> <p>Reduction in number of students with dropout codes at EOY</p>
Partially	<p>All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.</p>	<p>What is the feedback from your stakeholders?</p> <ul style="list-style-type: none"> Schoolwide effort to elevate student voice by administering the cultivate survey at different stages throughout the year. Instructional Leadership Team convened to analyze the data and share findings with teacher grade bands. Efforts were made to establish a functional student voice committee that met weekly throughout the year. Need to start SVC earlier towards start of year to maximize student engagement. All Holden students have access to the Tier I Healing Centered curriculum delivered through classroom lessons and is based on the needs of the various grade levels. Holden utilizes Harmony SEL curriculum for PreK - 5th and Success Bound and talking circles for Middle School. Calm Classroom will be implemented school-wide beginning SY24. Teachers could benefit from ongoing training and universal language to strengthen tier 1 implementation of SEL skill development. Starting in SY22 to current, Holden has established partnership with external organizations that provide additional social emotional health services for students in need of tier 3 supports. Holden offers extensive student-centered engagement before and after-school programming for students that supplements learning based on student interests. This includes programming for sports, fine arts, academic enrichment, podcasting, etc. Based on school and student needs, Holden has created partnerships to supplement additional enrichment programming for students, particularly in grades K-2. Non-Academic program offerings at the school are expansive and well defined to include Music, art, physical education and technology. Holden has core members that serve on the Behavioral Health Team (BHT) who meet frequently to address the needs of the social, emotional, and mental health needs of students at different tiers. BHT assists in creating intervention plans for identified students and monitors progress on goals. BHT can strengthen their function by scheduling more sessions to meet individually with teachers for added collaboration and support. Steps were taken dating back to SY22 to incrementally introduce Calm Classroom strategies in select grade levels as a pilot. Consideration should be given to expand this to all classrooms headed into SY24. Quarterly Awards ceremonies are hosted to acknowledge student successes throughout the year. This has been common practice that continued even through the pandemic, and encompasses aspects of performance beyond simple academics. Teacher utilize the state and CPS mandated curriculum to teach and expose students to a wider range of cultural learning. Students are recruited to serve as morning announcers each morning. Particularly in SY22, with focus on the instructional core and classroom community, the ILT has begun work to help expand teacher cultivate more student-centered classrooms through the lenses of the CPS learning conditions. Increase opportunities for students to socialize and have more experiences beyond the classroom. This can include pushing teachers to increase field trips throughout the year that connect classroom content/academics to SEL, and expanding recess in middle school to 30 minutes. NOTE: Holden has worked with key parent stakeholders in SY23 to improve recess opportunities for students. Currently Holden meets all IL state requirements for providing students pro-social/physical self-directed time each day through recess. Additional feedback suggests considering the relationship between the school's rate of staff retention and its potential impact on student connectedness and wellbeing. Holden has maintained a staff retention rate on par with CPS District average and similar schools within and around the Bridgeport neighborhood. The principal has also engaged in work with the LSC to develop a teacher retention plan in SY23. 	<p>Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</p> <p>Cultivate (Belonging & Identity)</p> <p>Staff trained on alternatives to exclusionary discipline (School Level Data)</p> <p>Enrichment Program Participation: Enrollment & Attendance</p> <p>Student Voice Infrastructure</p> <p>Reduction in number of students with dropout codes at EOY</p>
Partially	<p>Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.</p>	<p>What is the feedback from your stakeholders?</p> <ul style="list-style-type: none"> Schoolwide effort to elevate student voice by administering the cultivate survey at different stages throughout the year. Instructional Leadership Team convened to analyze the data and share findings with teacher grade bands. Efforts were made to establish a functional student voice committee that met weekly throughout the year. Need to start SVC earlier towards start of year to maximize student engagement. All Holden students have access to the Tier I Healing Centered curriculum delivered through classroom lessons and is based on the needs of the various grade levels. Holden utilizes Harmony SEL curriculum for PreK - 5th and Success Bound and talking circles for Middle School. Calm Classroom will be implemented school-wide beginning SY24. Teachers could benefit from ongoing training and universal language to strengthen tier 1 implementation of SEL skill development. Starting in SY22 to current, Holden has established partnership with external organizations that provide additional social emotional health services for students in need of tier 3 supports. Holden offers extensive student-centered engagement before and after-school programming for students that supplements learning based on student interests. This includes programming for sports, fine arts, academic enrichment, podcasting, etc. Based on school and student needs, Holden has created partnerships to supplement additional enrichment programming for students, particularly in grades K-2. Non-Academic program offerings at the school are expansive and well defined to include Music, art, physical education and technology. Holden has core members that serve on the Behavioral Health Team (BHT) who meet frequently to address the needs of the social, emotional, and mental health needs of students at different tiers. BHT assists in creating intervention plans for identified students and monitors progress on goals. BHT can strengthen their function by scheduling more sessions to meet individually with teachers for added collaboration and support. Steps were taken dating back to SY22 to incrementally introduce Calm Classroom strategies in select grade levels as a pilot. Consideration should be given to expand this to all classrooms headed into SY24. Quarterly Awards ceremonies are hosted to acknowledge student successes throughout the year. This has been common practice that continued even through the pandemic, and encompasses aspects of performance beyond simple academics. Teacher utilize the state and CPS mandated curriculum to teach and expose students to a wider range of cultural learning. Students are recruited to serve as morning announcers each morning. Particularly in SY22, with focus on the instructional core and classroom community, the ILT has begun work to help expand teacher cultivate more student-centered classrooms through the lenses of the CPS learning conditions. Increase opportunities for students to socialize and have more experiences beyond the classroom. This can include pushing teachers to increase field trips throughout the year that connect classroom content/academics to SEL, and expanding recess in middle school to 30 minutes. NOTE: Holden has worked with key parent stakeholders in SY23 to improve recess opportunities for students. Currently Holden meets all IL state requirements for providing students pro-social/physical self-directed time each day through recess. Additional feedback suggests considering the relationship between the school's rate of staff retention and its potential impact on student connectedness and wellbeing. Holden has maintained a staff retention rate on par with CPS District average and similar schools within and around the Bridgeport neighborhood. The principal has also engaged in work with the LSC to develop a teacher retention plan in SY23. 	<p>Reconnected by 20th Day, Reconnected after 8 out of 10 days absent</p> <p>Cultivate (Belonging & Identity)</p> <p>Staff trained on alternatives to exclusionary discipline (School Level Data)</p> <p>Enrichment Program Participation: Enrollment & Attendance</p> <p>Student Voice Infrastructure</p> <p>Reduction in number of students with dropout codes at EOY</p>

What student-centered problems have surfaced during this reflection?

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- High absenteeism/ truancy rates among specific subgroups.
- Lack high sense of classroom community (Grades 6-8)
- Decline in intrinsic motivation; student grit (students struggle to persevere through challenges faced through classroom content and tasks).
- Executive functioning: Despite being taught specific skills for coping through the tier 1 SEL curriculum, students grades K-2 / 4-8 demonstrate inconsistency in their ability to apply positive coping skills when faced with emotional distress, trauma, or peer disagreements/ conflicts.

What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?

- Systems and structures are in place to monitor daily and monthly attendance on an schoolwide, classroom and individual student basis. This includes regular attendance data sharing with teachers to ensure parent outreach is taking place at multiple levels; formal 5 and 10 day notices of unexcused absences are administered; counseling referrals and home visits for tier 3 absenteeism has been a strategy when required, along with parent conferences for our most at risk students. Despite these efforts, the high volume of

at-risk students. Despite these efforts, the high volume of absenteeism in the past two years has made it more challenging to be able to hold formal meetings with target families to develop goals and intervention plans.

