

# School Improvement Holmes

Today's Date: 08/24/2022

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# School Improvement Holmes

Today's Date: 08/24/2022

## About Us

### School Narrative

Holmes Middle School is a comprehensive middle school, grades 6, 7, 8 with approximately 530 total students. Our student population has been declining since 2015-2016 when we had 729 total students. We serve the west side of Colorado Springs, and our student body is similar to slightly more diverse than that of our community. Our declining enrollment trend is driven by reduced numbers of white, non-Free and Reduced Meal (FRM) eligible, non-learning disabled students. This trend has changed our demographics over time as follows: 2017-2018 74% White / 26% Minority, 2021-2022 63% White / 36% Minority. 2017-2018: 61% non-FRM / 39% FRM, 2021-2022: 58% non-FRM / 42% FRM. 2017-2018 91% non-Students with Disabilities / 9% Students with Disabilities, 2021-2022 90% non-Students with Disabilities / 10% Students with Disabilities

In addition to those demographic changes, we had been experiencing persistent gaps in student academic growth and achievement. Using available local assessment data, we can conclude gaps for Minority students, FRM eligible students, and Students with Disabilities persisted through the 21-22 school year.

Behavior incidents were fewer during remote learning and hybrid learning. Consequently, after a year of students returning to a typical school year, we learned a great deal about the lack of structure and safe home environments that a significant portion of our students experienced during the 18-24 months of the pandemic. Admittedly, our school inadequately anticipated the magnitude of those experiences and therefore inadequately prepared for addressing what students would need upon return to a typical year. As a result, both of our 22-23 Major Improvement Strategies are set in order to improve our Culture and Climate as measured by the 5Essentials and Panorama surveys.

Results on Holmes' Climate and Culture Perception survey, the 5Essentials, showed a decline in all five essentials from 2021 to the 2022 survey. Specifically, Holmes received a Weak performance rating in Supportive Environment, Ambitious Instruction, and Collaborative Teachers, and a Neutral rating in Effective Leaders and Involved Families. Further data analysis using the Panorama Survey, student Focus Groups, and a PTA Staff Survey indicated the issues were centered around a need for community / connection, and a consistency for the learning of expectations and good behavior. All survey results are pointing directly at a breakdown of trust amongst students to teachers and teachers to administration. We are addressing breakdown of trust through our OnePlan Major Improvement Strategies by focusing on Best-First Instruction in Building Relationships and Engagement, and through the consistent implementation of PBIS-SOAR expectations and activities. Our goal is to create a sustainable supportive environment by focusing on the increase in community and connection with all school stakeholders, school pride, and student's engagement as members of a learning community.

During the 2022-2023 school year, Holmes MS will continue to provide access to rigor and challenge in all academic areas - math, science, language arts, social studies, and the performing and fine arts. A school-wide focus on developing student competencies allows all learners to authentically expand their knowledge and develop academic and non-academic skill-sets that prepare them for success in high school, and college or career. A rich and dynamic exploratory offering will continue for students in programs that include physical education, band, jazz band, orchestra, industrial technology, art, graphic design, family and consumer sciences, PLTW - Gateway to Technology, computer programming and coding. In addition, it is paramount that we continually strive to maintain or expand opportunities for extra-curricular clubs, activities, intramurals, athletics, musical performances, and evenings for demonstrations of student learning. Students will continue to access a team of counselors, a school psychologist, and administrators to provide individualized attention they often need to foster their social and emotional growth.

## The One Plan Process

### **District 11 engages in a district-wide planning process inspired by Dr. Victoria L. Bernhardt's Data Analysis for Continuous School Improvement (2018).**

#### **STEP 1: Data is used to indicate processes, perceptions, professional relationships, and expectations that are not functioning successfully.**

\* Attendance\* Behavior \* 5 Essentials Perception Data (<https://uchicagoimpact.org/our-offerings/5essentials>)\* Panorama Social Emotional Student Survey (<https://www.panoramaed.com/panorama-student-survey>)\* Panorama Social Emotional Teacher Survey (<https://www.panoramaed.com/panorama-teacher-survey>)\* Acadience Learning (<https://acadiencelarning.org>)\* State Assessment (CMAS, PSAT, SAT)\* Grades for middle and high school

#### **STEP 2: Multiple challenges and barriers are identified in the data, and from them a significant school-based Contributing Factor (root cause) is identified.**

Multiple Measures by Victoria L. Bernhardt ([https://nces.ed.gov/pubs2007/curriculum/pdf/multiple\\_measures.pdf](https://nces.ed.gov/pubs2007/curriculum/pdf/multiple_measures.pdf))

#### **STEP 3: A research-based Major Improvement Strategy is chosen, narrowed, and implemented using prioritized concrete actions.**

## STEP 4: The Quality and Quantity of Action Steps utilized are assessed by ongoing observations

This district-wide process originates each year during the District 11 One Plan Symposium occurring in May/June. This three-day symposium includes training for school leaders on improvement science, and preparation for leading their school team through the first four steps above. Following initial training, school teams join their leadership for comprehensive participation in developing the school's One Plan.

### Demographics

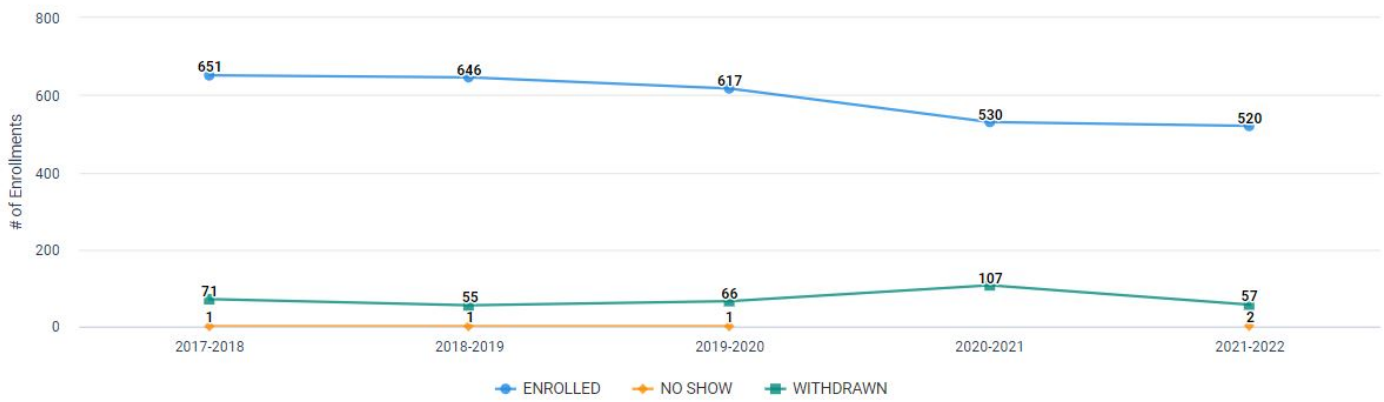
## Demographic Data

### Total Enrollment Trend

How many students have been enrolled?



The number of students that were enrolled in each school year.

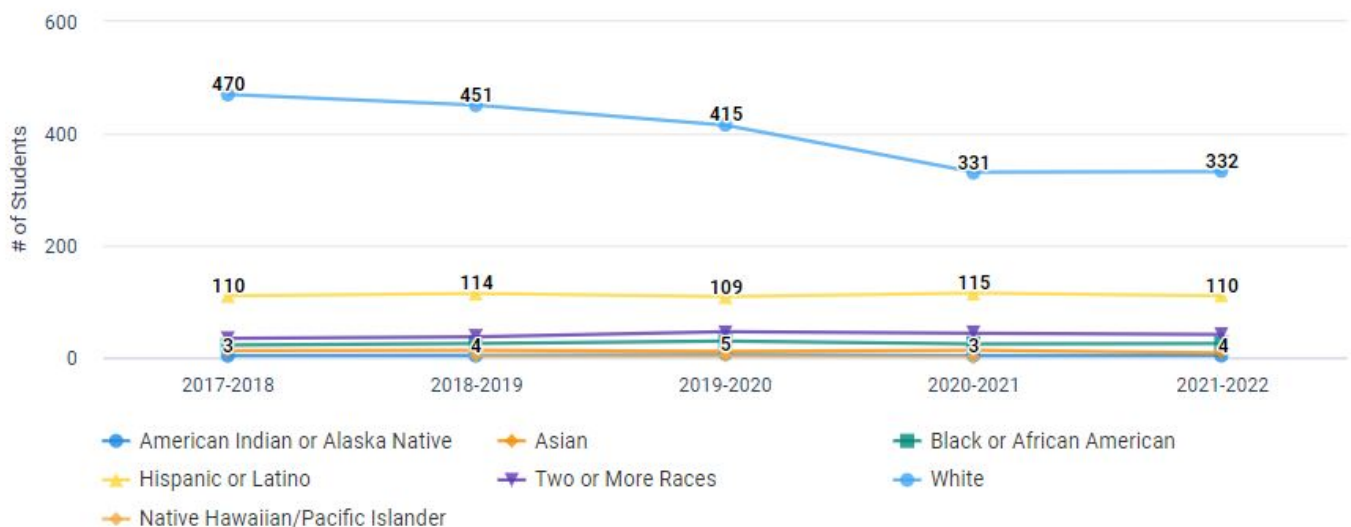


### Diversity Trend

How has our student diversity changed year over year?



Shows the number of students in each group and how enrollment has changed over time.

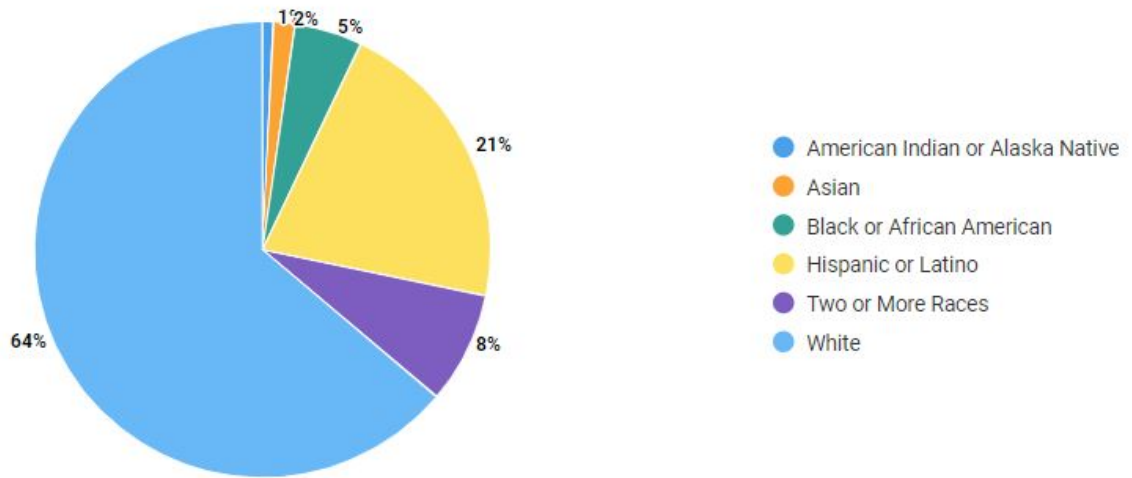


## Enrollment by Race\_Ethnicity

What is the percent of enrolled students by Race/Ethnicity



This chart can be used as a baseline when comparing how these Race/Ethnicity Groups perform on different metrics compared to the percent of the population they represent



## FRM Eligible Trend

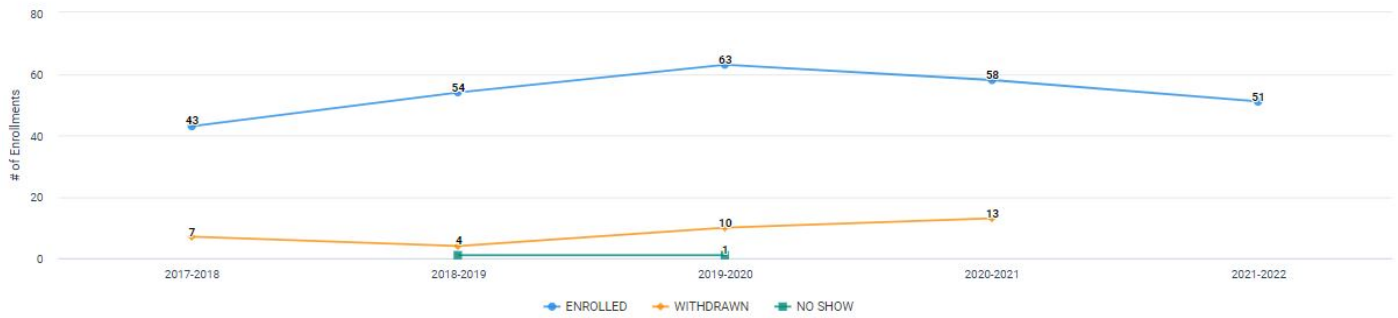
Colorado Springs School District 11  
PK - 12 Free and Reduced Lunch Percentages

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
<b>Middle Schools</b>					
Galileo	88%	86%	82%	83%	73%
Holmes	39%	45%	47%	48%	42%
Jenkins	33%	32%	33%	37%	37%
Mann	76%	77%	72%	69%	62%
North	75%	71%	69%	67%	65%
Russell	65%	62%	66%	63%	58%
Sabin	67%	69%	69%	70%	67%
Swigert	88%	84%	82%	80%	76%
West	62%	68%	69%	67%	72%
<b>Total Middle Schools</b>	<b>62.8%</b>	<b>62.9%</b>	<b>62.8%</b>	<b>62.5%</b>	<b>59.1%</b>

## Students with Learning Disabilities Trend



The number of students that were enrolled in each school year.



## Community Demographic Report Summary

<b>1</b>	<b>Population Change</b>						
	In the 10 year future, how is this area expected to change? <small>(See Population and Families Theme)</small>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #cccccc;">Significant Decline</td> <td style="background-color: #cccccc;">Moderate Decline</td> <td style="background-color: #ffff00;">Little Change</td> <td style="background-color: #cccccc;">Moderate Growth</td> <td style="background-color: #cccccc;">Significant Growth</td> </tr> </table>	Significant Decline	Moderate Decline	Little Change	Moderate Growth	Significant Growth
Significant Decline	Moderate Decline	Little Change	Moderate Growth	Significant Growth			
	<b>School Age Change</b>						
	2 In the 10 year future, how is the population of school age children in this area expected to change? <small>(See Age Theme)</small>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #cccccc;">Significant Decline</td> <td style="background-color: #cccccc;">Moderate Decline</td> <td style="background-color: #cccccc;">Little Change</td> <td style="background-color: #cccccc;">Moderate Increase</td> <td style="background-color: #006633; color: white;">Significant Increase</td> </tr> </table>	Significant Decline	Moderate Decline	Little Change	Moderate Increase	Significant Increase
Significant Decline	Moderate Decline	Little Change	Moderate Increase	Significant Increase			
	<b>Family Structures: Single Parent Families</b>						
	3 Compared to the state, is the number of single parent families greater than or less than the state average? <small>(See Population and Families Theme)</small>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #cccccc;">Significantly Less</td> <td style="background-color: #cccccc;">Somewhat Less</td> <td style="background-color: #cccccc;">About the Same</td> <td style="background-color: #cccccc;">Somewhat Greater</td> <td style="background-color: #006633; color: white;">Significantly Greater</td> </tr> </table>	Significantly Less	Somewhat Less	About the Same	Somewhat Greater	Significantly Greater
Significantly Less	Somewhat Less	About the Same	Somewhat Greater	Significantly Greater			
	<b>Adult Educational Attainment</b>						
	4 For this area, what is the general level of education of the adults 25 and older? <small>(See Education and Career Status Theme)</small>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #cccccc;">Very Low</td> <td style="background-color: #cccccc;">Low</td> <td style="background-color: #cccccc;">Mixed</td> <td style="background-color: #cccccc;">High</td> <td style="background-color: #006633; color: white;">Very High</td> </tr> </table>	Very Low	Low	Mixed	High	Very High
Very Low	Low	Mixed	High	Very High			
	<b>Community Diversity Index</b>						
	5 How diverse is the racial/ethnic mix of this area? <small>(See Community Diversity Theme)</small>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #cc0000; color: white;">Very Homogeneous</td> <td style="background-color: #cccccc;">Homogeneous</td> <td style="background-color: #cccccc;">Moderately Diverse</td> <td style="background-color: #cccccc;">Very Diverse</td> <td style="background-color: #cccccc;">Extremely Diverse</td> </tr> </table>	Very Homogeneous	Homogeneous	Moderately Diverse	Very Diverse	Extremely Diverse
Very Homogeneous	Homogeneous	Moderately Diverse	Very Diverse	Extremely Diverse			

### Summarize the school's demographics.

Our student population has been declining since 2015-2016 when we had 729 total students. 2021-2022 63% White / 36% Minority. 2021-2022: 58% non-FRM / 42% FRM. 2021-2022 90% non-Students with Disabilities / 10% Students with Disabilities .

### Summarize the community's demographics

Our overall boundary population has little change. Positive result noted a significant increase in school age children in the next 10 years. Our single parent households are significantly greater than the state. Adult education levels are very high. The overall community diversity is noted as very homogenous compared to the state.

### What trends do you see in enrollment data?

Our declining enrollment trend is driven by reduced numbers of white, non-Free and Reduced Meal (FRM) eligible, non-learning disabled students. This trend has changed our demographics over time as follows: 2017-2018 74% White / 26% Minority, 2021-2022 63% White / 36% Minority. 2017-2018: 61% non-FRM / 39% FRM, 2021-2022: 58% non-FRM / 42% FRM. 2017-2018 91% non-Students with Disabilities / 9% Students with Disabilities, 2021-2022 90% non-Students with Disabilities / 10% Students with Disabilities

## Family and Community Involvement

### What strategies are used to increase family and community involvement, especially among those who represent the most at-risk students?

Holmes intentionally advertises family involvement opportunities through website. We create diverse entry points for families to be involved with their student's education ranging from checking grades with their student weekly to attending a Parent - Principal Coffee to supporting the Holmes WatchDOGS program. Each involvement entry point listed on our website provides the details of time commitment, description of the opportunity, and the point of contact for each opportunity. By providing a range of opportunity with descriptive detail, we believe all families, including those who represent the most at-risk students, have a way into being a part of their student's Holmes educational experience.

Specific examples of family involvement opportunities include:

-Holmes piloted a WatchDOGS program during the month of May, and plan to roll it out in a much bigger way for the 2022-2023 school year. This program attracted over a dozen volunteers, and is expected to grow this upcoming year. WatchDOG volunteers serve the school and students by being role models, building relationships, being an extra set of safety eyes, and connecting families to the school.

-Due to needs that many students were presenting, Holmes began a volunteer supported Safe Space room for students this school year. It is a room where students can go to have a quiet workspace, become regulated, or have short classroom breaks throughout the day.

-Holmes held an event where parents and guardians had the opportunity to have guided support to connect in a deeper way with Schoology and PowerSchool. This support was provided so parents and guardians could more effortlessly and intentionally engage with their student's academics.

-Holmes held a School Beautification Day of Service for students. This day helped connect students, including at-risk students, to the school community through ownership, teamwork, and a sense of school pride.

### What family, school, and community representatives were included in the development of this One Plan?

DISTRICT PARTNERS	SCHOOL LEADERS	SCHOOL PERSONNEL	PARENTS AND FAMILIES	STUDENTS (MH & HS)	OTHER
Jennifer Harris - EDSL	Anthony Karr - Principal, Alisa Snelson - Assistant Principal, Darin Arnold - Assistant Principal	Leslie Barthlow - Teacher, Rene Bohn - Media Specialist, Annette Brown - Teacher, Tim Eiles - Teacher, Karen Kelling - GT Teacher, Rick Rienks - Teacher, Kylene Schneider - Teacher, Steve Tucker - Teacher, Lindsey Kohls - Behavior Interventionist	SAC Representatives	None	

### Describe the process for involving these stakeholders and how their input was used to develop the One Plan.

The 2022-2023 OnePlan was developed in collaboration with the Principal, School Accountability Committee (SAC) comprised of parents and the principal, and the Holmes Building Leadership Team (BLT) comprised of the principal, administrators, teacher department and team leaders, and counselors. 5Essentials and Universal Screener / D11 Benchmark Assessment data was reviewed by the principal and SAC in April and May of 2022. Feedback was taken from SAC representatives as follows: 1) continued emphasis on systemic intervention is needed, 2) addressing the culture and climate declines as evidenced by the increased behavioral challenges needs to be revised, and 3) both areas of improvement need a significant increase in school-wide consistency. Data collection, analysis, and summation was completed BLT in June and reviewed with the SAC in August and September. Input, revision, and progress monitoring will be completed with SAC and BLT throughout the 22-23 school year.