- Despite our teachers being trained in administering tier 1 SEL curriculum, along with expanding counseling and social work services, additional staff training is needed to support development in effectively leading SEL classroom discussions, de-escalation, and mediating conflict to restoratively resolve peer issues and/or challenges. There is a need to strengthen the common SEL language across all staff to be able to more effectively work with students in need of tier 3 supports and interventions

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Postsecondary Success

Postsecondary only applies to schools serving 6th grade and up. If your school does not serve any grades within 6th-12th grade, please skip the Postsecondary reflection.

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).</p> <p>College and Career Competency Curriculum (C4)</p>	<p>- Review of 2-year On-Track (i.e. Attendance/GPA combination) trend averages for grades 3-8 indicate approximately 45% of Holden students are on track, but considering the pandemic circumstances with mandated quarantines during this period, and excluding attendance as a factor for On-Track, the percentage of Holden students who are academically ON-Track increases to just below 70%.</p> <p>- The pass rate for Holden students taking Algebra 1 for high school credit has been 100% for the past two school years.</p> <p>- 65% of Holden 8th graders scored above the 80th percentile across CPS on the High School Admissions Exam for reading, and 60% for math.</p>	<p>Graduation Rate</p> <p>Program Inquiry: Programs/participation/attainment rates of % of ECCC</p> <p>3 - 8 On Track</p>
Yes	<p>Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).</p> <p>Individualized Learning Plans</p>	<p>- Holden's rate of guiding students to gain acceptance to high schools requiring academic criteria has increase year after year. In SY23, a total of 32% of 8th grade students received acceptance to some of Chicago's top selective enrollment high schools, and another 18% of Holden 8th graders received acceptance to IB programs that require academic criteria.</p> <p>- Three year trend in graduation rate has 100% of Holden students successfully completing 8th grade requirements and being promoted to high school.</p> <p>- Tracking former Holden graduate cohorts across school years dating back to SY17-18 to current, an average of 90% of these students have since gone on to graduate high school.</p>	<p>Learn, Plan, Succeed</p> <p>% of KPIs Completed (12th Grade)</p> <p>College Enrollment and Persistence Rate</p>
Partially	<p>Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).</p> <p>Work Based Learning Toolkit</p>	<p>What is the feedback from your stakeholders?</p> <ul style="list-style-type: none"> Holden has established the Success Bound Curriculum in middle school grades 6-8 to support exposure and awareness of high school and college/career planning (3-years of implementation to date). Training and support has been provided to all teachers to implement curriculum. In SY22, Holden received recognition for fidelity of implementation for the Success Bound curriculum. Holden has well established system and structures for supporting all 8th grade students and their families in the process of high school selection. This is carried out using Individualize Learning Plans that steer students to engage in key goal setting tasks in preparation for high school readiness. Holden provides intentional planned opportunities to engage parents in the decision making process during high school selection season every fall. Orientations and workshops, and individualized meetings to support parents in building necessary capacity to work with their child to make key high school selection decision that will best match their child's interests and goals. 	<p>9th and 10th Grade On Track</p> <p>Cultivate (Relevance to the Future)</p> <p>Freshmen Connection Programs Offered (School Level Data)</p>
N/A	<p>Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).</p>	<ul style="list-style-type: none"> Since returning from the pandemic, Holden has hosted annual Career Week events where partners from the broader community are invited to speak about their professions to inspire and motivate students to explore career interests/options. This event targets students at all grade levels, with emphasis on grades 4-8. 	
N/A	<p>Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).</p> <p>ECCE Certification List</p>	<ul style="list-style-type: none"> Host annual College Month for grades K-8 to increase college exposure and awareness; range of differentiated activities that get students involved hands-on with bridging the connection between elementary school and the trajectory to post-secondary planning. This is a schoolwide effort coordinated between the counseling program and all classroom teachers. Holden has maintained a long-standing partnership for over 10 years with the WITS organization to provide workforce mentorship to target groups of students annually. 	
N/A	<p>There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).</p> <p>PLT Assessment Rubric</p>	<ul style="list-style-type: none"> To ensure students on an advanced trajectory have the opportunity to enroll in Geometry for high school credit. This is afforded to all Holden students who successfully pass the high school Algebra 1 exam as 7th grade students. <p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p>	
N/A	<p>Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).</p> <p>Alumni Support Initiative One Pager</p>	<p>In SY23, our outside partner, Asian Human Services, provided inconsistent services to students due to staffing changes/shortages throughout the year. This created gaps in student's access to Tier 3 mental health services. For SY24, Holden will be provided a counselor 2 days a week to support the students requiring Tier 3 SEL services. In SY23, the sharp incline in K - 2 students requiring intensive SEL Tier 2 and Tier 3 supports shifted clinician resources; however, neither social worker nor counselor was provided Tier 2 training in group interventions, such as, SSGrin. Both social worker and the counselor are now trained in the intervention and can begin providing Tier 2 support during SY24. Based on attendance data, students requiring Tier 2 and 3 services that also have attendance concerns will be implemented at a</p>	

What student-centered problems have surfaced during this reflection?

If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

- An estimated 1/3 of students in grades 7-8 struggle to conceptualize the impact that their present level of motivation, goal-setting and performance can have on their short and long term trajectory from elementary school through high school and beyond (i.e. limiting options for high school).
- Post pandemic, we have seen a slight increase in the number of 8th grade students limiting their choices for high school options during the selection process, and not always aligning choices to their strengths (i.e. students being able to self-identify their own strengths to better align to high school choice options).

time of day that allows for their participation. The policy change in SY23 of allowing students to take 5 mental health days per year may have played a role in the attendance average being lower than normal. Students requiring a quarantine due to Covid negatively impacted their attendance rate. This policy has since been updated and will require less isolation or quarantine in SY24 than it did in SY23.