### School Teams

#### Provide an overview of school teams:

NAME OF TEAM	PURPOSE OF TEAM	PARTICIPANT TYPES	PARTICIPANTS	MEETING FREQUENCY
Building Leadership Team	Establish the overall direction of the instructional program and improvements. Monitor, reflect and revise the instructional program and program improvements as needed periodically and / or annually.	Administration, Teachers, Counselors, CSEA Rep, SSP's, and ESP's	Karr, Snelson, Arnold, Barthlow, Bohn, Brown, Eiles, Falslev, Farraher, Frieling, Honkanen, Kelling, North, Rienks, Schneider, Tucker, Makin	Monthly

7/8 ELA PLC	7th and 8th grade ELA lesson and assessment development, reflection, revision, and intervention.	Administration, Teachers, SSP	Karr, Romine, Ross, Abernethy, Phillips	Weekly
7/8 Math PLC	7th and 8th grade Math lesson and assessment development, reflection, revision, and intervention.	Administration, Teachers, SSP	Karr, Tucker, Eiles, Keilman, Phillips	Weekly
6 ELA PLC	6th grade ELA lesson and assessment development, reflection, revision, and intervention.	Administration, Teachers, SSP	Karr, Kronser-Cole, Gilbert, Honkanen	Weekly
6 Math PLC	6th grade Math lesson and assessment development, reflection, revision, and intervention.	Administration, Teachers, SSP	Karr, Farraher, Rochelle, Honkanen	Weekly
7 EWS	Early Warning System team to collect, analyze, and address student performance gaps in Attendance, Behavior, and Coursework	Administration, Counselors, Teachers, SSP's	Snelson, Hickman, Abernethy, Combs, Keilman, Rienks, Ross, Schneider, Engler, Phillips	Every 2 Weeks
8 EWS	Early Warning System team to collect, analyze, and address student performance gaps in Attendance, Behavior, and Coursework	Administration, Counselors, Teachers, SSP's	Arnold, Martin, Romine, Eiles, Brown, Tucker, Yohn, Phillips	Every 2 Weeks
6 EWS	Early Warning System team to collect, analyze, and address student performance gaps in Attendance, Behavior, and Coursework	Administration, Counselors, Teachers, SSP's	Snelson, Arnold, Falslev, Farraher, Kronser-Cole, Makin, Gaeta, Rochelle, Gilbert, Honkanen	Every 2 Weeks

## Support for All Students

### What strategies are used to make learning RELEVANT for each and every student?

A newly developed master schedule utilizing flexible MTSS blocks provided opportunity for all students to receive academic intervention. Scheduling students into a MTSS block was based on short-cycle assessment allowing for short-cycle intervention. Any student, during any given short-cycle time period, was provided a skill-based intervention based on their competency level(s) at that point in time. This process allowed for flexible small group reteach and intervention for Tier 2 and Tier 3 level needs, and by creating a separate period for these interventions, all students were able to access both exploratory periods throughout their school day.

### How do you know that students are actively engaged versus compliant in learning at your school?

We do not believe that all students were actively engaged in learning.

### How is learning aligned to skills within the D11 Graduate Profile?

Learning is aligned with students being Academically Ready Learners as evidenced by the decrease in the number of students receiving grades below passing (number of F's.) Learning is also aligned with students being Healthy and Balanced Learners as evidenced by the utilization of a tiered behavior support system and access to Tier 3 contracted counseling support.

## McKinney Vento:

In the event that a family becomes eligible for McKinney-Vento during the school year, school secretaries/data processors/registrars/liaisons are trained to inform parents/guardians of their right to remain at that school, regardless of where the family is currently living, with district-provided transportation, if the residence is outside the school of origin's attendance areas or in a transported zone.

## NOTE: All Students

In this plan, references to "all students" include students of all demographics and student identifiers including but not limited to gifted and talented, special needs, culturally and linguistically diverse, and all self-identified descriptors including race and pronouns.

### Prior Year Reflection



**In what ways did the implemented strategies of the prior year's One Plan impact systems, school-based actions, and student outcomes?**

The prior year's One Plan completely changed our system for delivering interventions with the addition of short-cycle MTSS block of time for skill-based support and intervention. We believe this systemic intervention process significantly contributed to the decrease in the number of students receiving F's from the 2020-2021 SY to the 2021-2022 SY. We also believe it was a contributing factor in the growth gains - gains that outpaced All Students - for ELA with Black Students and Students with Disabilities. However, our overall takeaway from the implementation of the 2021-2022 One Plan was ultimately underestimating the impact that lack of structure and not having been in a consistent learning environment had on students.

**How will the school ensure that the positive impact of these strategies is not lost?**

The school will continue to utilize the systematic MTSS process by utilizing short-cycle assessment and consequent short-cycle intervention. We will make adjustments with the flexible scheduling to decrease hallway transitions that were contributed to an increase in unstructured time.

# School Improvement Holmes

Today's Date: 08/24/2022

>>> **CLICK HERE for Data Analysis How-To Guides**

One Plan Data Sets and Guides

Bernhardt's Data Analysis Protocol

Adding Data from Unified Insights

Adding Data from Other Data Sources Using the Windows Snipping Tool

Understanding Intersections of Diverse Data Sets

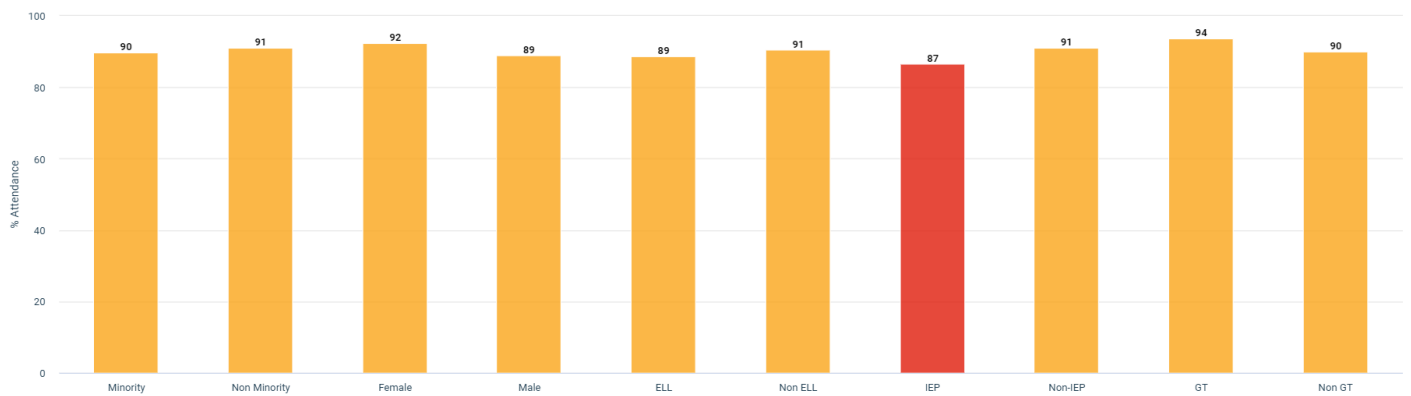
## Attendance

### Attendance Data

#### Set 1

#### Attendance by Subgroups

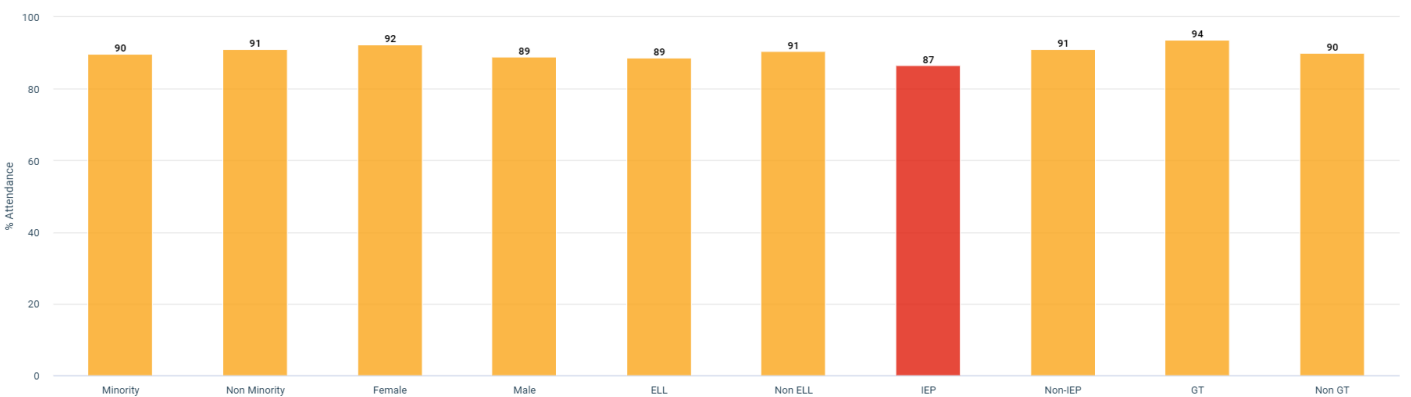
What is the attendance for each student subgroup?



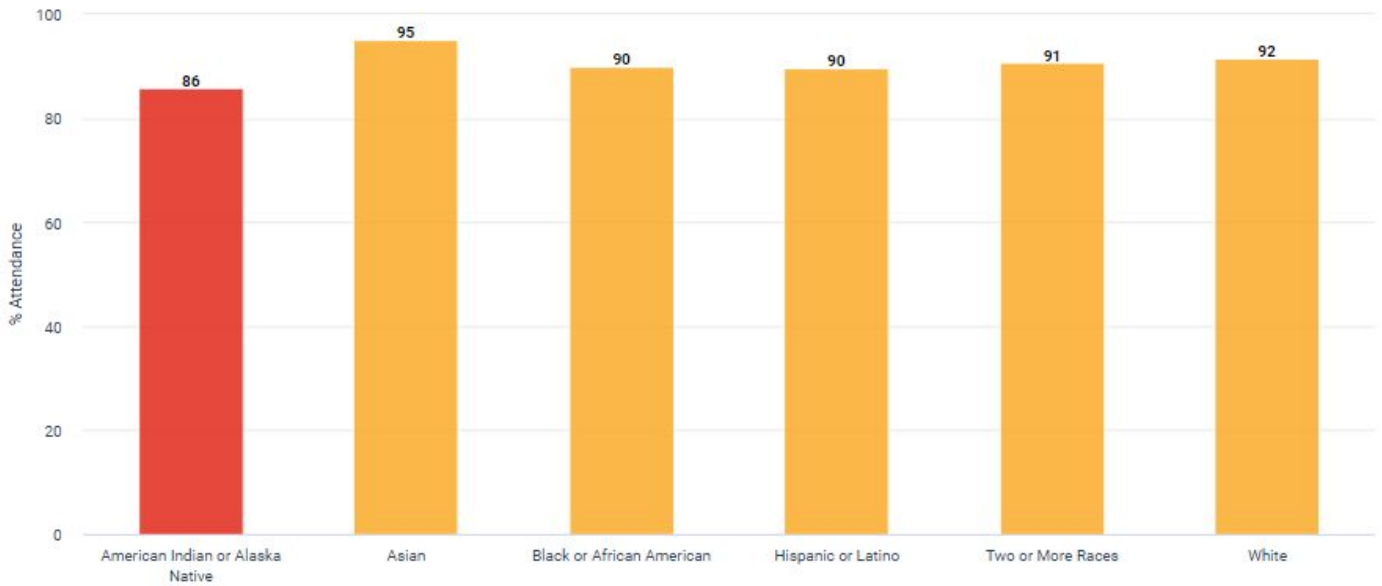
#### Attendance by Subgroups

**Attendance gaps (+3% difference): students with learning disabilities and non-learning disability, male to female,**

What is the attendance for each student subgroup?



#### Att by race ethnicity

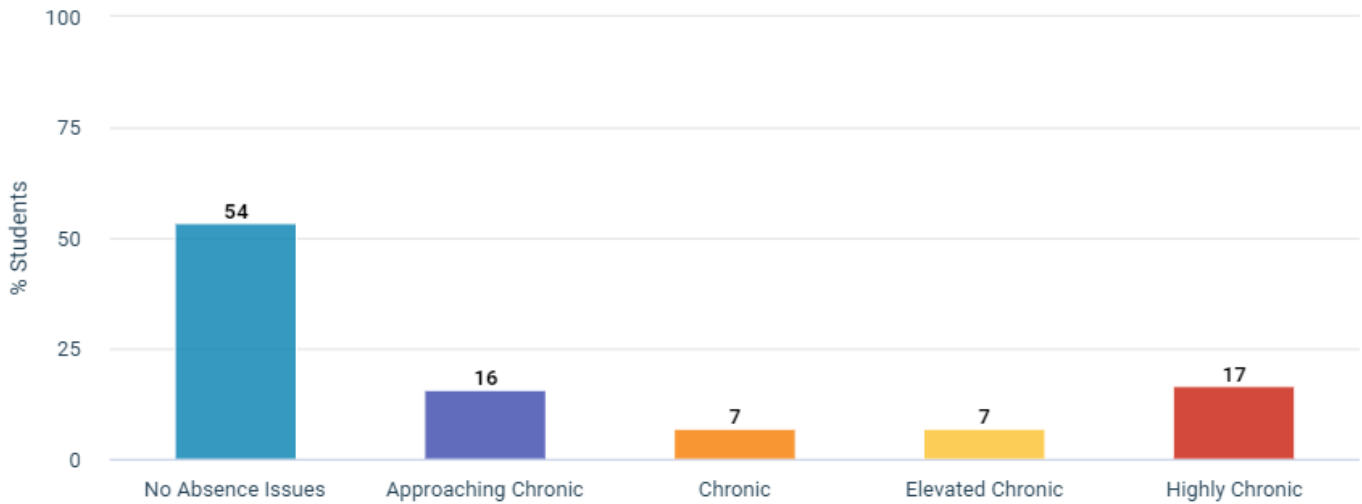


**Set 2**

**Chronic Absenteeism**

**17% highly chronic absenteeism rate**

The students and their level of chronic absence.

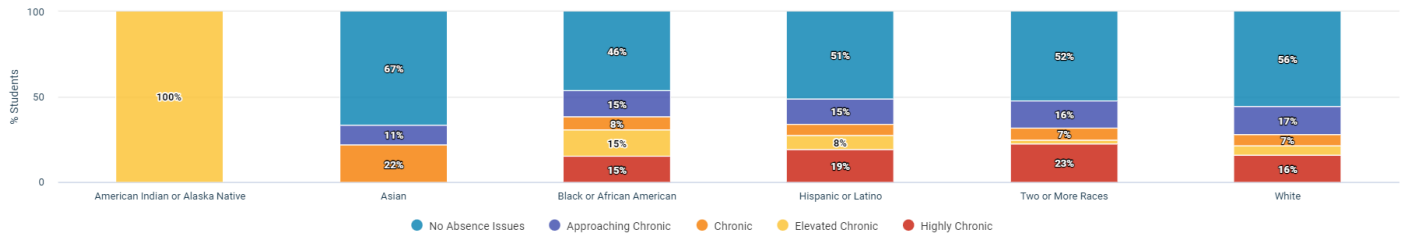


**Chronic Absenteeism by Race and Ethnicity**

**Chronic absenteeism rates driven by Hispanic or Latino and students identifying with Two or More Races**



The student subgroups with the most chronically absent students.



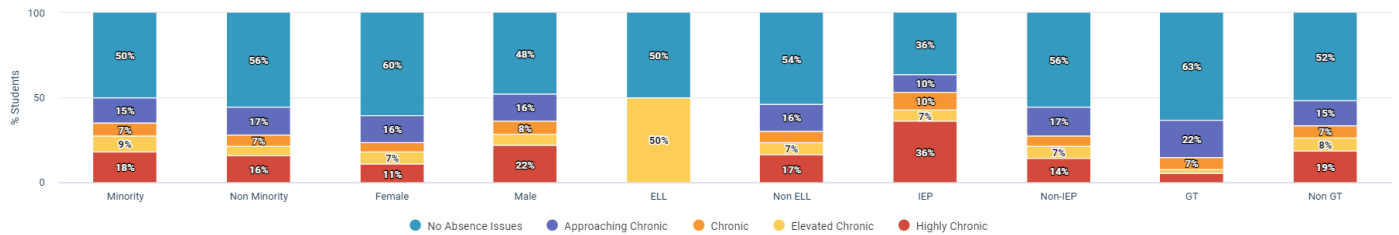
## Chronic Absenteeism by Subgroups

### Learning Disabled students chronic absenteeism gap.

Which subgroup have the most chronically absent students?



The student subgroups with the most chronically absent students.



### What patterns do you see in the data?

Attendance gaps (+3% difference): students with learning disabilities and non-learning disability, male to female. Chronic absenteeism rates driven by Hispanic or Latino students, students identifying with Two or More Races, and Learning Disabled students.

### What gaps exist between student sub-groups in the data?

Attendance gaps (+3% difference): students with learning disabilities and non-learning disability, male to female. Chronic absenteeism rates driven by Hispanic or Latino students, students identifying with Two or More Races, and Learning Disabled students.

### What are bright spots in the data?

Attendance rates for GT identified students.

### What key processes are currently in place to support attendance?

Early Warning System meetings analyzing students' attendance performance every two weeks.

## Behavior

### Behavior Data

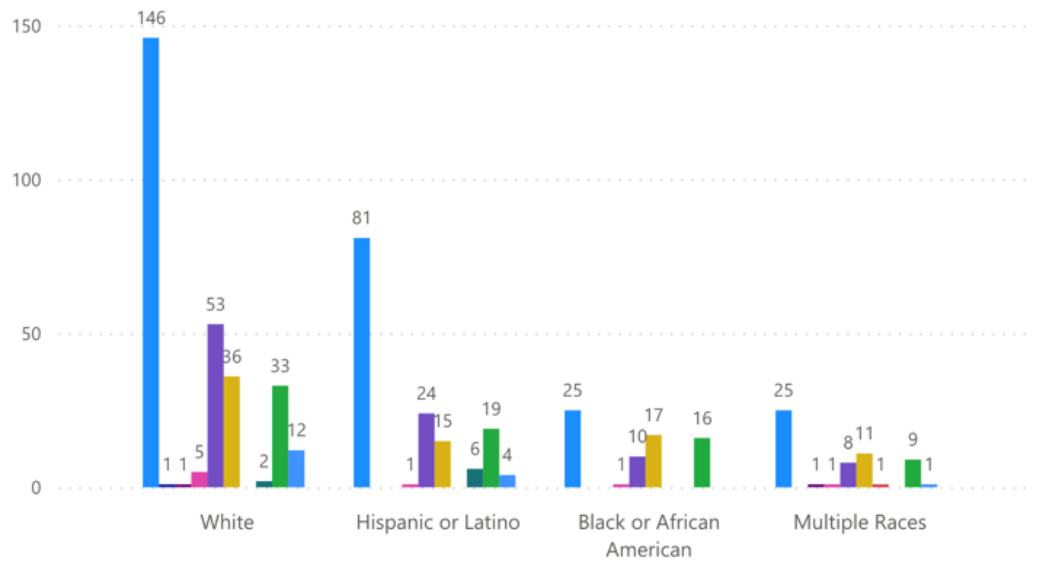
#### Set 1

### all behavior by ethnicity

### Behavior by Ethnicity

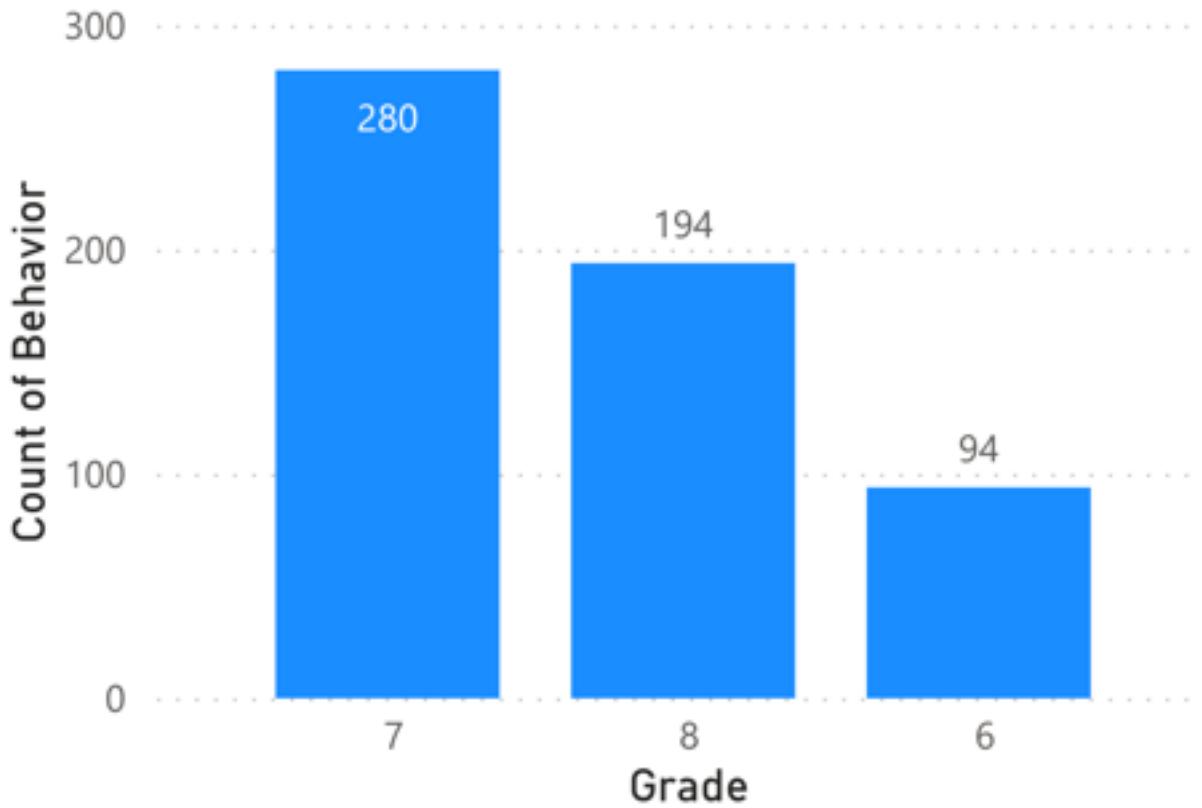
Behavior

- -
- 3rd Degree Assault/Disorderly Conduct
- Dangerous Weapon
- Destruction of School Property
- Detrimental Behavior
- Disobedient/Defiant or Repeated Interference
- Drug Violation (Not Marijuana)
- Marijuana Violation
- Other Violations of Code of Conduct
- Tobacco Violation



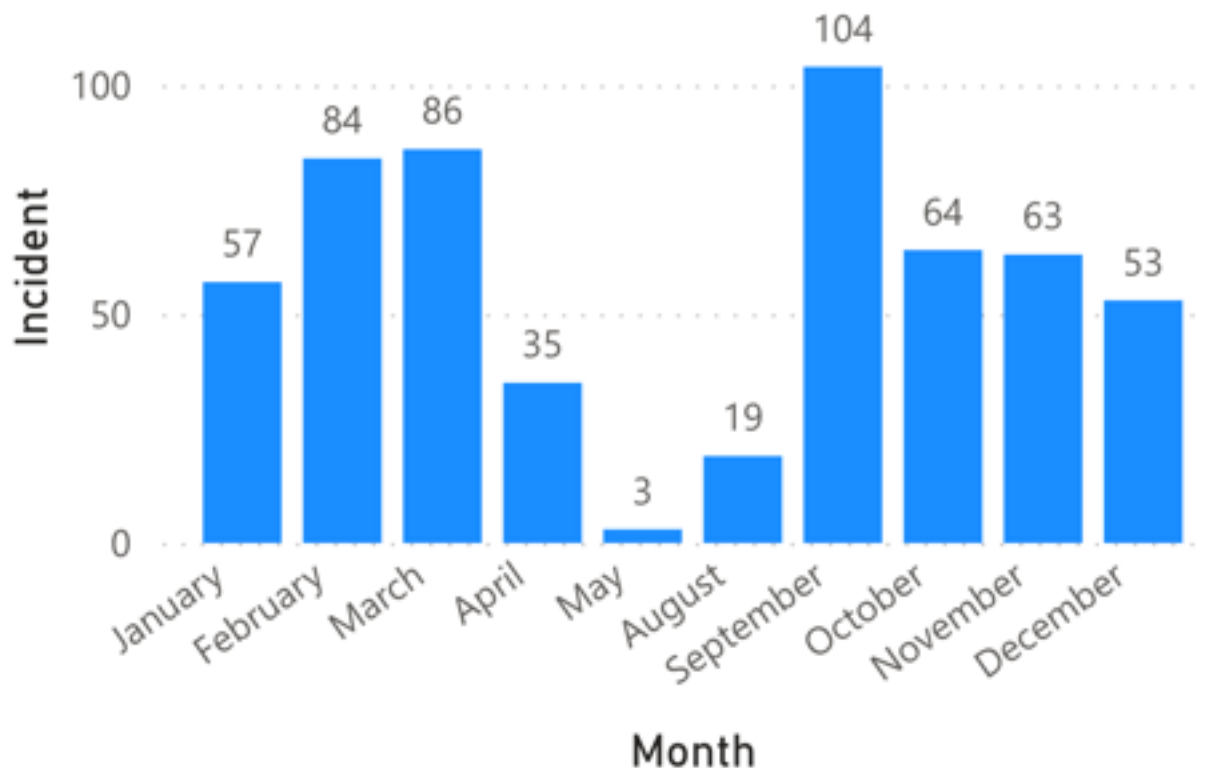
### all behavior by grade

### Behavior by Grade



### all incidents by month

## Incidents by Month



### What patterns do you see in the data?

Sixth grade students exhibited the least amount of behavior incidents. Minority groups have a proportionately higher number of behavior incidents.

### What gaps exist between student sub-groups in the data?

Minority groups have a proportionately higher number of behavior incidents.

### What key processes are currently in place to support behavior?

Early warning system collaboration; PBIS; Grade level and classroom incentives; Tier 3 contracted counseling; Tier 2 volunteers supporting a dysregulation room

#### 5Essentials

#### 5E Data

#### Set 1

#### 5E's Teacher - Principal Trust

# Teacher-Principal Trust

In schools with strong Teacher-Principal Trust, teachers and principals share a high level of mutual trust and respect.

- Based on a comparison to the benchmark, an mScore of 38 means that Holmes Middle School is **weak** on this measure.

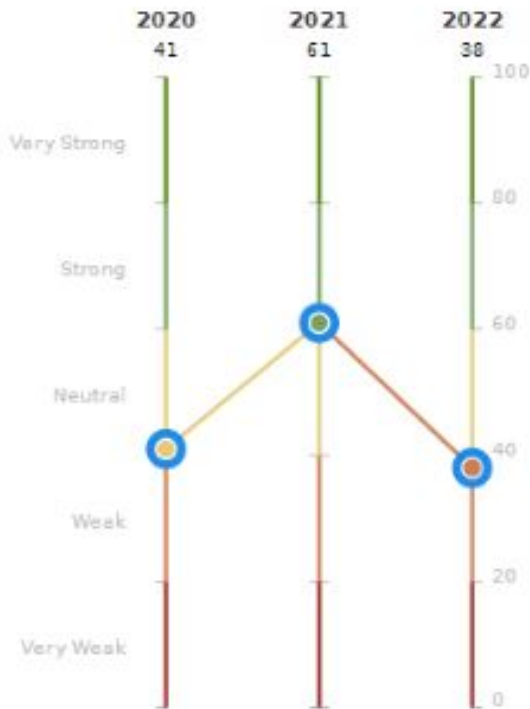
## Essential



## Respondent

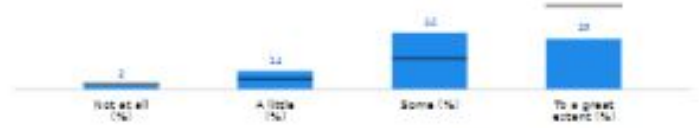
Teacher

## Performance

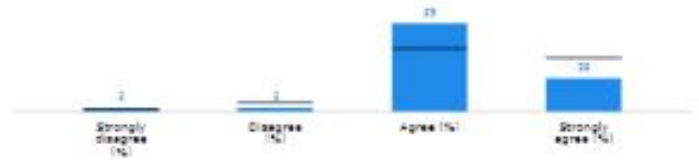


## Teachers report the following:

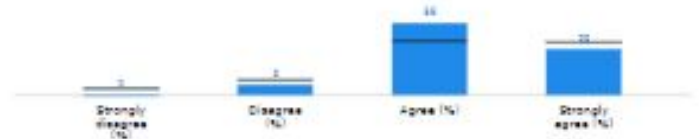
Teachers feel respected by the principal



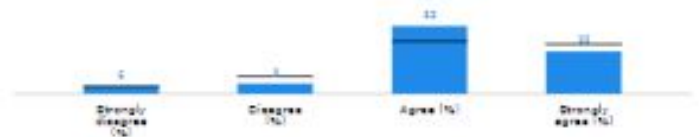
The principal has confidence in the expertise of the teachers.



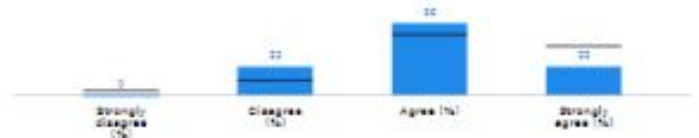
I trust the principal at his or her word.



It's OK in this school to discuss feelings, worries, and frustrations with the principal.



The principal takes a personal interest in the professional development of teachers.



The principal looks out for the personal welfare of the faculty members.



Zoom

## 5E's Teacher-Teacher Trust

# Teacher-Teacher Trust

In schools with strong Teacher-Teacher Trust, teachers are supportive and respectful of one another, personally and professionally.

- Based on a comparison to the benchmark, an mScore of **51** means that Holmes Middle School is *neutral* on this measure.

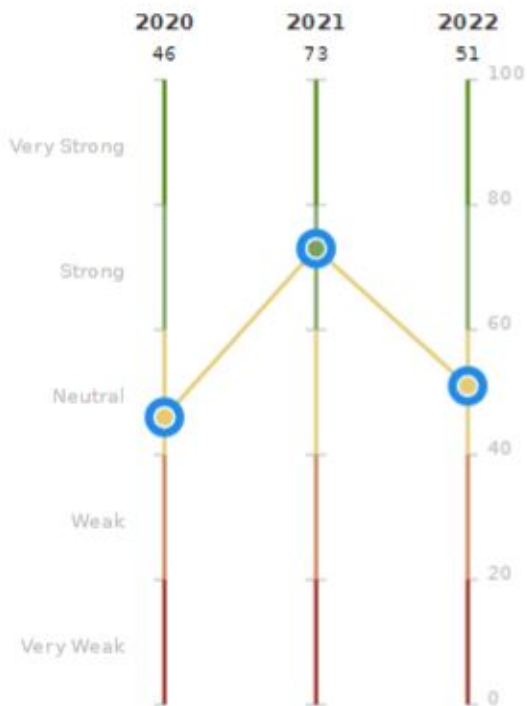
## Essential



## Respondent

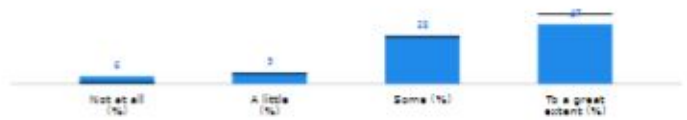
Teacher

## Performance

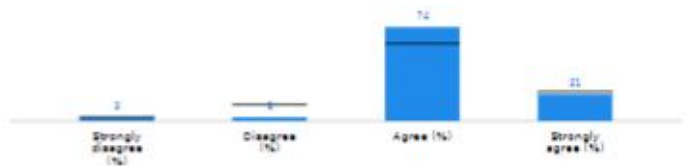


## Teachers report the following:

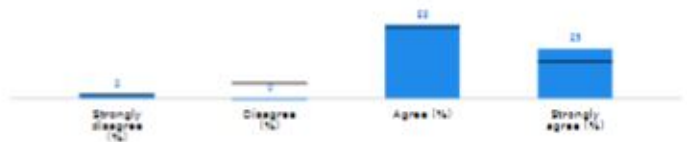
Teachers feel respected by other teachers



Teachers in this school trust each other.



It's OK in this school to discuss feelings, worries, and frustrations with other teachers.



Teachers respect other teachers who take the lead in school improvement efforts.



Teachers at this school respect those colleagues who are experts at their craft.



## 5E's Student-Teacher Trust



# Student-Teacher Trust

In schools with strong Student-Teacher Trust, students and teachers share a high level of mutual trust and respect.

- Based on a comparison to the benchmark, an mScore of 35 means that Holmes Middle School is **weak** on this measure.

## Essential

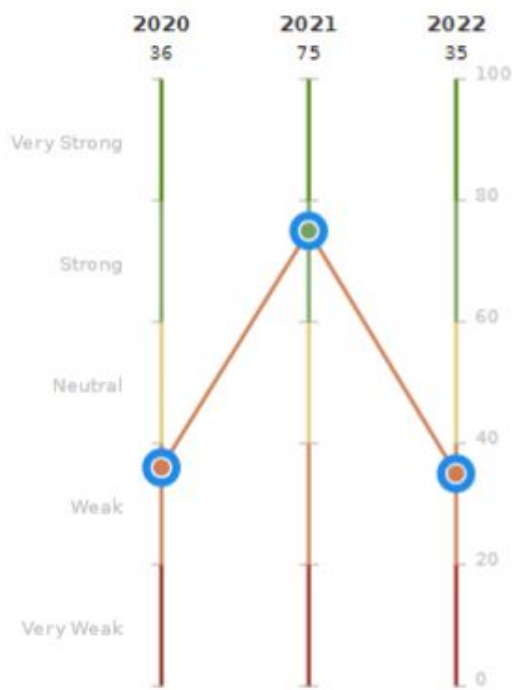


Supportive Environment

## Respondent

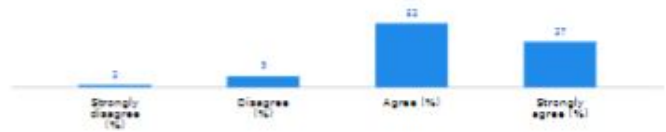
Student

## Performance

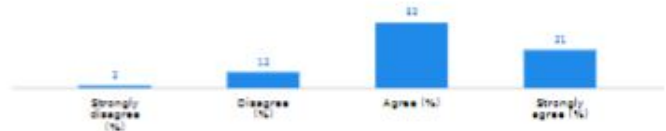


## Students report:

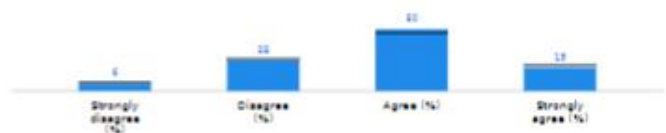
I feel safe with my teachers at this school.



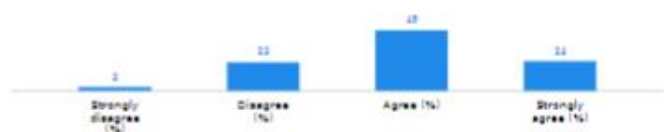
I feel comfortable with my teachers at this school.



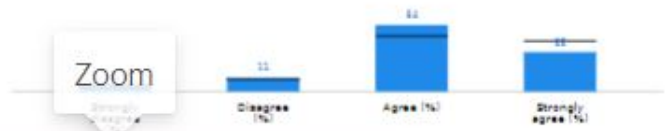
My teachers always keep their promises.



My teachers always listen to students' ideas.



My teachers treat me with respect.



Set 2

5E's Academic Press

# Academic Press

In schools with strong Academic Press, teachers expect students to do their best and to meet academic demands.

- Based on a comparison to the benchmark, an mScore of 33 means that Holmes Middle School is **weak** on this measure.

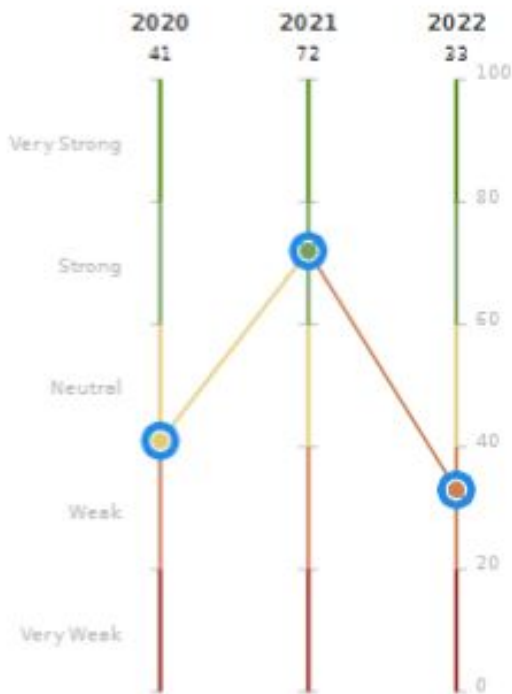
## Essential



## Respondent

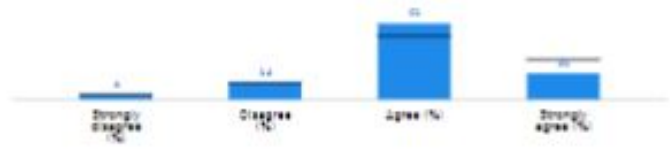
Student

## Performance

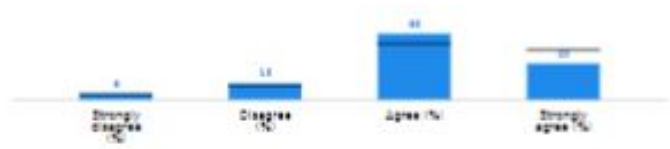


## Students report the following about one specific class:

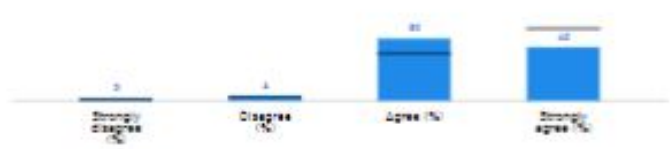
This class really makes me think.



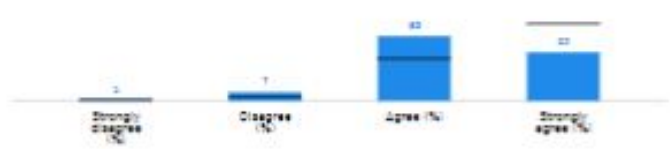
I really learn a lot in this class.



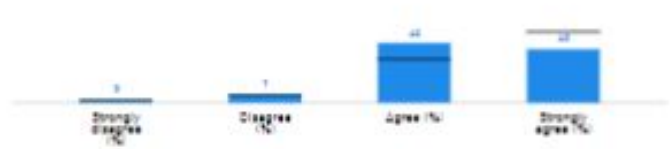
The teacher expects everyone to work hard.



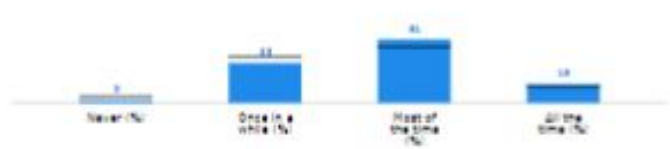
The teacher expects me to do my best all the time.



The teacher wants us to become better thinkers, not just memorize things.



This class challenges me.



## 5E's English Instruction

# English Instruction

In schools with strong English Instruction, students interact with course materials and one another to build and apply critical reading and writing skills.

- Based on a comparison to the benchmark, an mScore of 55 means that Holmes Middle School is **neutral** on this measure.

## Essential



## Respondent

Student

## Performance



## Students report doing the following in English class:

Debate the meaning of a reading.



Discuss connections between a reading and real life people or situations.



Discuss how culture, time, or place affects an author's writing.



Improve a piece of writing as a class or with partners.



Rewrite a paper or essay in response to comments.



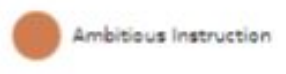
## 5E's Math Instruction

# Math Instruction

In schools with strong Math Instruction, students interact with course material and one another to build and apply knowledge in their math classes.

- Based on a comparison to the benchmark, an mScore of 50 means that Holmes Middle School is *neutral* on this measure.

## Essential



## Respondent

Student

## Performance



## Students report that they do the following in math class

Apply math to situations in life outside of school.



Discuss possible solutions to problems with other students.



Explain how you solved a problem to the class.



Write a few sentences to explain how you solved a math problem.



Write a math problem for other students to solve.



## 5E's Academic Personalism

# Academic Personalism

In schools with strong Academic Personalism, teachers connect with students in the classroom and support them in achieving academic goals.

- Based on a comparison to the benchmark, an mScore of **10** means that Holmes Middle School is **very weak** on this measure.