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Partnership & Engagement

Using the associated references, is this practice consistently implemented?	References	What are the takeaways after the review of metrics?	Metrics
Yes	<p>The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.</p> <p>Spectrum of Inclusive Partnerships</p>	<ul style="list-style-type: none"> • 5Essentials survey data shows a significant increase from SY22 to SY23 for "Involved Families" with the following measures all being rated as strong/very strong: Parent Influence on Decision Making at the School; Parent involvement at the school; Teacher-Parent Trust. • Since return to in-person learning, a core team of staff-parents has worked collaboratively with administration to support planning of school events and parent engagement efforts. • Multiple strategic family engagement events are scheduled at the beginning of the year and throughout (i.e. Meet & Greets; Orientations; Open House; Family Night; field day; Career Week; parent-teacher conferences). • Holden has a fully formed LSC with all parent seats filled. Non-LSC parent attendance at LSC meetings remains low despite marketing efforts to increase participation at monthly regular meetings. • Administration actively recruited parent representatives from the LSC to participate in CPS focus groups for the Near Southside High School planning initiative. • Administration actively promotes the formation of sub-groups among the LSC to spearhead specific improvement initiatives (i.e. recess; parent engagement events; school marketing for enrollment). • PAC and BAC committees are established and have regularly scheduled meetings throughout the year to engage families. Attendance at these meetings has also begun to gradually increase from SY22 to SY23. 	<p>Cultivate</p> <p>5 Essentials Parent Participation Rate</p> <p>5E: Involved Families</p> <p>5E: Supportive Environment</p> <p>Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.) (School Level Data)</p> <p>Level of parent engagement in the ODLSS Family Advisory Board (School Level Data)</p>
Yes	<p>Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.</p> <p>Reimagining With Community Toolkit</p>		
Partially	<p>School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).</p> <p>Student Voice Infrastructure Rubric</p>	<p>What is the feedback from your stakeholders?</p> <ul style="list-style-type: none"> • Student voice committee is newly established and has begun collaborative efforts to engage in decision making with administration. Desire to see SVC have more active role in SY24. • Written communication with families needs to be expanded to accommodate language preferences of parents – specifically to include Chinese and Arabic. • Advertise parent CPS Volunteer application process earlier in the year. • Increase opportunities for parents to volunteer/contribute at the classroom level at varying stages throughout the year. • School has formal parent communication protocols that promote 2-way communication efforts with parents more regularly throughout the year. • Teachers have also expanded modes of communication with parents beyond standard phone calls and emails to include apps and virtual meets to accommodate parents for convenience and efficiency. • Continue efforts to promote and increase parent attendance at PAC, BAC, and LSC meetings. 	<p>Formal and informal family and community feedback received locally. (School Level Data)</p>
	<p>What student-centered problems have surfaced during this reflection?</p> <p>If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.</p> <p>Students not consistently engaging in independent reading at home or engaging in extension activities through school purchased online learning platforms (i.e. Lexia). In addition, students in need of tier 2-3 academic intervention exhibit chronic absenteeism and truancy that impacts their ability to receive identified supports consistently.</p>	<p>What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?</p> <p>Holden has worked collaboratively with Local School Council and subcommittee members to strategies on increasing parent engagement throughout the year. Parent leaders have been identified and work with administration and a team of teachers at varying stages of the year to spearhead planning of school and parent engagement events (i.e. Back-to School Meet & Greets; Open House; Field Day, etc.). Efforts have also been made to advertise, recruit and secure additional volunteers to support aspects of the school day (i.e. recess/lunch supervision). Since the return to in-person learning, parent leadership and participation has also returned as it relates to attendance at PAC and BAC meetings. There is also high attendance and participation among families during Family Night events and parent teacher conference days. The school can make more effort to re-message expectations and offer parent suggestions for how they can establish home routines for learning using school purchased online learning platforms.</p>	

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Partially	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.
Yes	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.
Partially	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.
Partially	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.

What are the takeaways after the review of metrics?

Behavior:

- Post pandemic / return to in-person learning data show increases in the number of students in need of tier-2-3 social emotional/ behavioral supports in SY22 and SY23.
- The majority of behavioral issues reside among a small cohort of students (>10) within the middle school grades.
- Review of actions taken in relation to misconduct reports for grades 3-8 indicate there is already a strong reliance on restorative practice approaches at the school among teachers and administrators.
- Over the course of the past two school years, groups 2-3 student misconducts increased, while the number of more serious misconducts in groups 4-6 decreased.
- In SY23, school experienced an increase in the number of K-2 students needing more targeted supports for behavior and executive functioning skills.

Social Emotional (SEL) Tier 2-3:

- An estimated 11% of students spanning grades K-8 received tier 2-3 social emotional supports.
- 38% of these students met their goals in SY23
- 49% made progress towards meeting their goals, but require additional time and support headed into SY24.

Attendance:

- Over all schoolwide attendance rates since return from remote learning have seen increase from 89.6% in SY22 to 91.3% in SY23. However, examining chronic absenteeism and truancy rates, the number of students in these categories increased significantly from 17% to 31%, but special factors are to be considered that were not truancy related that impact these rates (i.e. medical, quarantines, excused mental health days, etc.) that impacted this increase.
- There is particular focus on attendance rates for the following student subgroups across the past three school years SY21-23: African America attendance rates have steadily been increasing from 80 to 86%; Latinx attendance rates although experiencing a sharp decline between SY21 and SY22 (93% to 89%), but rebounded in SY23 to 90.6%. regardless of slight increases, the attendance rates for these subgroups remain lower than other student groups who are averaging 92%+.

OST Extended day program offerings and participation:

- Holden maximized grant funding to offer 17 extended day programs to approximately 210 students during SY23.
- Holden also established a partnership with Chicago Youth Center to expand afterschool program offerings, adding another 7 programs to service and additional 50 students.
- All programs were designed following student surveys to ensure programs aligned to student interests.

5Essentials Survey SY23

- Student responses on the SY23 5Essentials survey related to Connectedness, Student Peer Relationships, Academic personalism and Emotional Health are areas that require added attention.

What is the feedback from your stakeholders?

- Schoolwide effort to elevate student voice by administering the cultivate survey at different stages throughout the year. Instructional Leadership Team convened to analyze the data and share findings with teacher grade bands.
- Efforts were made to establish a functional student voice committee that met weekly throughout the year. Need to start SVC earlier towards start of year to maximize student engagement.
- All Holden students have access to the Tier I Healing Centered curriculum delivered through classroom lessons and is based on the needs of the various grade levels. Holden utilizes Harmony SEL curriculum for PreK - 5th and Success Bound and talking circles for Middle School. Calm Classroom will be implemented school-wide beginning SY24. Teachers could benefit from ongoing training and universal language to strengthen tier 1 implementation of SEL skill development.
- Starting in SY22 to current, Holden has established partnership with external organizations that provide additional social emotional health services for students in need of tier 3 supports.
- Holden offers extensive student-centered engagement before and after-school programming for students that supplements learning based on student interests. This includes programming for sports, fine arts, academic enrichment, podcasting, etc. Based on school and student needs, Holden has created partnerships to supplement additional enrichment programming for students, particularly in grades K-2.
- Non-Academic program offerings at the school are expansive and well defined to include Music, art, physical education and technology.
- Holden has core members that serve on the Behavioral Health Team (BHT) who meet frequently to address the needs of the social, emotional, and mental health needs of students at different tiers. BHT assists in creating intervention plans for identified students and monitors progress on goals. BHT can strengthen their function by scheduling more sessions to meet individually with teachers for added collaboration and support.
- Steps were taken dating back to SY22 to incrementally introduce Calm Classroom strategies in select grade levels as a pilot. Consideration should be given to expand this to all classrooms headed into SY24.
- Quarterly Awards ceremonies are hosted to acknowledge student successes throughout the year. This has been common practice that continued even through the pandemic, and encompasses aspects of performance beyond simple academics.
- Teacher utilize the state and CPS mandated curriculum to teach and expose students to a wider range of cultural learning.
- Students are recruited to serve as morning announcers each morning.
- Particularly in SY22, with focus on the instructional core and classroom community, the ILT has begun work to help expand teacher cultivate more student-centered classrooms through the lenses of the CPS learning conditions.
- Increase opportunities for students to socialize and have more experiences beyond the classroom. This can include pushing teachers to increase field trips throughout the year that connect classroom content/academics to SEL, and expanding recess in middle school to 30 minutes. NOTE: Holden has worked with key parent stakeholders in SY23 to improve recess opportunities for students. Currently Holden meets all IL state requirements for providing students pro-social/physical self-directed time each day through recess.
- Additional feedback suggests considering the relationship between the school's rate of staff retention and its potential impact on student connectedness and wellbeing. Holden has maintained a staff retention rate on par with CPS District average and similar schools within and around the Bridgeport neighborhood. The principal has also engaged in work with the LSC to develop a teacher retention plan in SY23.

What student-centered problems have surfaced during this reflection?