## Essential

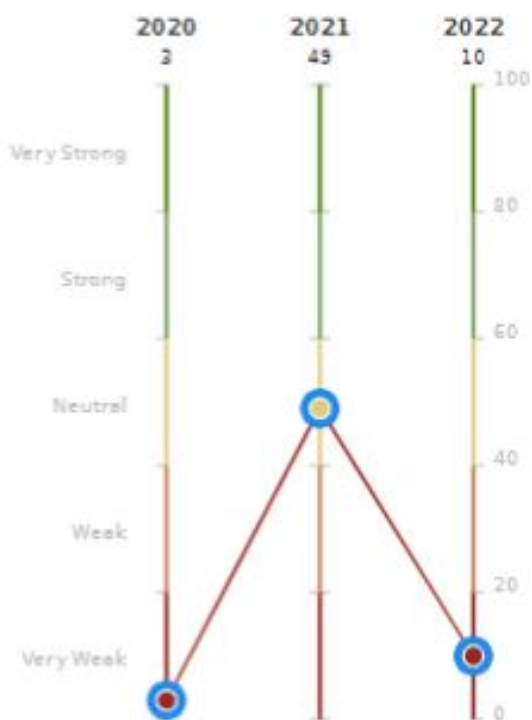


Supportive Environment

## Respondent

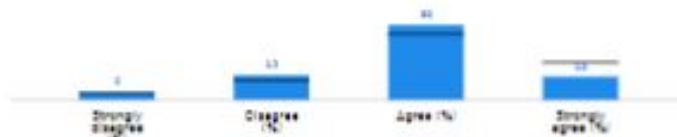
Student

## Performance

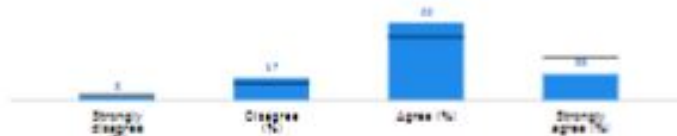


## Students report that their teachers:

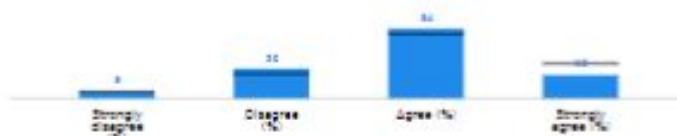
Helps me catch up if I am behind.



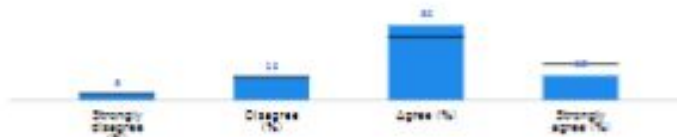
Is willing to give extra help on schoolwork if I need it.



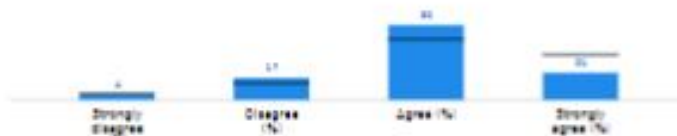
Notifies if I have trouble learning something.



Gives me specific suggestions about how I can improve my work in this class.

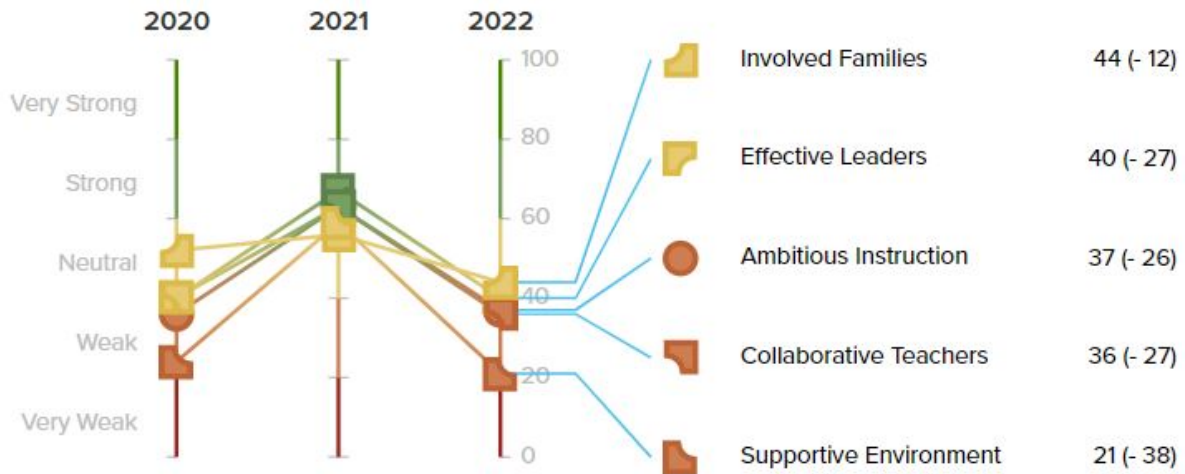


Explains things in a different way if I don't understand something in class.



## Set 3

## 5E's Performance Trends



**Are there areas in your data where TRUST has remained as weak or very weak, or where trust has had a significant decrease?**

If YES, click here.

**Identify the Trust measure. What possible factors have negatively impacted this measure?**

MEASURE

ACTIONS, POLICIES, OR PROCESSES THAT IMPACT THIS MEASURE

Student - Teacher Trust

Lack of consistency with expectations, workload imbalances, un-engaging learning environment

Teacher - Principal Trust

Lack of consistency with addressing behavioral issues, lack of feeling respected, lack of interest in teacher professional development

**Examine the bright spot areas where trust is stronger in your school.**

MEASURE

SCHOOL/STAFF ACTIONS, POLICIES, COMMUNICATION, OR PROCESSES THAT CONTRIBUTE TO THE COMPARATIVE STRENGTH OF TRUST IN THESE AREAS

Teacher - Teacher Trust

Respect for and deference to those with expertise and high levels of collaboration

**If there was a weak or very weak Trust Measure then Trust needs to be one of your Focuses for a Major Improvement Strategy. If there were multiple Trust Measures of need, select the one that is the highest leverage for your school. Without Trust, the chances of any change effort succeeding in your school are significantly reduced. Therefore, establishing trust is an essential first step.**

If NO, click here.

**Which measure do you identify as high impact/high leverage for your school to improve?**

MEASURE

RATIONALE FOR FOCUS

**How can the trust you have built in your school support this work?**

AREAS OF STRONG TRUST

HOW TRUST SUPPORTS

**How might focusing on this new measure strain trust in your school?**

POTENTIAL AREAS TO MONITOR WHERE TRUST MAY BE STRAINED

ACTIONS PLANNED TO SUPPORT TRUST IN THESE AREAS

**Consistently, what are the strongest measures?**

Involved Families

Remained Neutral over time because family Involvement entry points such as Website and Newsletter advertising, and opportunity to meet with Principal in SAC, PTA, and Parent Coffee

**SEL: Panorama or other surveys**

**SEL Data**

**Set 1**

**Grit %ile**

**Grit**

How well students are able to persevere through setbacks to achieve important long-term goals.

**45%**

▼ 2  
since last survey



0th - 19th percentile compared to others nationally

**Rigorous Expectations %ile**

**Rigorous Expectations**

How much students feel that their teachers hold them to high expectations around effort, understanding, persistence, and performance in class.

**60%**

▼ 6  
since last survey



0th - 19th percentile compared to others nationally

**Sense of Belonging %ile**

**Sense of Belonging**

How much students feel that they are valued members of the school community.

**38%**

▼ 6  
since last survey



0th - 19th percentile compared to others nationally

**Teacher-Student Relationships %ile**

**Teacher-Student Relationships**

How strong the social connection is between teachers and students within and beyond the classroom.

**54%**

▼ 6  
since last survey



20th - 39th percentile compared to others nationally

**Set 2**

**Grit Responses**

# Grit

Your average

**45%**

476 responses

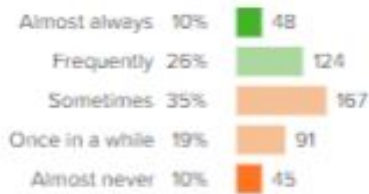
Change

**▼ 2**

since last survey

## How did people respond?

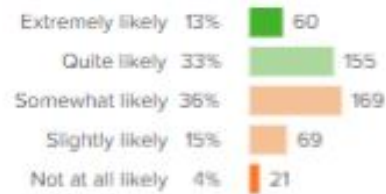
**Q.1: How often do you stay focused on the same goal for several months at a time?**



▲ 0 from last survey

Favorable: **36%**

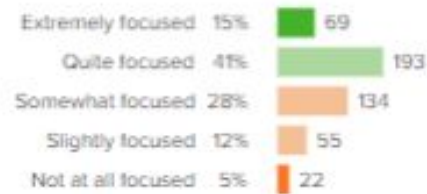
**Q.2: If you fail to reach an important goal, how likely are you to try again?**



▼ 8 from last survey

Favorable: **45%**

**Q.3: When you are working on a project that matters a lot to you, how focused can you stay when there are lots of distractions?**



▲ 2 from last survey

Favorable: **55%**

**Q.4: If you have a problem while working towards an important goal, how well can you keep working?**



▲ 1 from last survey

Favorable: **45%**

## Rigorous Expectations Responses



# Rigorous Expectations

Your average

**60%**

476 responses

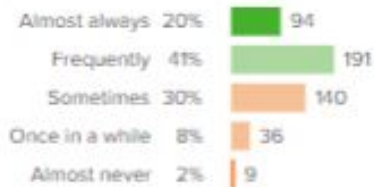
Change

**▼ 6**

since last survey

## How did people respond?

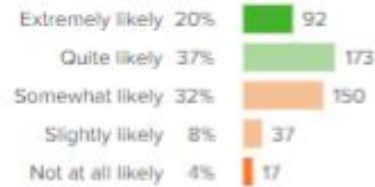
**Q.1: How often do your teachers make you explain your answers?**



▲ 1 from last survey

Favorable: **61%**

**Q.2: When you feel like giving up on a difficult task, how likely is it that your teachers will make you keep trying?**



▼ 16 from last survey

Favorable: **57%**

**Q.3: How much do your teachers encourage you to do your best?**



▼ 10 from last survey

Favorable: **65%**

**Q.4: How often do your teachers take time to make sure you understand the material?**



▼ 6 from last survey

Favorable: **56%**

## Sense of Belonging Responses

# Sense of Belonging

Your average

**38%**

476 responses

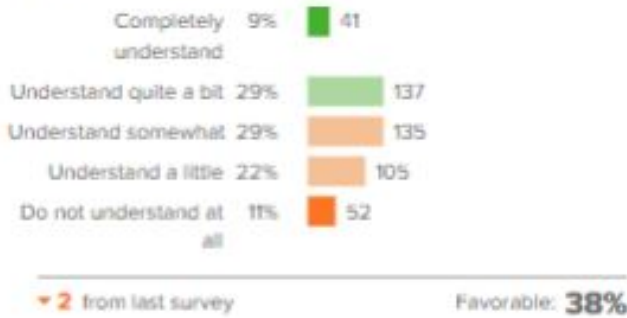
Change

▼ **6**

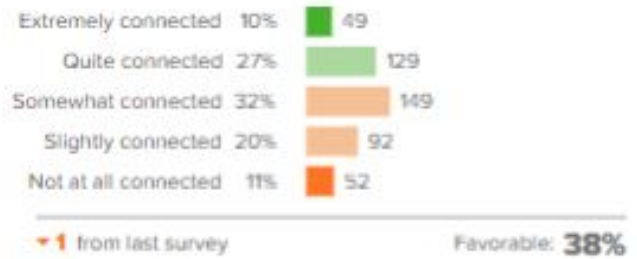
since last survey

## How did people respond?

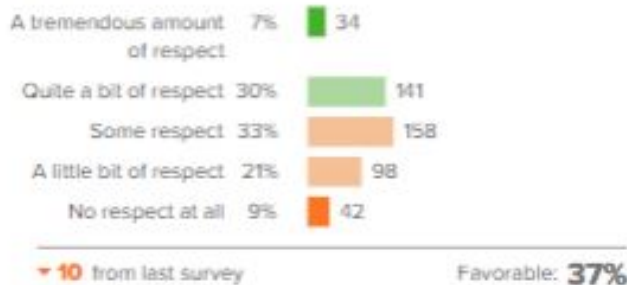
### Q.1: How well do people at your school understand you as a person?



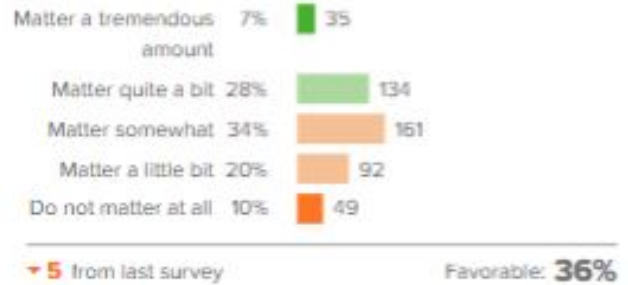
### Q.2: How connected do you feel to the adults at your school?



### Q.3: How much respect do students in your school show you?



### Q.4: How much do you matter to others at this school?



## Teacher-Student Relationships Responses

# Teacher-Student Relationships

Your average

**54%**

476 responses

Change

**▼ 6**

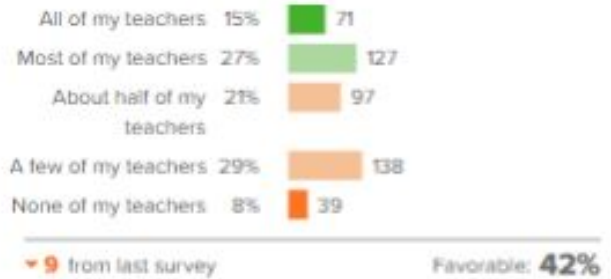
since last survey

## How did people respond?

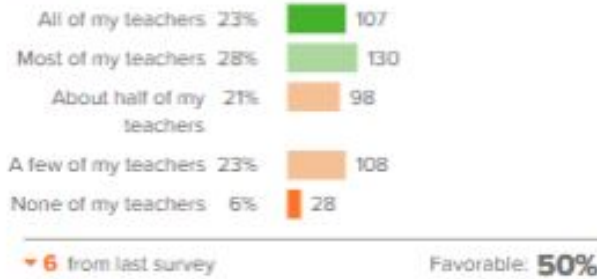
**Q.1: How many of your teachers are respectful towards you?**



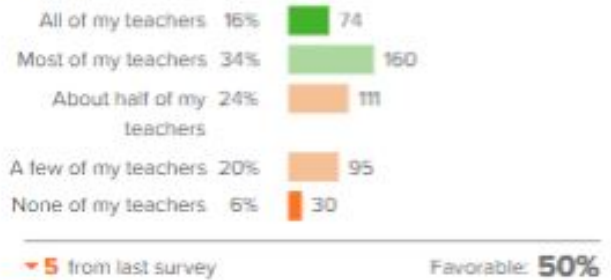
**Q.2: If you walked into class upset, how many of your teachers would be concerned?**



**Q.3: If you came back to visit class three years from now, how many of your teachers would be excited to see you?**



**Q.4: When your teachers ask how you are doing, how many of them are really interested in your answer?**



## Set 3

## Culture and Climate Focus Group Summary

Student Identified Challenges	Student Identified Needs	Student Suggestions
<ul style="list-style-type: none"> <li>“Students don’t feel heard and cared about”</li> <li>“Teachers expect respect, but don’t respect students or listen to their perspective saying, ‘This is not your classroom’”</li> </ul>	need for value/ connection/ caring	<ul style="list-style-type: none"> <li>“Give out more SOAR cards” (even for 8th graders)</li> <li>“Teachers need to be kid friendly, so kids want to come to school—not just ‘get work done’ then be done with the class.”</li> <li>“Teachers need to care about what’s going on in student’s life—&gt;It would be great if we could be a community in the classrooms.”</li> </ul>
<ul style="list-style-type: none"> <li>“Teachers send kids to office for small infractions.” (i.e., Talking)</li> <li>“If you’re a good kid that does 1 bad thing wrong, you get in more trouble than repeat offenders.”</li> <li>“They don’t work to solve the problem. Kids get away with a lot of stuff or they just throw lunch detention out... Kids don’t get to process—they are sent straight to ISS.”</li> <li>“When kids are disruptive the whole class gets a consequence”</li> </ul>	need for aligned expectations for behavior and opportunities to learn what good behavior looks like	<ul style="list-style-type: none"> <li>“Teach kids how to improve their behavior instead of just discipline.”</li> <li>“Instead of just giving a punishment – have conversation- hear the story, why they did it; ask one on one-what’s going on to drive you to that decision- what could we do to help you not do this.”</li> <li>Student Advisory Group: Work with students on setting school-wide expectations (i.e., Phone policy, dress codes, hallway conduct, etc.)</li> </ul>
<ul style="list-style-type: none"> <li>“Teachers don’t understand how many classes you have, and all give 1 homework assignment=7 assignments per night (can’t do it all)”</li> <li>“When your grade is low, the teacher should try to help... not just tell you to ‘do the assignment.’”</li> <li>“Don’t say ‘you should know this’ when students ask for help”</li> </ul>	need for balanced workload	<ul style="list-style-type: none"> <li>“Give them [students] the help they need. If a student is stuck, ask where they are stuck and in which ways do they need help.”</li> <li>“We need easier access to the learning system with a focus on learning fewer things at the same time and fewer classes in a day with more time in the class. i.e., have 4 classes one day then swap to 4 others the next day.”</li> <li>“Add a study hall” (so that assignments can get completed with help)</li> </ul>
<ul style="list-style-type: none"> <li>“It feels like being trapped in a prison.”</li> <li>“Some of the teachers just share videos, when you ask for help, they tell you to look at your notes.”</li> <li>“In class- some [behavior] is based on the activity, behaviors are happening when activity is boring or just sitting.”</li> </ul>	need for engaging learning	<ul style="list-style-type: none"> <li>Create welcoming spaces/classrooms</li> <li>“Change the way teachers teach: More hands on and less technological so that kids really learn and understand. i.e., Math games, reading races (fluency), Kahoots in Social Studies. Have fun while learning at the same time.”</li> </ul>

## What are focus areas in the Student SEL Competency section?

Students’ Grit (aka perseverance as a learner through engagement); Student’s Sense of Belonging (aka establishing community and connection); Student’s perception of Rigorous Expectations and Student-Teacher Relationship (Student - Teacher Trust and Engagement as a Learner)

## What are focus areas in the Teacher Perception of Student Competency section?

### What gaps exist between student sub-groups in the data?

We do not view these as subgroup gaps, rather school-wide gaps in how we create a student’s sense of belonging by establishing community, and creating school-wide, consistent expectations for what it means to be a member of a learning community.

### What key processes are currently in place to support Social Emotional Learning?

2nd Step programming through a once per week advisory period; Universal access to school counseling through a time-out / break pass; Tier 3 access to contracted, private counseling services during the school day

## Acadience (Elementary)

### Acadience Support Links

#### Kindergarten

Disaggregate charts by those scoring in the ranges of: well below benchmark, below benchmark, above benchmark and well above benchmark.

#### First-Grade

Disaggregate charts by those scoring in the ranges of: well below benchmark, below benchmark, above benchmark and well above benchmark.

#### Second-Grade

Disaggregate charts by those scoring in the ranges of: well below benchmark, below benchmark, above benchmark and well above benchmark.

### Third-Grade

Disaggregate charts by those scoring in the ranges of: well below benchmark, below benchmark, above benchmark and well above benchmark.

### Overall School Trends

Disaggregate charts by those scoring in the ranges of: well below benchmark, below benchmark, above benchmark and well above benchmark.

What needs are identified in the data trends or gaps?

What are bright spots in the data?

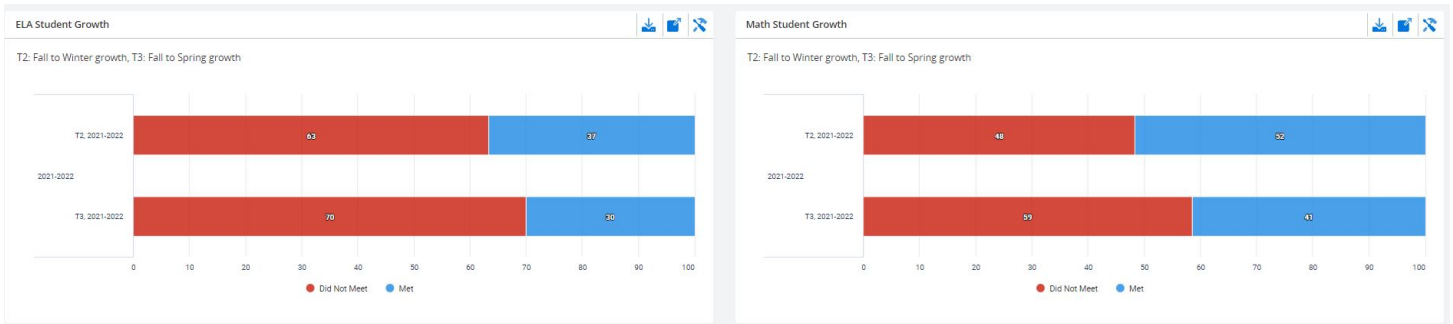
What key processes are currently in place to support Early Literacy and Learning?

### District Benchmark

### District Benchmark Data

#### Set 1

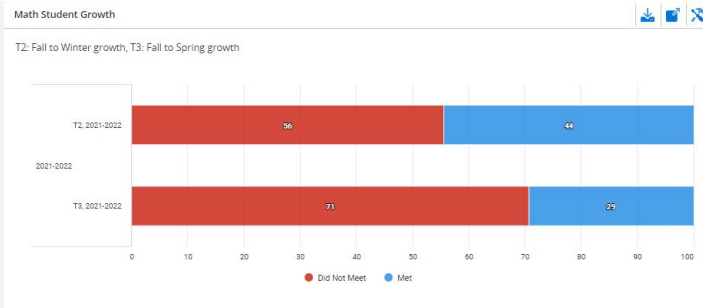
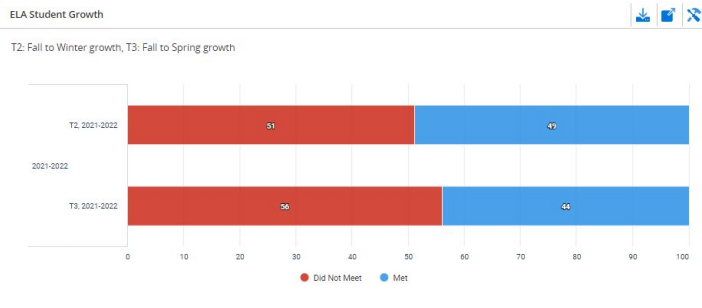
### 2122 ELA and Math Growth



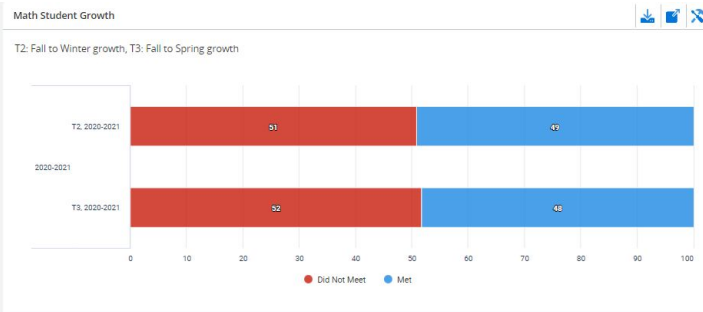
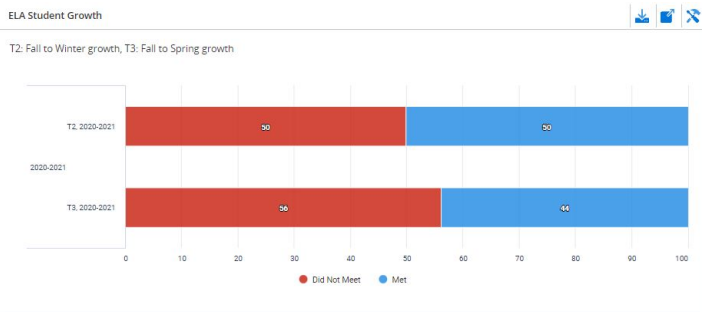
### 2122 ELA and Math Growth Minority Students Subgroup



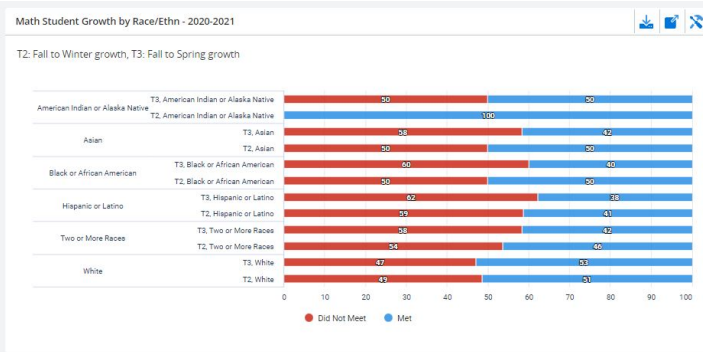
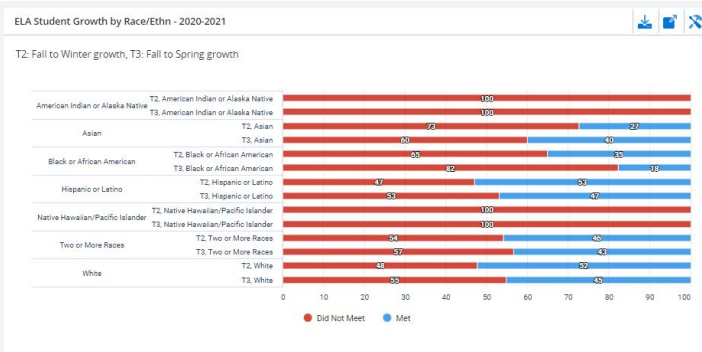
### 2122 ELA and Math Growth Students with Disabilities Subgroup



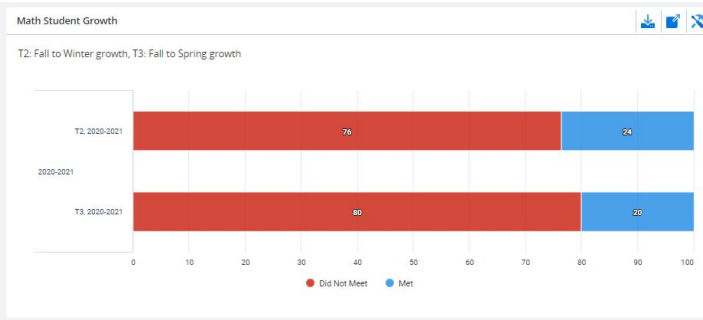
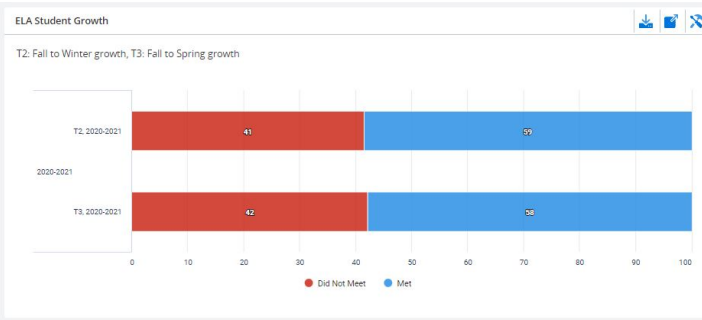
## 2021 ELA and Math Growth



## 2021 ELA and Math Growth Minority Students Subgroup



## 2021 ELA and Math Growth Students with Disabilities Subgroup

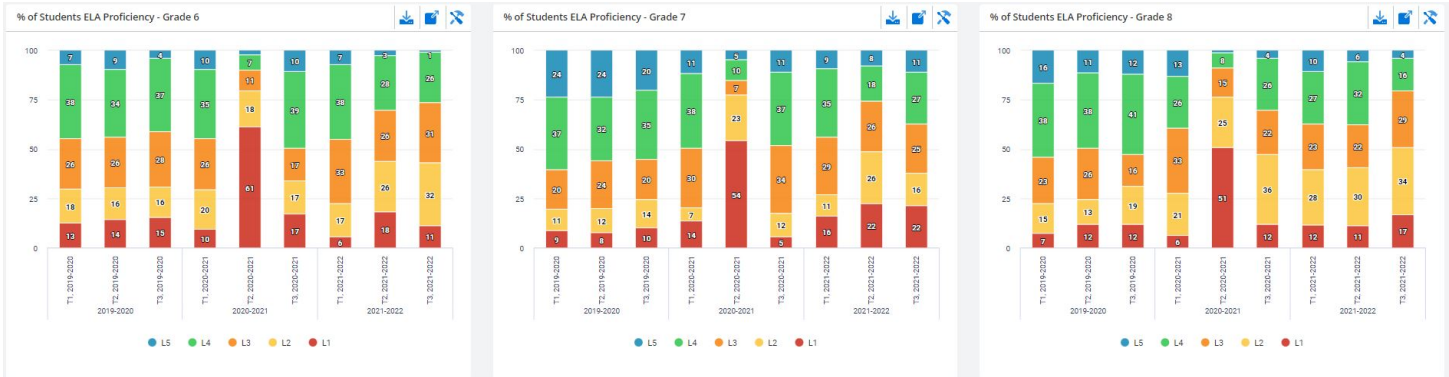


Set 2

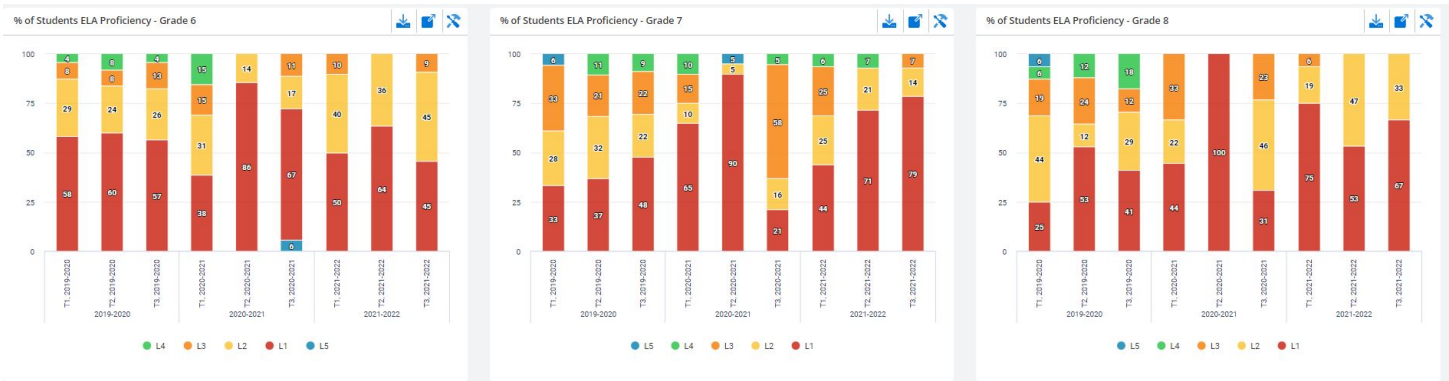
2122 ELA Proficiency All Grades



## 2122 ELA Proficiency by Grade

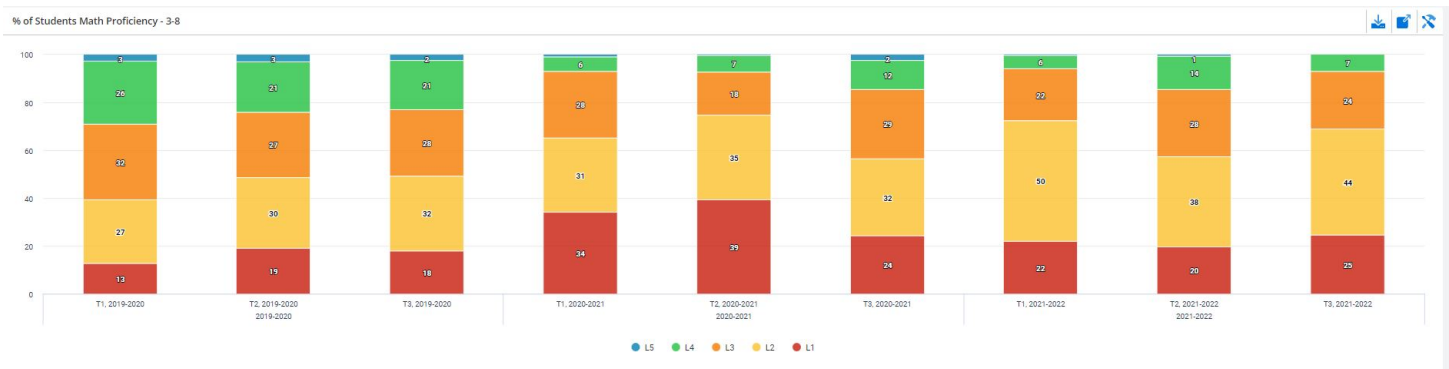


## 2122 ELA Proficiency Students with Disabilities Subgroup

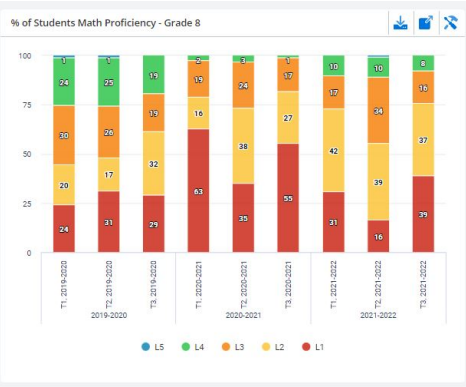
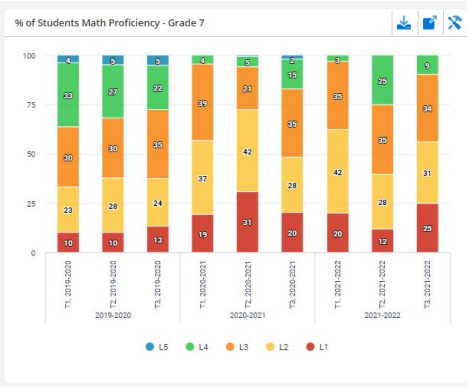
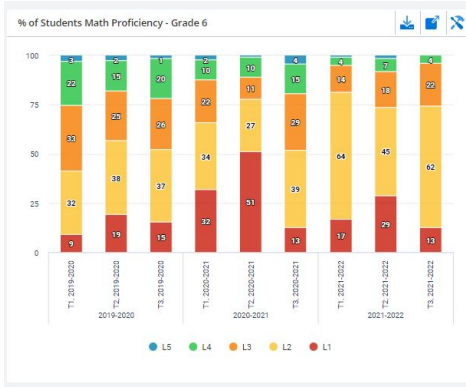


## Set 3

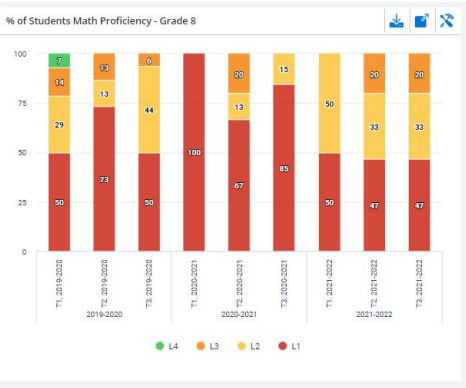
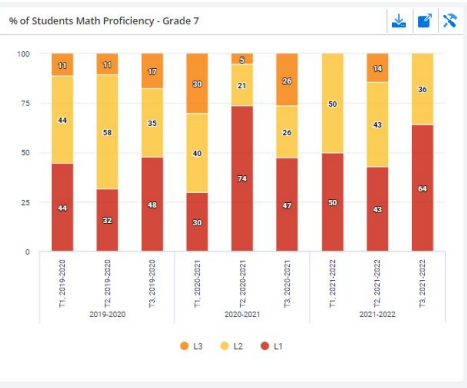
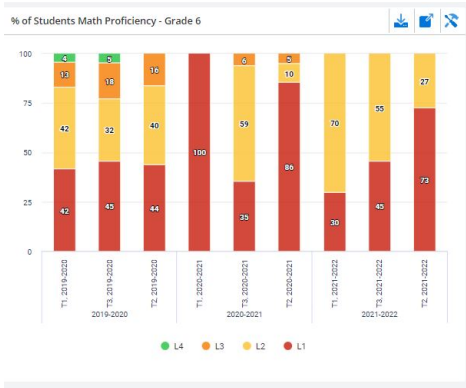
## 2122 Math Proficiency All Grades



## 2122 Math Proficiency by Grade



## 2122 Math Proficiency Students with Disabilities Subgroup



## 2122 ELA Proficiency All Grades



### What notable trends do you see in the data?

CONTENT AND GRADE	DEFINE TREND	ASSESSMENT/MEASURE	DATA POINTS	STUDENT POPULATIONS
ELA Growth	Decreasing	Universal Screener	Went from 44% (2021) to 30% (2022)	All Students
Math Growth	Increasing	Universal Screener	Went from 20% (2021) to 41% (2022)	All Students
ELA Growth for Black Students	Increasing	Universal Screener	Went from 18% (2021) to 42% (2022)	Black
Math Growth for Black Students	Decreasing	Universal Screener	Went from 50% (2021) to 28% (2022)	Black
ELA Growth for Hispanic Students	Decreasing	Universal Screener	Went from 47% (2021) to 24% (2022)	Hispanic
Math Growth for Hispanic Students	Decreasing	Universal Screener	Went from 41% (2021) to 36% (2022)	Hispanic
ELA Growth for Students with Disabilities	Decreasing	Universal Screener	Went from 58% (2021) to 44% (2022)	IEP/504
Math Growth for Students with Disabilities	Increasing	Universal Screener	Went from 20% (2021) to 29% (2022)	IEP/504
ELA Proficiency	Decreasing	Universal Screener	Went from 50%, 43%, 28% At or Above Grade Level 2020, 2021, 2022 respectively	All Students



### What gaps exist between student sub-groups in the data?

Hispanic Students ELA growth gap compared to All Students; Minority Student Math growth gap compared to All Students; Students with Disabilities Math growth gap compared to All Students

### What are bright spots in the data?

Black Students and Students with Disabilities out grew All Students on the 2022 ELA Universal Screener

### What needs are identified in the data trends or gaps?

Increasing the proficiency rates of All Students and closing the Math growth gaps for Minority Students and Students with Disabilities compared to All Students