- High absenteeism/ truancy rates among specific subgroups.
- Lack high sense of classroom community (Grades 6-8)
- Decline in intrinsic motivation; student grit (students struggle to persevere through challenges faced through classroom content and tasks).
- Executive functioning: Despite being taught specific skills for coping through the tier 1 SEL curriculum, students grades K-2 / 4-8 demonstrate inconsistency in their ability to apply positive coping skills when faced with emotional distress, trauma, or peer disagreements/ conflicts.

What, if any, related improvement efforts are in progress? What is the impact? Do any of our efforts address barriers/obstacles for our student groups furthest from opportunity?

- Systems and structures are in place to monitor daily and monthly attendance on an schoolwide, classroom and individual student basis. This includes regular attendance data sharing with teachers to ensure parent outreach is taking place at multiple levels; formal 5 and 10 day notices of unexcused absences are administered; counseling referrals and home visits for tier 3 absenteeism has been a strategy when required, along with parent conferences for our most at-risk students. Despite these efforts, the high volume of absenteeism in the past two years has made it more challenging to be able to hold formal meetings with target families to develop goals and intervention plans.
- Despite our teachers being trained in administering tier 1 SEL curriculum, along with expanding counseling and social work services, additional staff training is needed to support development in effectively leading SEL classroom discussions, de-escalation, and mediating conflict to restoratively resolve peer issues and/or challenges. There is a need to strengthen the common SEL language across all staff to be able to more effectively work with students in need of tier 3 supports and interventions

Determine Priorities

Resources:

What is the Student-Centered Problem that your school will address in this Priority?

[Determine Priorities Protocol](#)

Students...

- High absenteeism/ truancy rates among specific subgroups.
- Sense of classroom community (Grades 6-8)
- Decline in intrinsic motivation; student grit (ability to persevere through challenges in the classroom)
- Executive functioning: Despite being taught specific skills for coping, students grades 4-8 demonstrate inconsistency in their ability to apply positive coping skills when faced with emotional distress, trauma, or peer disagreements/ conflicts.



Indicators of a Quality CIWP: Determine Priorities

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.
 Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).
 For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.
 Priorities are determined by impact on students' daily experiences.

Root Cause

Resources:

What is the Root Cause of the identified Student-Centered Problem?

[5 Why's Root Cause Protocol](#)

As adults in the building, we...

...need to increase consistency with explicit teaching of SEL skills (i.e. strengthening teacher capacity to facilitate meaningful classroom discussions using the tier 1 SEL curriculum)
 ...need to strength application of universal strategies and speak a common language that more effectively address de-escalation and student executive functioning skills.
 ... need to take on more leadership roles to provide extracurricular/ non-academic events that help bolster school spirit and connectedness (i.e. family nights).
 ... need to refine data tracking and communication systems and protocols to more efficiently allow for monitoring and outreach efforts, targeting students experiencing chronic absenteeism/truancy. There is a need to engage such families more directly (i.e. home visits; check-ins).
 ... need to expand classroom and schoolwide positive behavior incentive systems to have greater impact on student motivation and connectedness. This includes building capacity among teachers to elevate their presence and role in making intentional efforts to positively shape their classroom culture and sense of community, with emphasis on being able to reach students most at-risk and who may feel disconnected.
 ... need to improve Behavioral Health Team and counseling data management systems to better track progress of students receiving tier 2-3 supports.



Indicators of a Quality CIWP: Root Cause Analysis

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.
 The root cause is based on evidence found when examining the student-centered problem.
 Root causes are specific statements about adult practice.
 Root causes are within the school's control.

Theory of Action

What is your Theory of Action?

Resources:

If we....

focus on 1) leveraging Behavioral Health Team (BHT) structures to refine Tier 3 attendance interventions and supports; 2) providing training to increase teacher capacity to adopt universal strategies and common language when addressing de-escalation, executive functioning and strengthening classroom community; and 3) establishing a Positive Behavioral Interventions and Supports (PBIS) system with explicit student goal setting, incentives, and school based activities...



Indicators of a Quality CIWP: Theory of Action

Theory of Action is grounded in research or evidence based practices.
 Theory of Action is an impactful strategy that counters the associated root cause.
 Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.
 Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"
 All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

then we see....

stronger classroom communities and relationships (student/student, staff/student & staff/family); increased student attendance and meaningful engagement in school; and increased student ability to use pro-social / coping skills when faced with conflict, obstacles or challenges.



which leads to...

- Positive response rate among student respondents on the Cultivate and 5Essentials Surveys
- Increase in Attendance for targeted Tier 3 subgroups
- Decrease in behavioral Referrals
- Decrease in Tier 2-3 SEL referrals



Implementation Plan

Resources:

Indicators of a Quality CIWP: Implementation Planning
 Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.
 Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.
 Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.
 Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.
 Action steps are inclusive of stakeholder groups and priority student groups.
 Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

Culture and Climate Team and BHT

Dates for Progress Monitoring Check Ins

Q1	10/27/2023	Q3	04/01/2024
Q2	12/22/2023	Q4	06/07/2024

SY24 Implementation Milestones & Action Steps

Who



By When

Progress Monitoring

Implementation Milestone	Who	By When	Progress Monitoring
Implementation Milestone 1 Revamp Tier 3 attendance monitoring structures and parent outreach to develop intervention plans.	Who	by When	Not Started
Action Step 1 BHT team will preserve specific dates each month to review Attendance reports with emphasis on tracking patterns of students who are chronically absent / truant.	Behavioral Health Team (BHT); Attendance Clerk/Coordinator	Monthly	In Progress
Action Step 2 Revamp parent communication protocols to ensure proactive measures are taken to address chronic absenteeism before deeper patterns emerge.	Counselor; Administration	Quarter 1	Not Started
Action Step 3 When patterns of chronic absenteeism become present, school will engage families in formal meetings to develop an action plan to improvement attendance.	Admin/ parent/ teacher/ student	Ongoing	Not Started
Action Step 4 Design and implement a schoolwide attendance campaign that differentiates and incentivizes students/classes meeting attendance goals (weekly/monthly)	Counselor; Administration; teachers; students	Semester 1	Not Started
Action Step 5 Engage the student voice committee to actively seek out and assess student interests to better align incentives with student motivations.	Student Voice Committee (SVC); Counselor; Administration	Spring	In Progress