### State Assessment

### State Assessment (Example: CMAS, PSAT, SAT, etc.)

### Set 1

#### SOURCES

Subject Analysis, Passing Analysis

#### State Achievement: ELA

**School Group:** Traditional

**School:** Holmes Middle School

**Staff:** [All Staff]

**Gender:** [All]

**SPED:** [All]

**Student Group:** [None Selected]

**Test Year:** 2021-2022

**School Type:** [All Schools]

**Grade:** [All Grades]

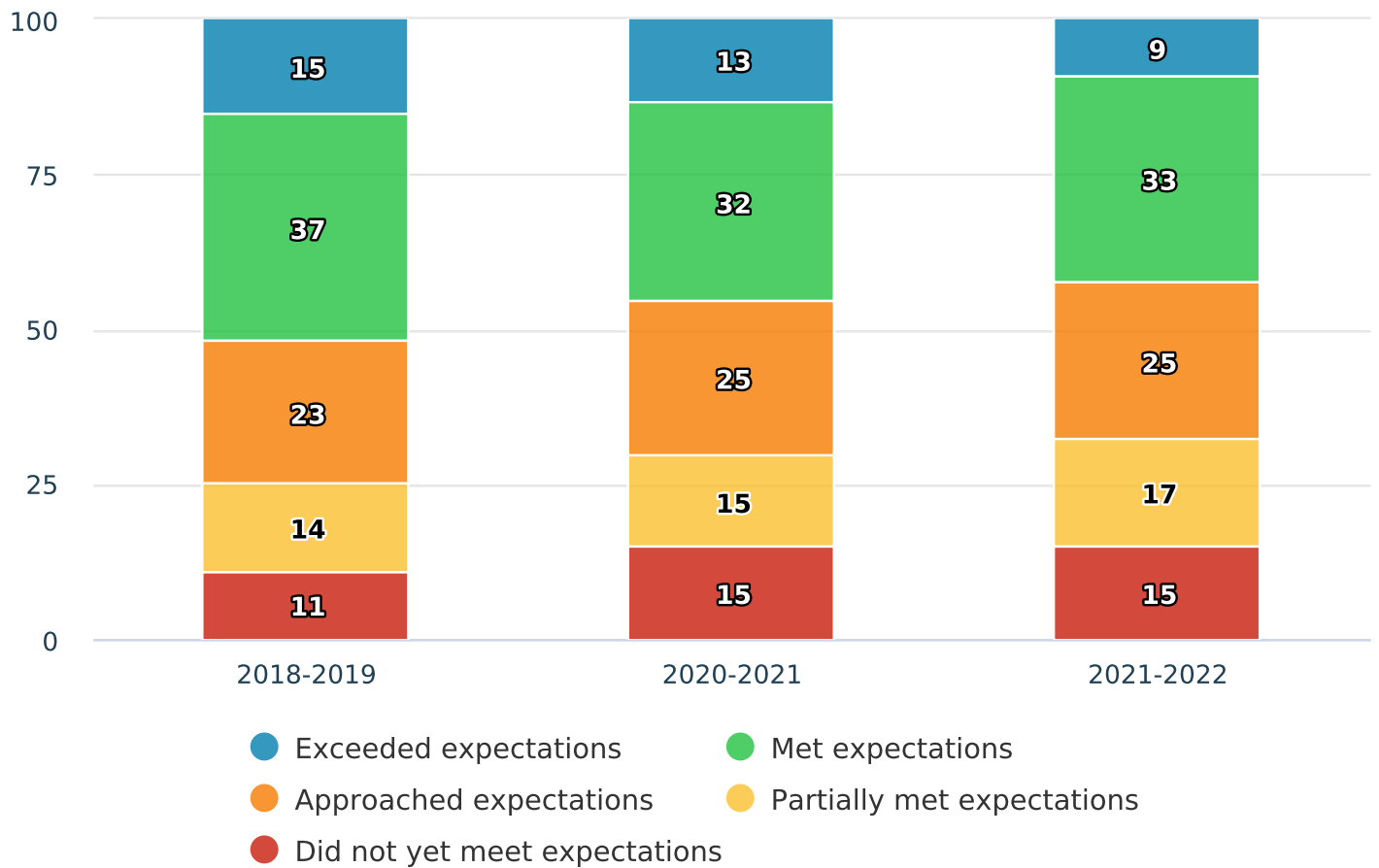
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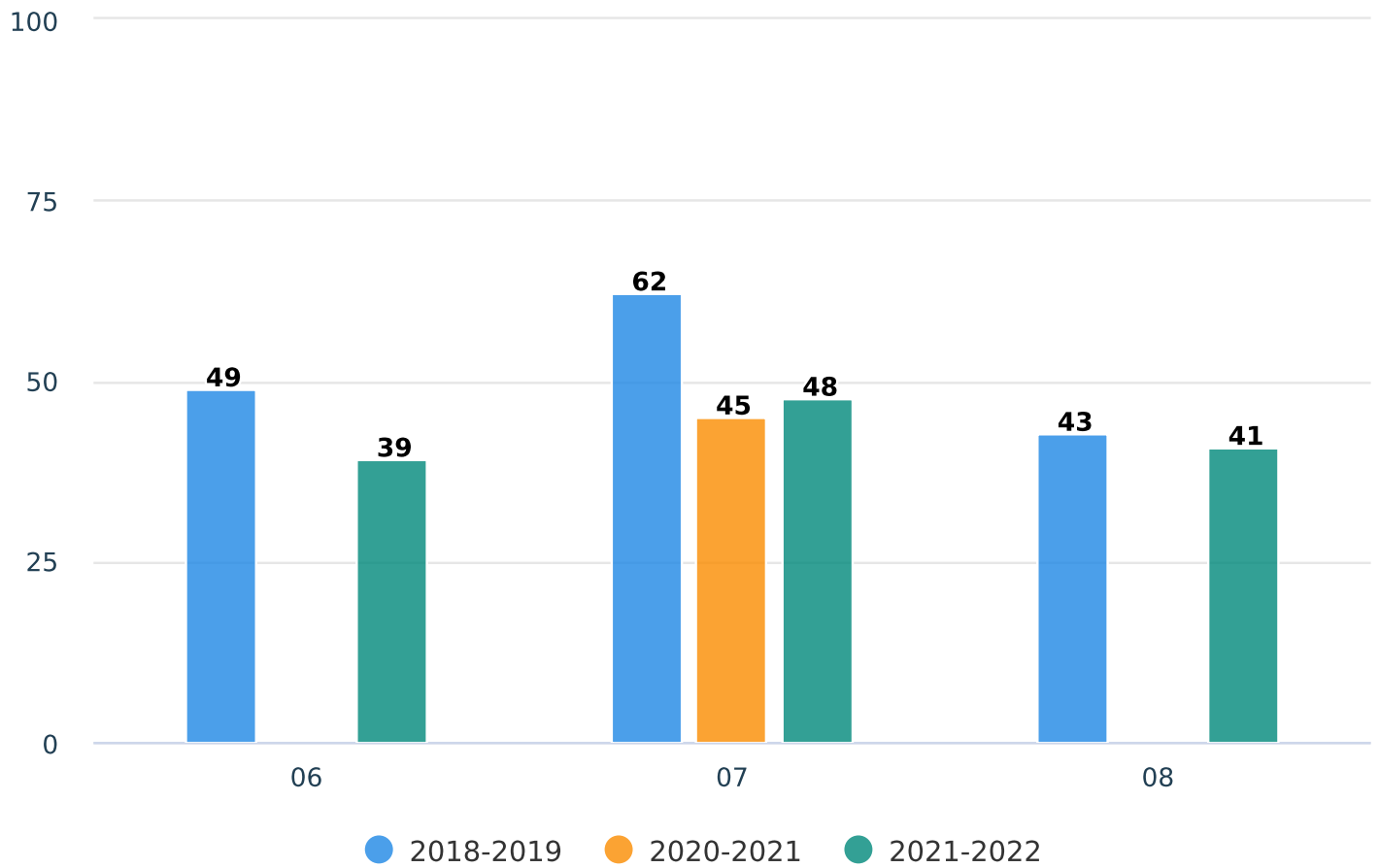
**Students View:** Tested in this School



### ELA Passing Rate by Grade

**School Group:** Traditional  
**School:** Holmes Middle School  
**Staff:** [All Staff]  
**Gender:** [All]  
  
**SPED:** [All]  
**Student Group:** [None Selected]

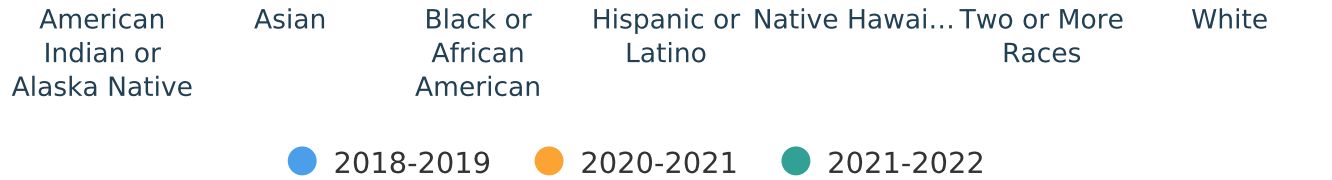
**School Type:** [All Schools]  
**Grade:** [All Grades]  
**Ethnicity:** [All]  
**Redaction:** Not Redacted  
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**ELL:** [All]  
**Students View:** Tested in this School



### ELA Passing Rate by Race/Ethn

**School Group:** Traditional  
**School:** Holmes Middle School  
**Staff:** [All Staff]  
**Gender:** [All]  
  
**SPED:** [All]  
**Student Group:** [None Selected]

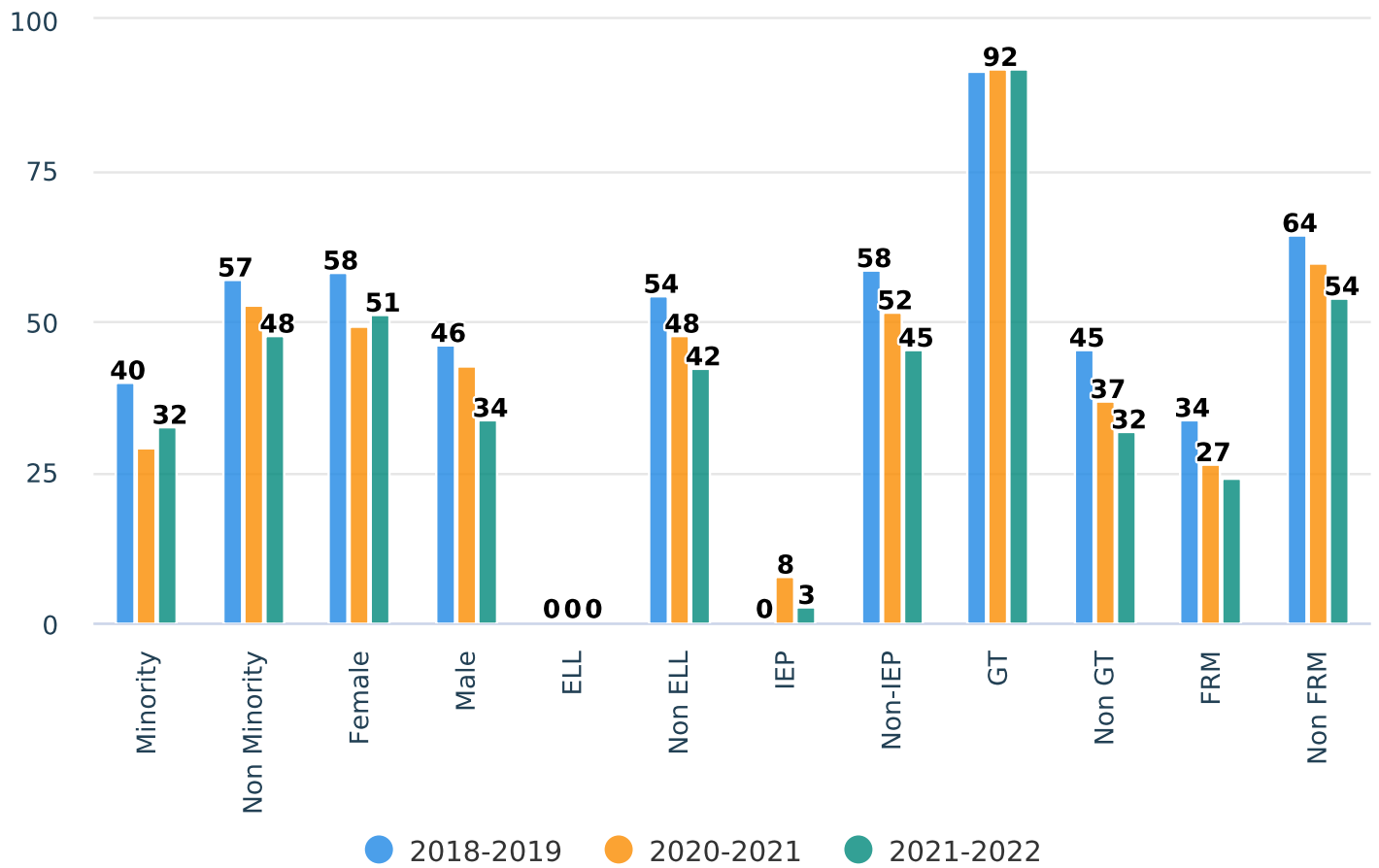
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**Grade:** [All Grades]  
**Ethnicity:** [All]  
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 :  
**ELL:** [All]  
**Students View:** Tested in this School



### ELA Passing Rate by Subgroups

**School Group:** Traditional  
**School:** Holmes Middle School  
**Staff:** [All Staff]  
**Gender:** [All]  
  
**SPED:** [All]  
**Student Group:** [None Selected]

**School Type:** [All Schools]  
**Grade:** [All Grades]  
**Ethnicity:** [All]  
**Redaction:** Not Redacted  
 :  
**ELL:** [All]  
**Students View:** Tested in this School



**Set 2**

**SOURCES**

Subject Analysis, Passing Analysis

**State Achievement: Mathematics**

**School Group:** Traditional

**School:** Holmes Middle School

**Staff:** [All Staff]

**Gender:** [All]

**SPED:** [All]

**Student Group:** [None Selected]

**Test Year:** 2021-2022

**School Type:** [All Schools]

**Grade:** [All Grades]

**Ethnicity:** [All]

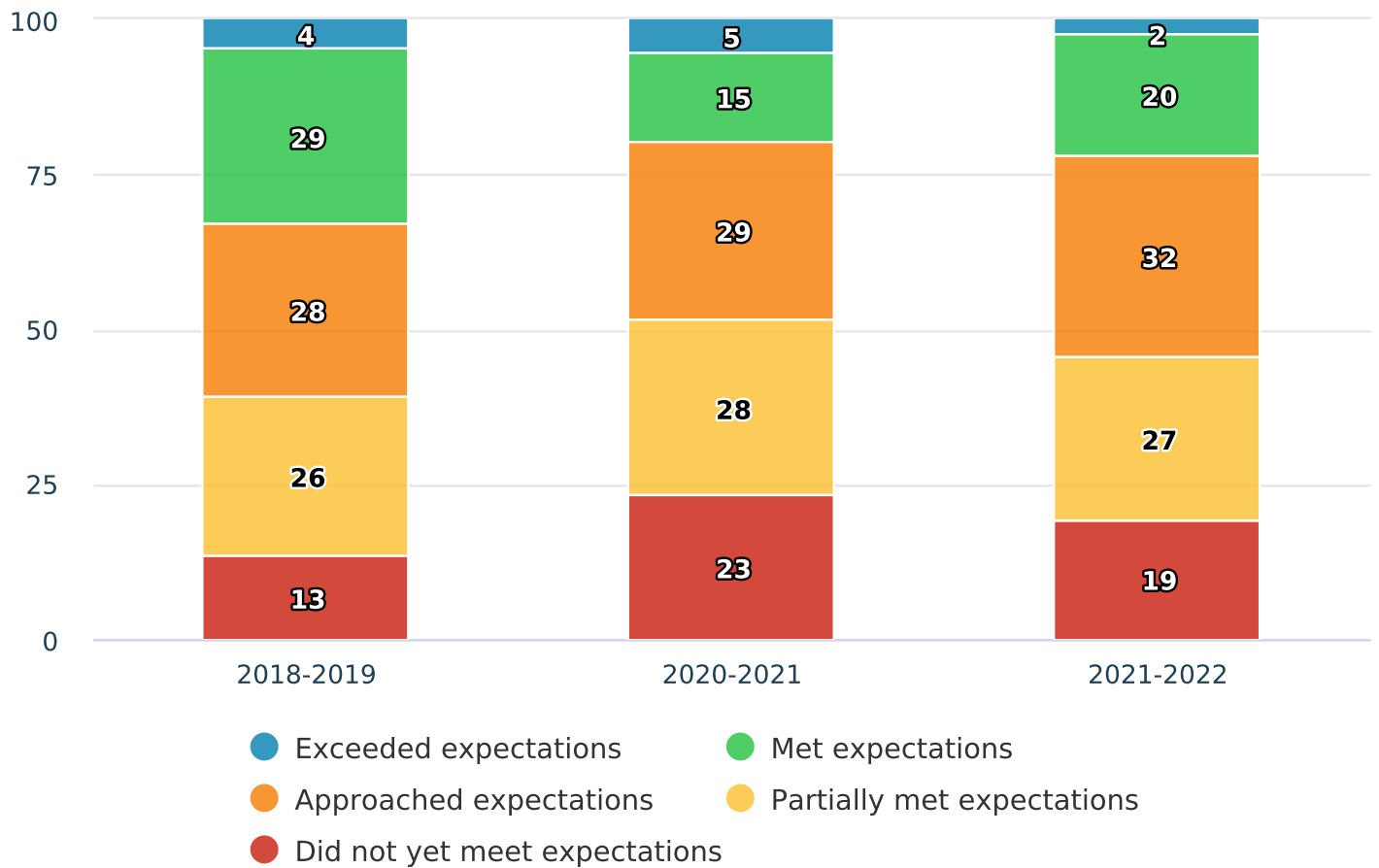
**Redaction:** Not Redacted

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**ELL:** [All]

**Students View:** Tested in this School

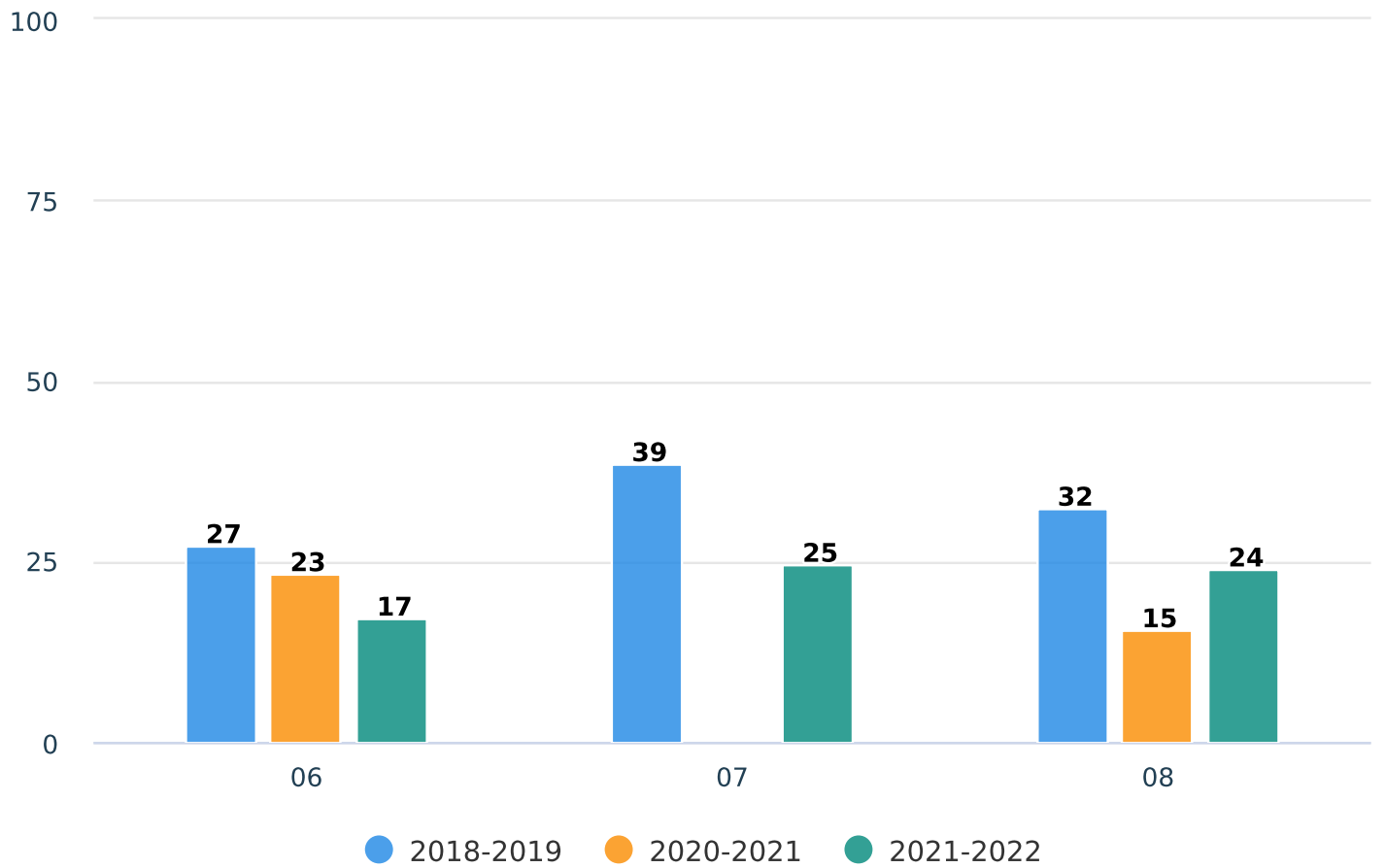
**View:**



### Mathematics Passing Rate by Grade

**School Group:** Traditional  
**School:** Holmes Middle School  
**Staff:** [All Staff]  
**Gender:** [All]  
  
**SPED:** [All]  
**Student Group:** [None Selected]

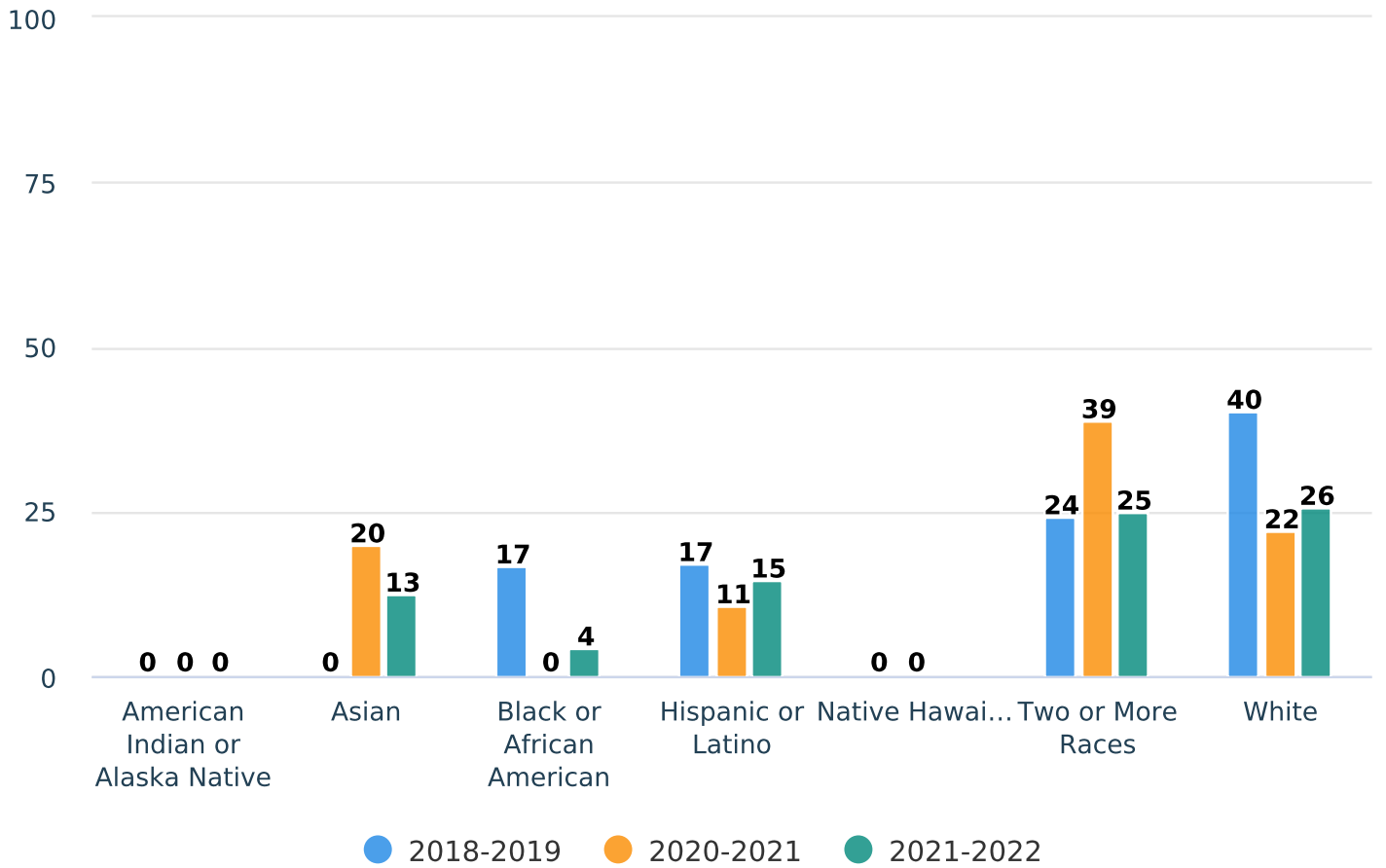
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**ELL:** [All]  
**Students View:** Tested in this School