Action Step 6	Designate and train specific support staff members to conduct home-visits and well being checks when patterns of chronic absenteeism and truancy arise.	Administration	Ongoing	Not Started
Action Step 7				Select Status
Implementation Milestone 2	Develop teacher capacity to adopt and implement universal SEL language to more effectively respond to student needs associated with a sense of connectedness.	Who	by When	Select Status
Action Step 1	Provide training on Tier I intervention (Calm Classroom) that will introduce universal language for all staff.	Counselor, Administration	Quarter 1	In Progress
Action Step 2	Design and implement a school-wide SEL language visual campaign that aligns to the selected universal SEL language.	Counselor, Administration, Teachers	Semester 1	Not Started
Action Step 3	Engage staff grade bands in identifying and creating age-appropriate universal SEL language differentiated by the grade band.	Teachers, Administration	Semester 1	Not Started
Action Step 4	Provide additional de-escalation training for staff in supervisory roles within the school (i.e., lunch and recess supervisors)	Counselor, Social Worker	Semester 1	Not Started
Action Step 5				Select Status
Implementation Milestone 3	(Year 1) Establish a PBIS team of committed teachers and staff that will spearhead the research and development of a formal PBIS system.	Who	by When	Select Status
Action Step 1	Recruit committed teachers/staff to form a PBIS team that will research and determine structure of program.	Administration / Behavioral Health Team	Quarter 1	Not Started
Action Step 2	Allocate funds to support training and planning time for the PBIS team.	Administration	Quarter 2-3	In Progress
Action Step 3	PBIS team participates in formal training to deepen knowledge and understanding of formal PBIS systems for implementation.	PBIS team	Quarter 2-3	Not Started
Action Step 4	Conduct K-8 needs assessment to determine the targeted pro-social behaviors that will underpin the PBIS system priorities differentiated by grade bands.	PBIS / BHT teams	Quarter 1	Not Started
Action Step 5	PBIS team convenes to design Year 2 rollout calendar for full rollout in SY25. Prepares formal presentation to provide orientation to full staff during Week 0 of SY25.	PBIS team	Quarter 4	Not Started
Implementation Milestone 4	Host quarterly pro-social events that are extension of the regular school day and that are inclusive of staff, student and families to strengthen sense of school community and connectedness.	Who	by When	Select Status
Action Step 1	Establish an Events Team that takes on ownership of spearheading recruitment, planning and coordination of annual school events.	Administration	Quarter 1	Select Status
Action Step 2	Develop an annual calendar of events by quarter.	Events Team members; administration	Quarter 2	Select Status
Action Step 3	Recruit teachers, staff, students and parents to assist directly in the planning and implementation of events at different stages throughout the year (i.e. open gym night; dances; trunk or treat; paint and sip, etc.)	Events Team members; administration; parent leaders	Ongoing	Select Status
Action Step 4	Conduct community outreach with local businesses to form partnerships to secure source of donations/funding to support school events and broaden connectedness.	Events Team members; administration; parent leaders	Ongoing	Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones




SY25 Anticipated Milestones	SY25 will focus on the implementation for the school-wide PBIS system that was developed in SY24 including all staff training, progress monitoring of PBIS implementation, regular meetings with the PBIS team to track implementation and associated data. SY25 will also see the events team expanding their outreach to stakeholders and community resources and continuing to add to the menu of options for Holden events to increase opportunities for students, staff and families to socialize and connect. SY25 will include full implementation of the Culture and Climate team to work alongside the BHT to oversee the four domains of SEL. The implementation of school-wide SEL common language will continue with teacher training throughout the year and work to broaden common language among parents and stakeholders.	
SY26 Anticipated Milestones	The anticipated focus for SY26 is to center on integrating the different teams throughout the school (CCT, BHT, Events, Attendance) to better align the work of each team in conjunction with one another working toward the school goals based on current data and evolving student trends. The teams will continue to monitor SEL data trends to offer feedback and to determine ongoing areas of growth through differentiated professional development opportunities as needed at that time.	

[Return to Top](#) **Goal Setting**

Indicators of a Quality CIWP: Goal Setting
 Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on on applicable baselines and trend data).
 Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).
 Goals seek to address priorities and opportunity gaps by embracing the principles of [Targeted Universalism](#).
 There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.
 Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.
 Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

Resources: 
IL-EMPOWER Goal Requirements
 For CIWP goals to fulfill IL-EMPOWER requirements, please ensure the following:
 -The CIWP includes a reading Performance goal
 -The CIWP includes a math Performance goal
 -The goals within the reading, math, and any other IL-EMPOWER goals include numerical targets
 -Schools designated as Targeted Support identify the student groups named in the designation within the goals above and any other IL-EMPOWER goals

Performance Goals

Specify the Goal 	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline 	Numerical Targets [Optional] 		
					SY24	SY25	SY26
All students feel a stronger sense of community and connectedness to classroom and school with emphasis on students with chronic absenteeism and truancy and those receiving tier 2-3 SEL supports and interventions.	Yes	Cultivate (Belonging & Identity)	Overall				
			Select Group or Overall				

Attendance; SEL referrals; misconduct rates	Yes	MTSS Academic Tier Movement	Other [At-Risk students in need of Tier 3 supports (i.e. attendance / behavioral, social emotional)]				
			Select Group or Overall				

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals. 🏠

Specify your practice goal and identify how you will measure progress towards this goal. 🏠

	SY24	SY25	SY26
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	The school calendar will reflect preserved time bi-weekly for Behavioral Health Team and Culture and Climate meetings. The team(s) will regularly review data to assess the effectiveness of the interventions established for Tier II, III students and will continue to reflect on the effectiveness of the systems and structures in place.	The school will continue to expand the Behavioral Health Team to include additional stakeholders or outside partnerships who are able to provide intentional services that support student connectedness for the students. The goal is to steadily and positively improve the student ratings on 5Essentials and Cultivate survey.	In addition to monitoring the data from prior years, Holden will work to strategically improve the connectedness for subgroups of students who have reported to have a low level of connectedness to the school.
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	Holden will develop and implement an intentional re-entry plan for students that are chronically absent or have had an extended absence. The team will regularly review the school-wide attendance data to track Tier II, III students who have exhibited patterns of chronic absenteeism. Holden will work with families to provide resources and assistance when necessary for improved attendance.	An established attendance team will continue the implementation of re-entry plans for students who are chronically absent. Additional staff will be trained to conduct home visits with students requiring such in an effort to re-engage the student and family in a quicker manner. Teachers will be provided training on how to respond to chronic absenteeism.	Monitoring of attendance data, implementation of re-entry plans and strategic student and family engagement will continue in Year 3 and a more strategic focus on subgroups who exhibit lower attendance or who are more often chronically truant will be developed.
Select a Practice			

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SY24 Progress Monitoring

Resources: 📄

Below are the goals for this Theory of Action that were created above. CIWP Teams will use this section to progress monitor the goals on a quarterly basis.

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
All students feel a stronger sense of community and connectedness to classroom and school with emphasis on students with chronic absenteeism and truancy and those receiving tier 2-3 SEL supports and interventions.	Cultivate (Belonging & Identity)	Overall			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status
Attendance; SEL referrals; misconduct rates	MTSS Academic Tier Movement	Other [At-Risk students in need of Tier 3 supports (i.e. attendance / behavioral, social emotional)]			Select Status	Select Status	Select Status	Select Status
		Select Group or Overall			Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&W:1 Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	The school calendar will reflect preserved time bi-weekly for Behavioral Health Team and Culture and Climate meetings. The team(s) will regularly review data to assess the effectiveness of the interventions established for Tier II, III students and will continue to reflect on the effectiveness of the systems and structures in place.	Select Status	Select Status	Select Status	Select Status
C&W:4 Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	Holden will develop and implement an intentional re-entry plan for students that are chronically absent or have had an extended absence. The team will regularly review the school-wide attendance data to track Tier II, III students who have exhibited patterns of chronic absenteeism. Holden will work with families to provide resources and assistance when necessary for improved attendance.	Select Status	Select Status	Select Status	Select Status
Select a Practice		Select Status	Select Status	Select Status	Select Status

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

What are the takeaways after the review of metrics?

Partially	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Yes	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Yes	The ILT leads instructional improvement through distributed leadership.
Yes	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

Review of data metrics indicate a post pandemic decline in attainment and growth on Districtwide assessments, particularly in grades 3-8 where approximately 50% of students are at or above the national norm on the Star360 assessment. --- On the standardized Illinois assessment (IAR and ISA), Holden students have on average significantly outperformed other district schools across the past three years in Reading, Math and Science growth. --- Result trends from the ACCESS assessment for English Learners indicate that Holden is also outperforming district trends when it comes to accelerating English language development for EL students in the bilingual program.