### Mathematics Passing Rate by Race/Ethn

**School Group:** Traditional  
**School:** Holmes Middle School  
**Staff:** [All Staff]  
**Gender:** [All]  
  
**SPED:** [All]  
**Student Group:** [None Selected]

**School Type:** [All Schools]  
**Grade:** [All Grades]  
**Ethnicity:** [All]  
**Redaction:** Not Redacted  
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**ELL:** [All]  
**Students View:** Tested in this School

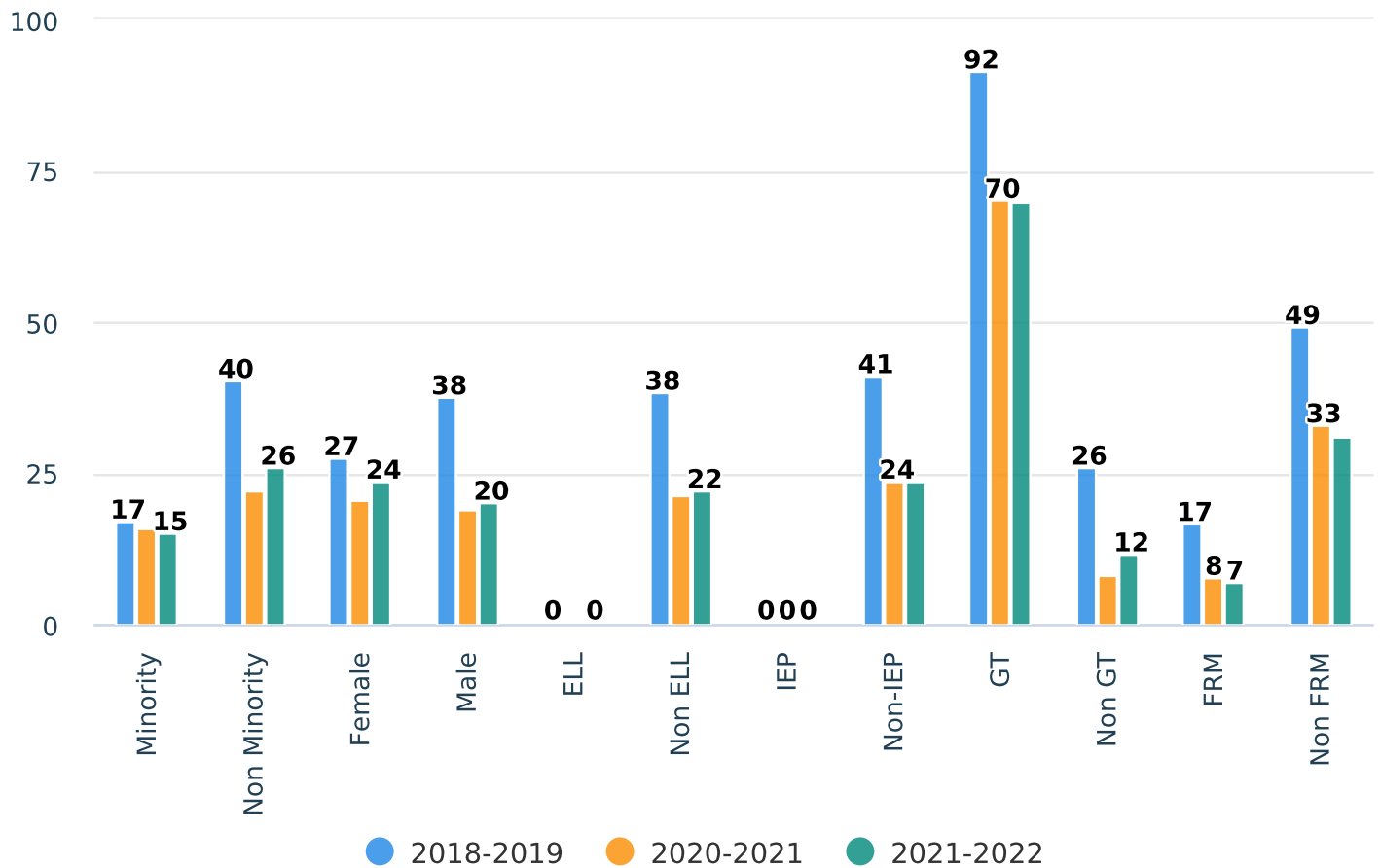


### Math Passing Rate by Subgroups

**School Group:** Traditional  
**School:** Holmes Middle School  
**Staff:** [All Staff]  
**Gender:** [All]  
  
**SPED:** [All]  
**Student Group:** [None Selected]

**School Type:** [All Schools]  
**Grade:** [All Grades]  
**Ethnicity:** [All]  
**Redaction:** Not Redacted  
 ⋮  
**ELL:** [All]  
**Students View:** Tested in this School





### What notable trends do you see in the data?

CONTENT AND GRADE	DEFINE TREND	ASSESSMENT/MEASURE	DATA POINTS	STUDENT POPULATIONS
ELA	Decreasing	CMAS	% Passing went from 52% to 42%	All Students
Math	Decreasing then Increasing	CMAS	% Passing went from 33% to 20% to 22%	All Students
ELA	Decreasing	CMAS	% Passing went from 34% to 24%	FRL
Math	Decreasing	CMAS	% Passing went from 17% to 7%	FRL
ELA	Decreasing	CMAS	% Passing went from 8% to 3%	IEP/504
Math	Stable	CMAS	% Passing has remained at 0%	IEP/504
ELA	Stable	CMAS	% Passing has remained at 92%	Gifted
Math	Decreasing then Stable	CMAS	% Passing went from 92% to 70% and is stable at 70%	Gifted

### What gaps exist between student sub-groups in the data?

Passing rate gaps continue to exist amongst all students and Minority, FRM, and Students with Disabilities subgroups in both ELA and Math.

### What are bright spots in the data?

Holmes' Gifted student subgroup has maintained a 92% ELA passing rate.

### What needs are identified in the data trends or gaps?

Increase All students passing rate in both ELA and Math.

Increase the Minority, FRM, and Students with Disabilities student subgroup passing rates in both ELA and Math, and the Gifted student subgroup in Math consequently reducing or closing the achievement gap.

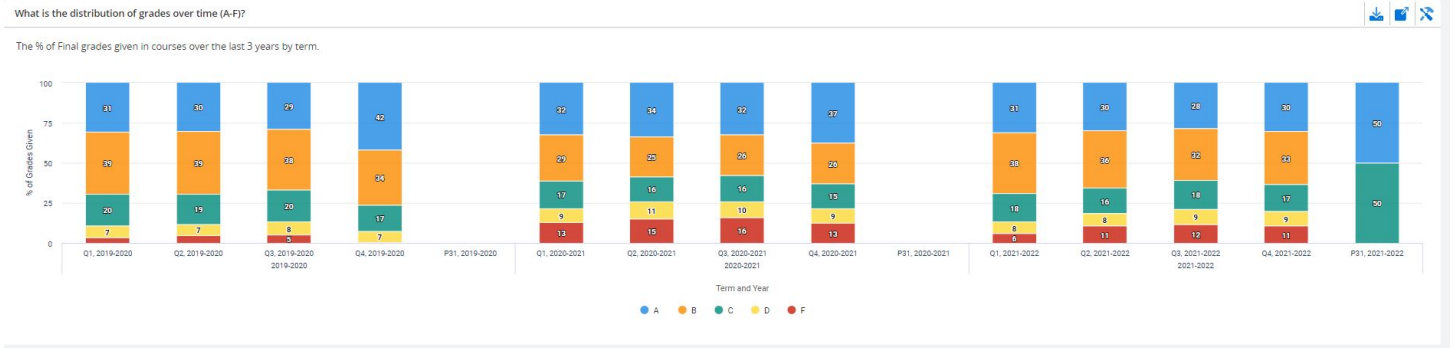
# MS/HS Grades

## Course Performance (Example: Grade Distribution, F-Rate, Etc.)

### Set 1

#### Final Grades Over Time

Slight decrease in % of F's from Q4 2021 to Q4 2022



#### Final Grades Over Time Minority Students Subgroup



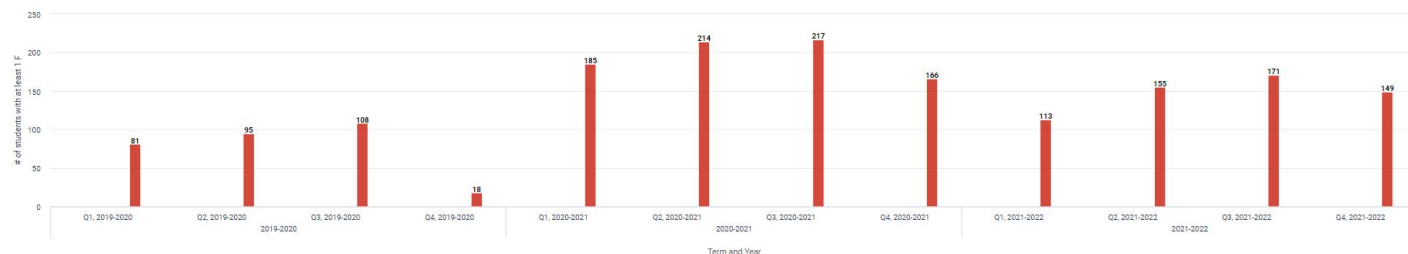
#### Final Grades Over Time Students with Disabilities Subgroup



### Set 2

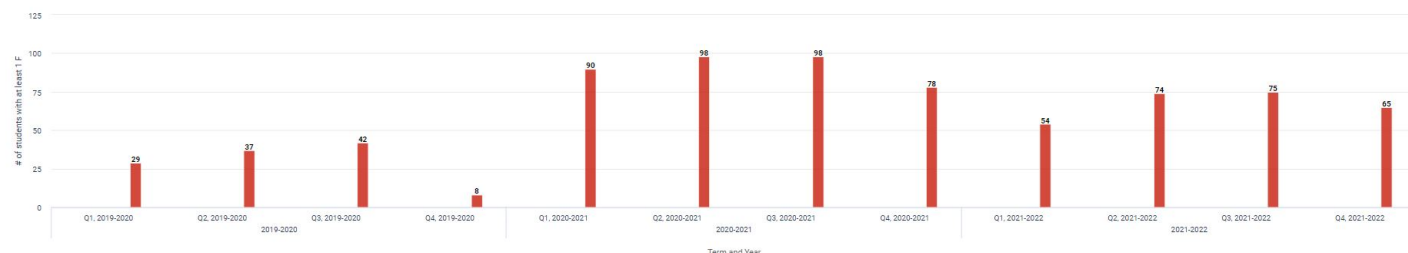
#### # of Students with 1 Failing Grade Over Time

When looking at this chart it is important to look at similar categories, for instance Q1 compared to other Q1s. Or Q12 compared to other Q12s in different years. Different grading periods have different characteristics



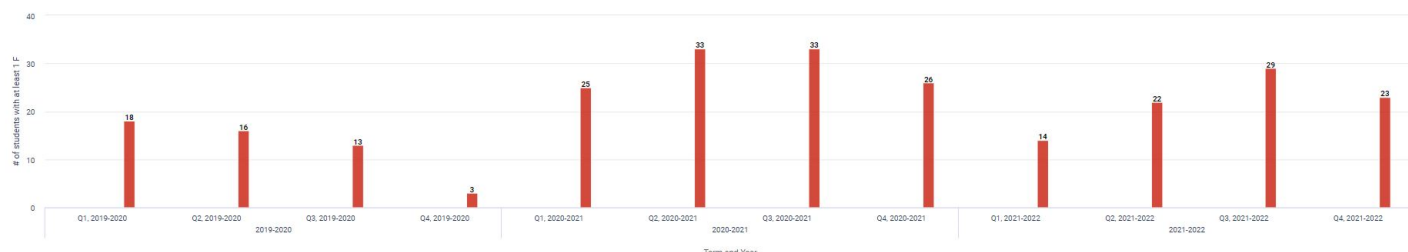
## # of Students with 1 Failing Grade Over Time Minority Students Subgroup

When looking at this chart it is important to look at similar categories, for instance Q1 compared to other Q1s. Or Q12 compared to other Q12s in different years. Different grading periods have different characteristics



## # of Students with 1 Failing Grade Over Time Students with Disabilities Subgroup

When looking at this chart it is important to look at similar categories, for instance Q1 compared to other Q1s. Or Q12 compared to other Q12s in different years. Different grading periods have different characteristics



### What patterns do you see in the data?

Slight decrease in % of F's from Q4 2021 to Q4 2022; Q4 2022 is still higher than Q4 2020  
 Slight decrease in # of students with 1 F from 2021 to 2022 SY; # of students with 1 F in 2022 SY is still higher than 2020 SY

### What gaps exist between student sub-groups in the data?

Minority Students and Students with Disabilities have a greater percentage of F's than All Students.

### What are the bright spots in the data?

Slight decrease in % of F's from Q4 2021 to Q4 2022 shows a trend going in the right direction - a reduction in the %age of F's  
 Slight decrease in # of students with 1 F from 2021 to 2022 SY shows a trend going in the right direction - a reduction of the # of students with 1 F

### ESSA (REQUIRED by CDE if applicable)

### Which ESSA Indicators were considered in the school-level needs assessment?

### Provide a brief overview of diagnostic reviews, pathway planning or pathway implementation process (if applicable: EASI grant).

### What resource inequities need to be addressed?

CHALLENGES IDENTIFIED

CONTRIBUTING CAUSES

# School Improvement Holmes

Today's Date: 08/24/2022

## Title of MIS

Best-First Instruction / Building Relationships and Engagement with Cooperative Learning Strategies

## CHALLENGE (Student Growth and Achievement)

### What is the most significant challenge/barrier indicated by the patterns, processes, and gaps that were evaluated in the "Analysis" tab?

Student engagement and growth levels are low, and achievement gaps as indicated by the Universal Screener and Grade Distributions between All students and students in the Minority and Students with Disabilities subgroups continue to persist. Using the 5Essentials, Supportive Environment and Focus Group results, this challenge is attributed to a need for creating a stronger learning community focused on establishing consistent expectations of how all members of the learning community engage as learners.

### What school-based actions, policies, or processes within the school contribute to this challenge?

OnePlan development for the 21-22 school year attempted to address the standardized growth and achievement gap and the behavior gap between All students and Students in the Minority, FRM, and Students with Disabilities subgroups with the following Major Improvement Strategies: 1) Utilization of flexible scheduling and short-cycle assessments for intervention, and 2) Tiered behavior response systems.

While these plans were conceptually and collaboratively developed and supported throughout the Holmes community, they were of a significant magnitude insufficient to tackle the level of need presented by our students after 18-24 months of pandemic environments and experiences. Specific examples of this need center around how students were able to "hide" as learners and how school staff teach and connect with learners from diverse backgrounds and experiences.

### When addressed, which ONE of the above actions, policies, or processes has the greatest potential to eliminate the targeted challenge?

After a year of returning to a typical school year, shifting our instructional focus to addressing the need to re-teach students how to be an engaged learner and how staff will connect and build relationships with students from diverse backgrounds is critical because of the number of behavior incidents and number of students who lost instructional time and gained experience in an unstructured learning environment during 18-24 months of the pandemic.

### In your analysis of the data, were bright spots identified that defy this challenge? If yes, how will the school work to learn from these bright spots?

Grade distributions comparing the 2020-2021 SY to the 2021-2022 SY showed decrease in the percentage of failing grades and the number of students who received at least one failing grade. The percentage and number of students in the 2021-2022 SY are still higher than the 2019-2020 SY, but the results are heading in the right direction. We attribute this result to our Major Improvement Strategy focused on a systemic approach to intervention. We are adapting our MTSS system and will continue to provide short cycle assessments in order to determine students needing short cycle intervention.

## STRATEGY (Ambitious Instruction)

### Major Improvement Strategy (MIS)

BFI Engagement/Building Relationships

When our school learns and implements Best-First Instruction / Building Relationships and Engagement with Cooperative Learning Strategies with clearly defined and communicated expectations for quantity and quality, then the identified challenge will be addressed.

### What research validates the above named strategy?

#### REFERENCED SOURCE

Visible Learning MetaX, Engaging Hiding Learners with Cooperative Learning

Visible Learning Meta, Engaging Hiding Learner with Concentration, Persistence, and Engagement

#### HOW DOES THE RESEARCH SUPPORT CHOOSING THIS STRATEGY?

Once the educator establishes knowledge of the student's background, uses additional academic information, and applies cooperative learning strategies, i.e. Think-Pair-Share and Differentiation and Choice, the classroom environment turns into a Learner-owned environment. Effect sizes for this work are known to have a .45 effect size.

Student's ability to concentrate on a task and to persist despite challenges develops a student's ability to have cognitive engagement. Effect sizes for this work are known to have a .53 effect size.

### How will this strategy support students, in terms of the D11 Graduate Profile, and the daily work they are engaged in?

By creating learner-owned classroom environments, and ensuring the consistent expectations of what an engaged learner in a learning environment looks like, Best-First Instruction, Engagement and Building Relationships will support the D11 Graduate Profile by creating Empathetic Collaborators and Continuous Learners. Its does this because of the use of cooperative learning strategies and increasing students' ability to concentrate and persist despite challenges.

### What changes in data are you expecting as a result of implementing this strategy?

DATA SOURCE	MID-YEAR GOAL	YEARLY GOAL	2-YEAR GOAL
District Math Benchmark	45% of students will have an MGP of 50 or more in Math.	50% of students will have an MGP of 50 or more in Math.	55% of students will have maintained or exceeded an MGP of 50 in Math.
District ELA Benchmark	40% of students will have an MGP of 50 or more in ELA.	45% of students will have an MGP of 50 more in ELA.	50% of students will have maintained or exceeded an MGP of 50 in ELA.

### What Funding Sources, if any, are needed for strong implementation?

FUNDING SOURCE	RESOURCES FUNDED
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### PLAN FOR IMPLEMENTATION

#### If the identified challenge were solved, without your knowledge, what would the first signs be that this had occurred?

As student engagement levels increase, academic growth and perseverance through challenges will be demonstrated by all students, and students "hiding" from learning expectations by displaying negative behaviors will decrease. We would also see performance improvement with the 5Essentials, Supportive Environment, Student to Teacher Trust, and Teacher to Principal Trust.