This is in large due to Holden having established high quality curriculum for every core subject grades PK-8 that are Common Core standards aligned. However, teacher feedback with regards to the resources used specifically for the balanced literacy curriculum in grades K-5 indicates gaps exist in the quality of phonics and vocabulary curriculum, along with the absence of high quality unit assessments specific to grades K-2 and 6-8 literacy

Strong data systems have also been in place that support teacher access to multiple forms of data at key intervals throughout the year to help them make informed decisions around how to provide small group instruction and equitably identify and support tier 2-3 students to address existing deficits strategically.

Although a schoolwide assessment plan is in place that incorporates various forms of assessment practices throughout the year, there is a need for more alignment in the specific area of designing and implementing high quality, authentic, standards aligned formative and summative literacy assessments in K-2 and 6-8.

Review of the collective schoolwide REACH performance ratings indicate added focus is needed to support teacher practice in line with components 2b - student ownership of learning; 3b - questioning / discussion techniques; 3e - responsiveness, with emphasis on increasing differentiation and intervention opportunities. These areas of focus can also be reflected in the SY23 5essentials survey results where student voice indicated more emphasis is needed on Academic Press, Academic Personalism, and Peer Support for Academic Work.

Holden has established shared leadership structures with active ILT leads. Other shared leadership designations exist and function in their role, but may require a firmer structure to increase effectiveness (i.e. Behavioral Health Team / Culture Climate Team).

What is the feedback from your stakeholders?

- Adopt a new, more cohesive reading curriculum (with professional development) for grades K-5 that incorporates all aspects of a high quality literacy program.
- Identify a high quality supplement (i.e. ThinkCERCA) to the 5-8 literacy curriculum to ensure rigorous tasks and assessment are embedded within each unit of study throughout the year and not just when the state assessment window approaches in the spring.
- Arrange for teacher professional development that is centered on the following:
 - o Powerful practice indicators specific to classroom discussion / questioning techniques that can be applied across all grade levels and subject areas. This will be critical to ensure more meaningful student engagement / ownership of learning, and increase rigor to further develop their sense of Agency, Identity and Authority.
 - o Close reading strategies using non-fiction/ at-grade-level-text (Grades 3-8).
- Create opportunities for art/music integration into core curricular content areas through increased consultation and collaboration between the arts teachers and gen. ed teachers.
- General education teacher instructional plans require more specific detail related to weekly/daily lessons to support special education instructors in being able to effectively design appropriate accommodations and modifications.
 - o Although big steps were taken post pandemic to elevate student voice through the formation of a Student Voice Committee, administering of the Cultivate Survey, and assigning other student leadership roles, there is a need for increased opportunities for student voice in the classroom during daily instruction, and to help personalize learning (connectedness).
- Increase opportunities for peer social-interactions within the learning environment (discussion based).

What student-centered problems have surfaced during this reflection?

What, if any, related improvement efforts are in progress? What is the impact? Do any of our efforts address barriers/obstacles for our student groups furthest from opportunity?

- Pandemic circumstances have led to a delay in a higher number of students being at grade level academically.
- Students exhibit lower stamina when independently reading despite opportunities created in the classroom daily for this purpose.
- Phonemic awareness and vocabulary skills development in grades K-3 has lagged, impacting reading comprehension when engaging with at grade level texts.
- Limited student access to quality literacy unit assessments in grades K-5 through the reading curriculum to gauge true mastery of at-grade level standards in a more comprehensive way.
- Post pandemic increase in lower student motivation; lower rate of engaging in productive struggle;
- Students struggle to regularly participate in various forms of structured classroom discussions (i.e. low confidence; one word responses; difficulty conveying articulate responses).
- Limited opportunities for students to be challenged with rigorous at-grade-level tasks through which they would engage in productive struggle (i.e. Close Reading; more extended written responses; project-based learning).

In recent years, Holden has taken steps to assess and adopt new curricular and supplemental resources to ensure high quality instruction and learning opportunities for students. This includes the adoption of the CPS Skyline curriculum for K-8 Social Studies and 6-8 ELA. Other aspects of curriculum that have been bolstered include full integration of mandated units of study that create opportunities for exploration of controversial topics and that are culturally responsive. In addition, the primary team worked to vet and select additional resources that support direct instruction of foundational skills, but these have proven to not be cohesive to best serve the purpose of accelerating early literacy development. Additionally, planning efforts outlined in the previous CIWP that was sidetracked by the pandemic circumstances has impacted our ability to prioritize professional learning that supports rigorous practices, specifically with respect to classroom discussion and questioning techniques that support increased peer to peer learning engagement opportunities in the classroom.

Determine Priorities

What is the Student-Centered Problem that your school will address in this Priority?

[Determine Priorities Protocol](#)

Students...

- Phonemic awareness and vocabulary skills development in grades K-3 has lagged, impacting reading comprehension when engaging with at grade level texts.
- Limited student access to quality literacy unit assessments in grades K-5 through the reading curriculum to gauge true mastery of at-grade level standards in a more comprehensive way.
- Post pandemic increase in lower student motivation; lower rate of engaging in productive struggle;
- Students struggle to regularly participate in various forms of structured classroom discussions (i.e. low confidence; one word responses; difficulty conveying articulate responses).
- Limited opportunities for students to be challenged with rigorous at-grade-level tasks through which they would engage in productive struggle (i.e. Close Reading; more extended written responses; project-based learning).



Indicators of a Quality CIWP: Determine Priorities

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.

Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).

For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.

Priorities are determined by impact on students' daily experiences.

Root Cause

What is the Root Cause of the identified Student-Centered Problem?

[5 Why's Root Cause Protocol](#)

As adults in the building, we...

- ...need access to a literacy curriculum that meets all the standard of high-quality set by CPS/EdReports (Grades K-5) to provide a wider range of standards-based instruction and activities, with emphasis on foundational literacy skills at grades K-2.
- ... are providing limited exposure to rigorous text/ tasks that push students to rely on productive struggle; participate in and contribute to a classroom environment where discussion is productive and meaningful; practice active listening and questioning to deepen their understanding (peer-to-peer; teacher-to-student). (Grades 3-8)
- ...require additional training and resources that support rigorous practices aligned to key CPS Learning Conditions and the Powerful Practices (i.e. understanding through inquiry; engaging in topics and issues; nurture inclusive spaces).

Indicators of a Quality CIWP: Root Cause Analysis
 Each root cause analysis engages students, teachers, and other stakeholders closest to The root cause is based on evidence found when examining the student-centered Root causes are specific statements about adult practice. Root causes are within the school's control.

[Return to Top](#) **Theory of Action**

What is your Theory of Action?

If we....
 implement the use of high-leverage instructional strategies rooted in the Framework for Teaching (Competencies 1-a-e, 2b, 3b, 3e) and the CPS Powerful Practices Competencies - with emphasis on equitably supporting sub-group learners across all content areas...

Resources:

Indicators of a Quality CIWP: Theory of Action
 Theory of Action is grounded in research or evidence based practices.
 Theory of Action is an impactful strategy that counters the associated root cause.

then we see....
 students will be more meaningfully engaged in a wider range of rigorous learning activities, tasks, assessments and cross-curricular project-based learning opportunities, which will in turn positively impact their sense of agency, identities and authority as learners.

Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.
 Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"
 All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

which leads to...
 Measurable outcomes tied to this priority will include ...

- 20% increase in the number of students (Grades 3-8) performing at or above the 50th percentile for Attainment and Growth on the Illinois Assessment of Readiness (IAR).
- 30% increase in the number of students performing at or above the 70th percentile for Attainment and Growth on Star360 Literacy.
- 20% increase in the number of students demonstrating proficiency on the i-ready assessment in grades K- 2;
- Increased school-wide average rating of proficient/ distinguished in REACH Domain 1 scores;
- Increase in the number of student respondents on the CPS Cultivate Survey indicating increased ownership and engagement in their learning and participation during instructional time.
- Rating of 'Very Strong' for 'Ambitious Instruction' and 'Supportive Environment' on the 5Essentials Survey as reflected by the responses of students.

[Return to Top](#) **Implementation Plan**

Indicators of a Quality CIWP: Implementation Planning
 Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.
 Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.
 Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.
 Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.
 Action steps are inclusive of stakeholder groups and priority student groups.
 Action steps have relevant owners identified and achievable timelines.

Resources:

Team/Individual Responsible for Implementation Plan

Dates for Progress Monitoring Check Ins

Q1	10/27/2023	Q3	04/01/2024
Q2	12/22/2023	Q4	06/07/2024

SY24 Implementation Milestones & Action Steps

Who

By When

Progress Monitoring

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Adopt and implement new and supplemental high quality literacy curriculum resources for grades K-5 and 6-8	Who	by When	In Progress
Action Step 1	Designate committee comprised of ILT and GL leads to vet and select new high quality curriculum for K-5 literacy and 5-8 supplemental literacy resources that are comprehensive and encompasses all necessary aspects to sustain a rigorous balanced literacy program.	Grade Band Teams	Spring SY23	Completed
Action Step 2	Allocate funding to purchase new literacy curriculum selected by committee.	Administration	Spring SY23	Completed
Action Step 3	Provide initial training and recurring PD through year-1 to support teacher orientation and implementation of the new reading curriculum. This will include formal coaching sessions provided directly by the publisher each semester.	ILT / Administration	Q2-Q3	In Progress
Action Step 4	Teachers will participate in quarterly grade level release days to engage in co-planning in line with the new curriculum with grade level partners.	All Teachers	Quarterly	Not Started
Action Step 5	Create quarterly peer observation/support opportunities for teachers to observe reading curriculum implementation and to offer feedback to one another.	All Teachers	Quarterly	Not Started
Action Step 6	Teacher team conducts annual MOY and EOY assessment of implementation to determine successes and areas of ongoing improvement and support needed into year-2.	Grade Level Teams	Semester 1 and 2	Not Started
Action Step 7				Select Status
Implementation Milestone 2	Increase rigor and student engagement in learning through focus on key Learning Conditions and implementation of CPS Powerful Practice.	Who	by When	In Progress
Action Step 1	Holden will opt-In through CPS to participate in Rigor Walk initiative, which includes resources and training for the ILT.	Instructional Leadership Team (ILT); Administration	Quarter 1	Completed
Action Step 2	Provide initial orientation and ongoing teacher training around the CPS Powerful Practice indicators to support effective teacher planning practice and implementation.	ILT; Administration	Quarter 2	Not Started

Action Step 3	Create schedule to conduct cycles of Rigor Walks to gauge level of instructional rigor and offer constructive feedback for reflection and improvement.	ILT; Administration; Teachers	Quarter 2; Ongoing	Not Started
Action Step 4	ILT leads will engage in consultation with Administration to redesign instructional planning criteria that elevate aspects of planning that support equitable and rigorous practices aligned to the Framework for Teaching.	ILT; Administration	Semester 1	Not Started
Action Step 5				Select Status
Implementation Milestone 3	Promote learning across academic subjects through integration of the Arts (Art / Music)	Who	by When	Not Started
Action Step 1	Classroom teachers and arts teachers share core curriculum scope & sequences with each other to determine opportunities for alignment and integration.	Art, Music and Gen. Ed. teachers	Quarter 2	Not Started
Action Step 2	Art and Music teacher identify units of study where integration could be possible, and build scope and sequence that can carry into subsequent years.	Art, Music teachers	Ongoing	In Progress
Action Step 3	Classroom teachers identify units in ELA, Science, SS, or Math where arts integration could be possible and build scope and sequence that can carry into subsequent years.	General Ed. teachers	Ongoing	In Progress
Action Step 4	Art and Music teacher Convene to assess degree of year-1 integration efforts and identify opportunities for expanding in year-2	Art, Music teachers	Quarter 4	Not Started
Action Step 5				Select Status
Implementation Milestone 4	Expand leadership opportunities for ILT Members to lead within grade bands	Who	by When	Select Status
Action Step 1	ILT team will maintain a monthly meeting schedule with a focus on data driven reviews and designing next steps to support the distributed leadership model that has effective reach at the grade band levels.	Instructional Leadership Team (ILT); Administration	Ongoing	In Progress
Action Step 2	ILT members will expand their leadership reach by engaging their respective grade-band teams to strengthen collaboration and convey new learning of instructional best practices based on schoolwide practice shift outlined in the CIWP.	Instructional Leadership Team (ILT); Administration	Ongoing	Select Status
Action Step 3	ILT will lead/ participate in quarterly Rigor Walks and Peer Observation rounds to strengthen the culture of professional learning and to promote a culture that values the importance of constructive feedback for growth.	Instructional Leadership Team (ILT); Administration	Quarterly	Select Status
Action Step 4	ILT members will attend SY24 ILT institutes to strengthen their leadership capacity	Instructional Leadership Team (ILT); Administration	Quarterly	Select Status
Action Step 5				Select Status

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones	Whereas year-1 milestones focus on establishing a foundation around new literacy curriculum and strategies that align to rigorous instruction and increasing meaningful student engagement in learning, year-2 will build on this foundation by going more in depth with professional development to introduce and reinforce specific strategies on classroom discussion and questioning techniques. Training will take on two forms: 1) whole group universal best practices training on specific discussion strategies, and 2) monthly grade band PLCs that are rooted in professional text that support these practices. NOTE: With respect to milestone 1 for year-1, a similar structure will remain in place to ensure collaboration and peer support structures are in place for teachers. As it relates to magnet cluster Arts programming, we will seek to apply for more external arts partnerships with arts organizations around the city to provide additional integration projects for Holden students.	
SY26 Anticipated Milestones	The anticipated focus for SY26 will shift to center more fully on offering a deeper and extended range of professional learning opportunities (tied to the milestones outlined for SY25) co-facilitated by members of the ILT.	

[Return to Top](#) **Goal Setting**

Indicators of a Quality CIWP: Goal Setting
 Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on an applicable baselines and trend data).
 Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).
 Goals seek to address priorities and opportunity gaps by embracing the principles of [Targeted Universalism](#).
 There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.
 Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.
 Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

Resources:
IL-EMPOWER Goal Requirements
 For CIWP goals to fulfill IL-EMPOWER requirements, please ensure the following:
 -The CIWP includes a reading Performance goal
 -The CIWP includes a math Performance goal
 -The goals within the reading, math, and any other IL-EMPOWER goals include numerical targets
 -Schools designated as Targeted Support identify the student groups named in the designation within the goals above and any other IL-EMPOWER goals

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional]		
					SY24	SY25	SY26
60% of students grade 3-8 will achieve at or above the 50th percentile on the Illinois Assessment of Readiness (ELA)	Yes	IAR (English)	Overall	35%	41%	48%	55%
			African American	15%	25%	35%	45%
An average of 80% of students in grade 2 are meeting/exceeding grade level standard as measured through i-Ready EOY assessment.	Yes	iReady (Reading)	Overall	40%	50%	60%	70%
			English Learners	15%	25%	35%	50%

Practice Goals

Identify the Foundations Practice(s) most aligned to

Specify your practice goal and identify how you will measure progress towards this goal.