#### Prioritize what you can accomplish this year

##### WHAT ARE YOUR LOOK-FORS?

Instructional Leadership Team Creating Engagement Look-fors  
 Instructional Leadership Team Creating PLC Focus Areas  
 Instructional Leadership Team Agendas, Classroom Look-fors, PLC Focus Areas  
 PLC Teams will incorporate and reflect on 6 Phase Learning look-fors

##### EVIDENCE DOCUMENTATION TOOL

Instructional Team will meet monthly to establish engagement look-fors consistent with the 6 Phases of Learning resource.  
 Instructional Team will meet monthly to establish PLC Focus Areas around engagement implementation.  
 Documentation and evidence available for all staff.  
 PLC Agendas, Lesson Incorporation and Reflections, Evaluation Look-for identification

#### How will teachers/staff be supported with implementation?

By establishing clear, concrete look-fors of engagement and building relationships throughout the 6 Phases of Learning, teachers and staff will have the baseline expectation. Teachers and staff will also be supported with training in Cooperative Learning strategies, and Engaging Hiding Learners as needed and identified by PLC and / or the Instructional Leadership Team

#### Create a one sentence identity statement.

We are a school that develops life-long learners who are capable of leading, creating and contributing while being empowered with confidence and self-knowledge.

#### COLLECTIVE OWNERSHIP: What steps will your school take to ensure that All stakeholders realize the value of collective implementation?

Establishing clear, expected engagement look-fors at the beginning of each 6 Phase implementation phase, aligning the look-fors to the educator effectiveness rubric, and incorporating the use and reflection of the look-fors into PLC practices. Administration collaborating with the Instructional Leadership Team and PLC's to cross-reference the look-fors into the Teacher Evaluation Rubric and using those look-fors as the guide for classroom observations. Reinforcing how engagement expectations through Learner Conduct Expectations (MIS 2).

### CONCRETE ACTIONS

#### Action Set 1

##### Name of Action Set

Instructional Leadership Team and PLC, 6 Phase Development

#### What external supports, if any, are needed for strong implementation?

C&I Engagement/ Building Relationships

#### What evidence will you use to illustrate/document the Quantity AND Quality of strategy implementation?

BY [DATE]	OBSERVATIONAL DOCUMENTATION TOOL	WILL SHOW THAT X%	OF WHO	ARE EXECUTING AT [FREQUENCY] [LOOK FOR]
08/10/2022	6 Phase - Phase 1 and 2 Engagement and Relationship Look-fors	100%	Instructional Leaders	1st Quarter PLC Meetings focused on Incorporation and Reflection of the look-fors Weekly
08/16/2022	Staff PD Agenda	100%	Staff	Lesson planning of the Phase 1 and 2 Engagement and Relationship look-fors Weekly
10/17/2022	6 Phase - Phase 1 and 2 Engagement and Relationship Reflection	100%	Instructional Leaders	PLC planning focused on Improving the Incorporation of the look-fors Monthly
10/14/2022	6 Phase - Phase 3 and 4 Engagement and Relationship Look-fors	100%	Instructional Leaders	2nd Quarter PLC Meetings focused on Incorporation and Reflection of the look-fors Weekly
10/19/2022	Staff PD Agenda	100%	Staff	Lesson planning of the Phase 2 and 3 Engagement and Relationship look-fors Weekly
12/16/2022	6 Phase - Phase 3 and 4 Engagement and Relationship Reflection	100%	Instructional Leaders	PLC planning focused on Improving the Incorporation of the look-fors Monthly
01/04/2023	6 Phase - Phase 5 and 6 Engagement and Relationship Look-fors	100%	Instructional Leaders	3rd Quarter PLC Meetings focused on Incorporation and Reflection of the look-fors Weekly
01/18/2023	Staff PD Agenda	100%	Staff	Lesson planning of the Phase 5 and 6 Engagement and Relationship look-fors Weekly
03/10/2023	6 Phase - Phase 5 and 6 Engagement and Relationship Reflection	100%	Instructional Leaders	PLC planning focused on Improving the Incorporation of the look-fors Monthly

**Action Steps that will be taken to improve level of execution.**

ACTION	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	TIMELINE	STATUS
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**Action Set 2**

**Name of Action Set**

Instructional Leadership Team, 6 Phase Development, Phase 3 and 4

**What external supports, if any, are needed for strong implementation?**

**What evidence will you use to illustrate/document the Quantity AND Quality of strategy implementation?**

BY [DATE]	OBSERVATIONAL DOCUMENTATION TOOL	WILL SHOW THAT X%	OF WHO	ARE EXECUTING AT [FREQUENCY] [LOOK FOR]
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**Action Steps that will be taken to improve level of execution.**

ACTION	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	TIMELINE	STATUS
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**>> (Optional) SharePoint folder for additional school-based plans**

**EVIDENCE**

**Quarterly Implementation Status**

DATE

STATUS

REFLECTIVE NOTES: (SEE  
QUESTIONS ABOVE)

**Evidence of Focus One Strategy in Adult Actions**

**Evidence of Focus One Strategy in Student Outcome Data**

# School Improvement Holmes

Today's Date: 08/24/2022

## Title of MIS

Supportive Environment through Consistent Implementation of PBIS-SOAR and Learner Conduct Expectations

## CHALLENGE

### What is the most significant challenge/barrier indicated by the patterns, processes, and gaps that were evaluated in the "Analysis" tab?

In the last three years, Holmes' performance on the 5Essentials, Supportive Environment and Effective Leaders Essentials, have been rated as Weak, Neutral, and Weak; and Neutral, Strong, and Neutral respectively. Further follow-up from students in a focus group format indicated the issues were centered around a need for community / connection, and a consistency for the learning of expectations around good behavior. Both survey formats are pointing directly at a breakdown of trust amongst students to teachers and teachers to leaders.

### What school-based actions, policies, or processes within the school contribute to this challenge?

We believe the following examples best encapsulate the overall breakdown of trust and the lack of community / connection and the lack of consistency for the expectations for all members of a learning environment: 1) Inconsistent implementation by staff of our PBIS-SOAR expectations, the Holmes Student and Family Handbook, and the Student Code of Conduct handbook and procedures; 2) Administrative and Teaching staff inability to clearly communicate behavior, attendance, and quarterly academic grades in the Schoology and PowerSchool systems to one another and to students and parents; 3) Tier 2 Behavior response format had unintended consequences that increased student off-task behaviors; and 4) Too few timely positive behavior incentives.

### When addressed, which ONE of the above actions, policies, or processes has the greatest potential to eliminate the targeted challenge?

Inconsistent implementation by staff of our PBIS-SOAR expectations, the Holmes Student and Family Handbook, and the Student Code of Conduct handbook and procedures. Because behavioral data shows that when school-wide and grade level PBIS-SOAR campaigns took place, overall behavior incidents decreased, we believe a frequent, timely, and consistent use of PBIS-SOAR will support positive behavior throughout the year. Furthermore, establishing consistent, rigorous expectations for learner conduct in a learning environment is a direct request from our Focus Group process that will grow our Student-Teacher Trust.

### In your analysis of the data, were bright spots identified that defy this challenge? If yes, how will the school work to learn from these bright spots?

When, however infrequent, incentives took place, behavior incidents decreased.

## STRATEGY

### Major Improvement Strategy (MIS)

MTSS: Culture & Climate

When our school learns and implements Supportive Environment through Consistent Implementation of PBIS-SOAR and Learner Conduct Expectations with clearly defined and communicated expectations for quantity and quality, then the identified challenge will be addressed.

### What research validates the above named strategy?

#### REFERENCED SOURCE

Trauma Responsive Classrooms: Fostering Resilient Learners

#### HOW DOES THE RESEARCH SUPPORT CHOOSING THIS STRATEGY?

When a school and classroom expectations for engaging as a part of a learning community are established, and consistently implemented, students who have or are experiencing environmental trauma begin to realize their school community is a safe place and can therefore come out of fight, flight, or freeze modes.

### How will this strategy support students, in terms of the D11 Graduate Profile, and the daily work they are engaged in?

This strategy supports the D11 Graduate Profile, Empowered Citizen, because enforcing positive behavior teaches students about responsibility and how to appropriately engage in the learning environment as a learner.

### What is the plan for coaching to ensure consistent, quantity and quality of implementation?



Train teachers on the Key changes. Administrators, with support from identified classroom teachers, will instruct students through direct instruction, modeling, and multi-media demonstrations. Follow-up instruction and reinforcement with the student body should occur quarterly and as needed. Feedback from school teams will be collected monthly and reviewed at BLT (Building Leadership Team) meetings. These key changes include: 1) Hallway behavior; 2) Use of Hallway Passes; 3) Lunchroom procedures; 4) Courtyard procedures; and 5) Tardy policy.

**What changes in data are you expecting as a result of implementing this strategy?**

DATA SOURCE	MID-YEAR GOAL	YEARLY GOAL	2-YEAR GOAL
PowerSchool - Student Behavior Incidents	Decrease the number of Behavior Incidents from August-December by half compared to the same time period the previous school year	Decrease the number of Behavior Incidents from August-May by half compared to the same time period the previous school year	Decrease the number of Behavior Incidents from August-May by one-quarter compared to the same time period the previous school year

**What Funding Sources, if any, are needed for strong implementation?**

FUNDING SOURCE	RESOURCES FUNDED
ESSER 3 - Student Success Academy Behavioral Health Resources	Staff and Family Love and Logic Training
ESSER 3 - Student Success Academy Behavioral Health Resources	Staff and Student Digital PBIS Reward Software

**PLAN FOR IMPLEMENTATION**

**If the identified challenge were solved, without your knowledge, what would the first signs be that this had occurred?**

We would see discernably different results in our culture and climate perception surveys as measured by the Panorama and the 5Essentials. Student-Teacher and Teacher-Administration Trust would be rated as Strong on 5E's. Behavior incident levels would return to 2018-2019 SY levels and be trending downward.

**Prioritize what you can accomplish this year**

WHAT ARE YOUR LOOK-FORS?	EVIDENCE DOCUMENTATION TOOL
Direct Instruction, modeling, and multi-media demonstrations of Learner Conduct Expectations	Administrative Lesson Plans in each of Key areas
Consistent Implementation of PBIS-SOAR	Monthly and Quarterly Incentive Opportunities for each Grade Level

**How will teachers/staff be supported with implementation?**

Train teachers on the Key changes. Administrators, with support from identified classroom teachers, will instruct students through direct instruction, modeling, and multi-media demonstrations. Follow-up instruction and reinforcement with the student body should occur quarterly and as needed. Feedback from school teams will be collected monthly and reviewed at BLT (Building Leadership Team) meetings. Key changes include: 1) Hallway behavior; 2) Use of Hallway Passes; 3) Lunchroom procedures; 4) Courtyard procedures; and 5) Tardy policy.

All staff will have access to the digital PBIS Rewards System

**Create a one sentence identity statement.**

We are a school where creating and maintaining a learner-centered culture and climate is intentional, informed, taught, and modeled for all Holmes community members.

**COLLECTIVE OWNERSHIP: What steps will your school take to ensure that All stakeholders realize the value of collective implementation?**

Establishing clear, expected Learner Conduct Expectations through direct instruction, modeling, and multi-media demonstrations at the beginning of the year with reinforcement through consistent application of PBIS-SOAR and regular incentives.

**CONCRETE ACTIONS**

**MTSS Action Set**

**Name of Action Set**  
PBIS-SOAR Implementation

**What external supports, if any, are needed for strong implementation?**  
MTSS Culture and Climate

**What evidence will you use to illustrate/document the Quantity AND Quality of strategy implementation?**

BY [DATE]	OBSERVATIONAL DOCUMENTATION TOOL	WILL SHOW THAT X%	OF WHO	ARE EXECUTING AT [FREQUENCY] [LOOK FOR]
08/10/2022	Staff Meeting Agenda	100%	Staff	PBIS-SOAR Rewards Weekly Distribution
08/10/2022	Grade Level Incentive Schedule on Building Calendar	100%	Grade Level Teams	PBIS-SOAR Incentive Monthly Plans and Events

**Action Steps that will be taken to improve level of execution.**

ACTION	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	TIMELINE	STATUS
SOAR Rewards Distribution	Lindsey Kohls, Assistant Principals, All Teams	PBIS Rewards Software	September 1-10	Not Yet Started
SOAR Incentive Plans and Events	Lindsey Kohls, Assistant Principals, Team Leads	TBD based on Incentive Event	September 1-10	Not Yet Started

**Action Set 2**

**Name of Action Set**

Learner Conduct Expectations

**What external supports, if any, are needed for strong implementation?**

MTSS Culture and Climate

**What evidence will you use to illustrate/document the Quantity AND Quality of strategy implementation?**

BY [DATE]	OBSERVATIONAL DOCUMENTATION TOOL	WILL SHOW THAT X%	OF WHO	ARE EXECUTING AT [FREQUENCY] [LOOK FOR]
08/16/2022	August 10 Staff PD Agenda and Love and Logic Training	100%	Staff	Consistent Trauma-Responsive Practices Daily
08/16/2022	Administrative Learner Conduct Expectation Lessons	100%	Students	Appropriate Learner Behaviors Daily

**Action Steps that will be taken to improve level of execution.**

ACTION	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	TIMELINE	STATUS
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**Action Set 3**

**Name of Action Set**

**What external supports, if any, are needed for strong implementation?**

**What evidence will you use to illustrate/document the Quantity AND Quality of strategy implementation?**

BY [DATE]	OBSERVATIONAL DOCUMENTATION TOOL	WILL SHOW THAT X%	OF WHO	ARE EXECUTING AT [FREQUENCY] [LOOK FOR]
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**Action Steps that will be taken to improve level of execution.**

ACTION	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	TIMELINE	STATUS
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>> Optional: Action Plan template in SharePoint

**EVIDENCE**

**Quarterly Implementation Status**

**Evidence of Focus Two Strategy in Adult Actions**

**Evidence of Focus Two Strategy in Student Outcome Data**

# School Improvement Holmes

Today's Date: 08/24/2022

Title of MIS

## CHALLENGE

What is the most significant challenge/barrier indicated by the patterns, processes, and gaps that were evaluated in the "Analysis" tab?

What school-based actions, policies, or processes within the school contribute to this challenge?

When addressed, which ONE of the above actions, policies, or processes has the greatest potential to eliminate the targeted challenge?

In your analysis of the data, were bright spots identified that defy this challenge? If yes, how will the school work to learn from these bright spots?

## STRATEGY

What research validates the above named strategy?

REFERENCED SOURCE

HOW DOES THE RESEARCH SUPPORT CHOOSING THIS STRATEGY?

How will this strategy support students, in terms of the D11 Graduate Profile, and the daily work they are engaged in?

What changes in data are you expecting as a result of implementing this strategy?

DATA SOURCE

MID-YEAR GOAL

YEARLY GOAL

2-YEAR GOAL

What Funding Sources, if any, are needed for strong implementation?

FUNDING SOURCE

RESOURCES FUNDED

## PLAN FOR IMPLEMENTATION

If the identified challenge were solved, without your knowledge, what would the first signs be that this had occurred?

Prioritize what you can accomplish this year

WHAT ARE YOUR LOOK-FORS?

EVIDENCE DOCUMENTATION TOOL

How will teachers/staff be supported with implementation?

Create a one sentence identity statement.

**COLLECTIVE OWNERSHIP:** What steps will your school take to ensure that All stakeholders realize the value of collective implementation?

## CONCRETE ACTIONS

Action Set 1

Name of Action Set

What external supports, if any, are needed for strong implementation?

**What evidence will you use to illustrate/document the Quantity AND Quality of strategy implementation?**

BY [DATE]      OBSERVATIONAL DOCUMENTATION TOOL      WILL SHOW THAT X%      OF WHO      ARE EXECUTING AT [FREQUENCY] [LOOK FOR]

**Action Steps that will be taken to improve level of execution.**

ACTION      PERSON(S) RESPONSIBLE      RESOURCES NEEDED      TIMELINE      STATUS

**Action Set 2**

**Name of Action Set**

**What external supports, if any, are needed for strong implementation?**

**What evidence will you use to illustrate/document the Quantity AND Quality of strategy implementation?**

BY [DATE]      OBSERVATIONAL DOCUMENTATION TOOL      WILL SHOW THAT X%      OF WHO      ARE EXECUTING AT [FREQUENCY] [LOOK FOR]

**Action Steps that will be taken to improve level of execution.**

ACTION      PERSON(S) RESPONSIBLE      RESOURCES NEEDED      TIMELINE      STATUS

**Action Set 3**

**Name of Action Set**

**What external supports, if any, are needed for strong implementation?**

**What evidence will you use to illustrate/document the Quantity AND Quality of strategy implementation?**

BY [DATE]      OBSERVATIONAL DOCUMENTATION TOOL      WILL SHOW THAT X%      OF WHO      ARE EXECUTING AT [FREQUENCY] [LOOK FOR]

**Action Steps that will be taken to improve level of execution.**

ACTION      PERSON(S) RESPONSIBLE      RESOURCES NEEDED      TIMELINE      STATUS

>> Optional: Action Plan template in SharePoint

**EVIDENCE**

**Quarterly Implementation Status**

DATE      STATUS      REFLECTIVE NOTES: (SEE QUESTIONS ABOVE)

**Evidence of Focus Three Strategy in Adult Actions**

**Evidence of Focus Three Strategy in Student Outcome Data**

# School Improvement Holmes

Today's Date: 08/24/2022

## ONE PLAN Guidance

Symposium Guidance Documents (including Sample Schedule)

Major Improvement Strategy Guides

Data Analysis for Continuous School Improvement by Victoria L. Bernhardt

## CDE Planning Guidance

### UIP Guidance

UIP Handbook

UIP General Resources

UIP Gifted Guidance

## ESSA and EASI Guidance

ESSA Planning Requirements

EASI Resources

EASI grant schools must ensure the following are addressed:

Describe alignment with activities approved through the EASI grant.

· In the "Implementation Benchmarks and Action Steps" tab include implementation benchmarks that describe how the school will monitor implementation of activities approved in the EASI grant.

## ELG Guidance

Early Literacy Grant Information

ELG grant schools must ensure the following are addressed:

Identify trends related to all three goals designed within the ELG as well as the Literacy Evaluation Tool.

Identify reading strategies currently implemented through ELG to address K-3 reading outcomes that align to areas identified as opportunities within the Literacy Evaluation Tool.

Ensure Implementation Benchmarks include:

An above or well-above target for reducing number or students with significant reading deficiencies in K-3 using the identified READ Act assessment.

A target to ensure each student achieves grade level expectation by the end of grade 3 with an above or well-above trajectory to ensure ambitious, but attainable results.

A target for moving students in below or well below categories up a tier by the end of the year in K-3 on the identified READ Act assessment.

## 21st Century Guidance

21st Century Resources

## Budget Overview

For specific School budget information use your computer's FILE EXPLORER (NOT a web browser) to navigate to the following location. NOTE: You must be logged in to your device with your district credentials AND connected to the D11 District Network in order to access the S:/ drive path below"

S:\\_D11 EVERYONE\PeopleSoft shared\psft\NVISION\_FY22

## **MTSS**

District 11 MTSS Guidebook

Multi-Tiered Instruction and Support Tool

MTSS Culture and Climate Implementation Tool

MTSS Collaborative Teaming Implementation Tool

MTSS Family, School, and Community Partnering Implementation Tool

Email Jennifer Schulte

## **Student Support and Engagement**

One Plan Aligned Services

Student Support and Engagement One Plan Support Request Form

## **Title 1**

Title I Schoolwide Program Plan Requirements and Rubric

Email Valerie Scates

Title 1 Budget Worksheet

## **Empower**

Email Brenda Duran

## **Empower Request Form**

-IMPORTANT- You must FIRST open the form below, and check whether or not you have the editable or Read-Only non-editable version. THEN, open the instructions for the matching version of the form below, and follow the instructions to fill out your form.

2021-2022 EMPOWER COHORT PROJECT TRANSFER REQUEST

Instructions:

Empower EDITABLE Form Instructions

Empower NOT-EDITABLE Form Instructions

Instructional video for creating your school's copy of the Empower Form

## **Total Allocation**

## **Funding Commitment**

## **READ Act**

Email Christy Feldman

READ Act Funding Worksheets

## **EDSL Tutoring**

Email Brandan Comfort

Email Jennifer Harris

Email Dan Hoff

Email Sherry Kalbach

Email Bryan Relich

**Reflecting on Tutoring and Intervention, what strategies were successful? What challenges still exist?**

**Provide Your Intervention Schedule**

NUMBER OF STAFF	DAYS PER WEEK	MINUTES PER DAY	PUSH IN/PULL OUT	NUMBER OF STUDENTS/ GRADE	CONTENT & SKILL FOCUS	STRATEGY/ INTERVENTION
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**How will your team use your MTSS/PLC/Data Days to monitor student progress and adjust intervention practices/schedules based on student performance?**

TIMELINE	STAKEHOLDERS	DATA SOURCES UTILIZED
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**What is your plan for communicating with staff and student families?**

**D11 Graduate Profile Resources**

Email Nicole Ottmer

D11 Graduate Profile Handbook

Resources to support the D11 Graduate Profile

**Community Outreach Guidance**

Email LouAnn Dekleva

General Community Resources

Family Involvement Toolkit (FIT)

Parent/Guardian Engagement (D11 Document)

Speaker/Special Events Teacher Request Form