your practice goals. 🏠	SY24	SY25	SY26
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Teacher lesson plans will reflect planning considerations in line with the newly acquired literacy curriculum and resources with a lens on equity. Lesson plan reviews will be conducted bi-weekly to gauge effective planning practices in line with the Framework for Teaching Domain 1.	In addition to year-1 lesson plan review cycles, which will continue, there will be added emphasis on measuring progress through review of cumulative REACH evaluation ratings specifically as it relates to Framework for Teaching components 2b, 3b, 3e. The goal is for the cumulative average of performance in these components to remain equal or greater to the 'Proficient' rating baseline.	In addition to year-1 and 2 lesson plan review cycles, which will continue, there will be added emphasis on measuring progress through review of cumulative REACH evaluation ratings specifically as it relates to Framework for Teaching components 2b, 3b, 3e. The goal is for the cumulative average of performance in these components to remain equal or greater to the 'Proficient' rating baseline.
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	All teachers strengthen learning conditions by implementing Powerful Practice strategies. Increase meaningful student engagement in learning as captured and evidenced through Rigor Walks rubric data cycles and classroom unit assessment DDI cycles.	All teachers strengthen learning conditions by implementing Powerful Practice strategies as it relates to: 1) Engage in topics and discussions that impact students, and 2) Understand through Inquiry. Increase meaningful student engagement in learning as captured and evidenced through Rigor Walks rubric data cycles and classroom unit assessment DDI cycles.	All teachers strengthen learning conditions by implementing Powerful Practice strategies as it relates to: 1) Engage in topics and discussions that impact students, and 2) Understand through Inquiry. Increase meaningful student engagement in learning as captured and evidenced through Rigor Walks rubric data cycles and classroom unit assessment DDI cycles.
C&I:4 The ILT leads instructional improvement through distributed leadership.	The ILT will strengthen their leadership role within the school community by leading grade-level meetings, performing rigor walks, and engaging in meaningful conversations around student achievement with teacher teams. ILT members will engage in quarterly self-assessments using the Continuum of ILT Effectiveness.	In addition to year-1 rigor walks and strengthened grade level meetings, which will continue, ILT members will develop and lead PLCs with their grade band. ILT members will utilize multiple sources of data when planning PD in response to teacher need. ILT members will engage in quarterly self-assessment using the Continuum of ILT Effectiveness.	The ILT has fully developed and maintained effective systems and procedures to maximize productivity, collaboration, and student outcomes. This includes but is not limited to, organized and productive grade level meetings, rigor walks, designing and providing PD for teachers based on multiple sources of data, and PLCs. This leads to sustained instructional excellence in the majority of classrooms. Student mastery of grade level standards improves as a result.

[Return to Top](#) **SY24 Progress Monitoring**

Resources: 📄

Below are the goals for this Theory of Action that were created above. CIWP Teams will use this section to progress monitor the goals on a quarterly basis.

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
60% of students grade 3-8 will achieve at or above the 50th percentile on the Illinois Assessment of Readiness (ELA)	IAR (English)	Overall	35%	41%	Select Status	Select Status	Select Status	Select Status
		African American	15%	25%	Select Status	Select Status	Select Status	Select Status
An average of 80% of students in grade 2 are meeting/exceeding grade level standard as measured through i-Ready EOY assessment.	iReady (Reading)	Overall	40%	50%	Select Status	Select Status	Select Status	Select Status
		English Learners	15%	25%	Select Status	Select Status	Select Status	Select Status

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:1 All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	Teacher lesson plans will reflect planning considerations in line with the newly acquired literacy curriculum and resources with a lens on equity. Lesson plan reviews will be conducted bi-weekly to gauge effective planning practices in line with the Framework for Teaching Domain 1.	Select Status	Select Status	Select Status	Select Status
C&I:3 Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	All teachers strengthen learning conditions by implementing Powerful Practice strategies. Increase meaningful student engagement in learning as captured and evidenced through Rigor Walks rubric data cycles and classroom unit assessment DDI cycles.	Select Status	Select Status	Select Status	Select Status
C&I:4 The ILT leads instructional improvement through distributed leadership.	The ILT will strengthen their leadership role within the school community by leading grade-level meetings, performing rigor walks, and engaging in meaningful conversations around student achievement with teacher teams. ILT members will engage in quarterly self-assessments using the Continuum of ILT Effectiveness.	Select Status	Select Status	Select Status	Select Status

If Checked:
Complete
IL-Empower
Section below

Our school receives school improvement funding through Title I, Part A, 1003 (IL-Empower)

This CIWP serves as your School Improvement Plan, which is required for schools in school improvement status (comprehensive or targeted) as identified by the Illinois State Board of Education (ISBE). The following section, "IL-Empower," addresses grant requirements, assurances, and alignment across your CIWP, grant budget, and state designation.

If Checked:
No action needed

**Our school DOES NOT receive school improvement funding through Title I, Part A, 1003 (IL-Empower).
(Continue to Parent & Family Plan)**



<input type="text" value="Select a Goal"/>					
<input type="text" value="Select a Goal"/>					
<input type="text" value="Select a Goal"/>					

This CIWP serves as your School Improvement Plan, which is required for schools in school improvement status (comprehensive or targeted) as identified by the Illinois State Board of Education (ISBE). The following section, "IL-Empower," addresses grant requirements, assurances, and alignment across your CIWP, grant budget, and state designation.

Parent and Family Plan

If Checked:	<input checked="" type="checkbox"/>	Our school is a Title I school operating a Schoolwide Program This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.
Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections		
If Checked:	<input type="checkbox"/>	Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)
No action needed		

SCHOOL & FAMILY ENGAGEMENT POLICY

ESSA, Title I, Part A law requires schools to develop a parent and family policy that reflects their commitment to develop best engagement practices and maximizes meaningful consultation. Checking the boxes below indicates that your school understands and complies with each requirement listed.

- 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 hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly 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.
- At the request of parents, 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.
- Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.
- 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.
- 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.
- 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.
- 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.
- Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- 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.

SCHOOL & FAMILY COMPACT

Your school shall jointly develop, with parents, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. Checking off the statements below indicates your school will develop a compact that complies with each requirement. Compact statements will be housed at the school and shared with all parents.

- 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.
- The school will hold parent-teacher conferences.
- The school will provide parents with frequent reports on their children's progress.
- The school will provide parents reasonable access to staff.
- The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.
- The parents will support their children's learning.
- The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

PARENT & FAMILY ENGAGEMENT BUDGET

The overarching goal for Title I Parent & Family Engagement funds is to increase student academic achievement through parental and family engagement and supporting skills development. In the box below, identify the academic priority areas around which your parent engagement & skills development will be aligned. As a reminder, use of your funds must occur in consultation with parents.

Holden was provided \$ 2,368.80 title I funds for SY24 for parent engagement. Use of Title I Parent engagement funds will be determined in consultation between the Parent Advisory Council (PAC) and administration at the time of the annual organization meeting in September 2023. All fund allocations will be in alignment with Title I guidelines.



In order to maintain compliance with the use of Title I Parent & Family Engagement funds, please review and check each box below to indicate that your school understands and complies with the requirements following. We will...

- Spend Parent & Family Engagement Funds in a timely manner (Average 10%/month)
- Collaborate with parents, prioritizing PAC officers, to decide on Title I expenditures
- Assure that funds impact the majority of parents or focus on parents with students most at academic risk
- Provide up to date monthly fund reports to PAC officers
- Maintain a binder with the original documents related to PAC meetings, presentations, fund expenditures and other evidence of collaboration
- Provide support to PAC officers including but not limited to consultation about fund usage, meeting set-up, information dissemination, and organizational support