

that meets rigorous standards

Annual Action Plan

Set **GOALS**, Strengthen **PRACTICES**, Align **RESOURCES**, Motivate **COMMITMENT**

School	Oliver Wendell Holmes	
District	Oak Park Elementary School District 97	
Plan Year(s)	2018 – 2019 SY	
Principal / Lead Person	Dr. Christine Zelaya	
Address	508 N. Kenilworth Oak Park, IL 60302	
Contact Information	phone: 708-524-3100	fax: 708-524-7622
	email: czelaya@op97.org	website: http://www.op97.org/holmes

School Improvement Planning Team

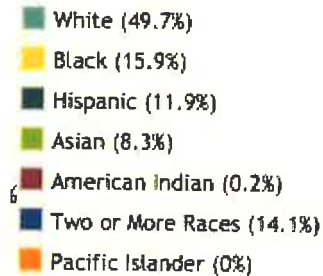
Name	Stakeholder Group [^]	Signature
Dr. Christine Zelaya	Principal	
Parisa Asgharzadeh	Assistant Principal	
Melissa Manuel	Teacher	
Sarah Williams	Teacher	
Aniela Peronto	Teacher	
Elizabeth Vietzen	Teacher	
Jessica Colella	Teacher	
Marianne Rehfield	Instructional Coach	
Lisa Hanna	Language Arts Specialist	
Keira Quintero	Music Teacher	
Mandy VonBokern	Special Education Teacher	

Outline

- 1 Highlights of our Annual Action Plan**
- 2 Where are we now?**
 - a. *Summary:* Current State of Student Learning & Achievement
 - b. *Summary:* Current State of the Instructional Core
 - c. *Summary:* Current State of Educational Strategies and Programs
- 3 Where do we want to go next?**
 - a. Long-term Goals and Measures of Student Success
 - b. Annual Student Achievement Targets
- 4 How are we going to get there?**
 - a. The Big Picture: Practices, Strategies, PD & Collaboration
 - b. Assessment Calendar
 - c. Budget Allocation
 - d. Milestones of Progress
- 5 How do we ensure disciplined implementation?**
 - a. CPR Card™
 - b. Vital Signs Scorecard™
 - c. Cycles of Inquiry

1 Highlights of our Annual Action Plan

Holmes school is one of the most diverse schools in the district. We currently have 16 different languages spoken at Holmes with Arabic being the most prominent language. Holmes is also a racially diverse school. Our student population is as follows:



In addition to being diverse culturally and racially, we experience significant socio-economic diversity which qualifies Holmes as a Title 1 school. This designation allows us the opportunity to receive additional federal funds to support our students who may be in need of additional academic interventions.

The Holmes School Improvement Plan (SIP) is reflective of our commitment to establishing an equitable and inclusive school community that is designed to meet the unique needs of our student population.

We aim to foster a school community that is goal-oriented and outcome-driven and that bases our decisions with students at the forefront. With several new curriculums having been introduced to teachers in the last few years, we characterize ourselves as a learning community that is open to change and seeks to implement best practices to support our students and entire school community.

Although we have made some progress in meeting our School Improvement goals, we have not made nearly enough progress to begin to close our achievement gaps in English Language Arts (ELA) or Math.

We recognize that we still have a long way to go to ensure that more students make significant academic progress. This Annual Action Plan outlines our student learning targets for 2018-2019, as well as our priorities for improving teaching practices, leadership practices and organizational practices.

Our student learning targets are as follows:

Increasing the number of students who

- grow at least 2 levels on the Benchmark Assessment System (BAS)
- in kindergarten and 1st grade meet or exceed end of year benchmarks on AIMS mathematics

- in 2nd through 5th grades meet or exceed growth projections on MAP in mathematics by the conclusion of the 2018-2019 school year
- feel a strong sense of belonging, feel respected by their peers, and are challenged by the work their teachers ask them to do.

In order to realize our students' learning targets, we fully recognize that our teaching, leadership and organizational practices must continue to improve. Our Building Leadership Team (BLT) has engaged in a comprehensive evaluation of our current educational practices to determine what is working well and what needs to be improved. We have also worked to create systemic practices that align to and support the "Four Pillars" (or building blocks) of our district's strategic plan, and to the specific needs of our students.

(PILLAR 1) EQUITABLE ACCESS TO RIGOROUS, RESPONSIVE INSTRUCTION

All students have access to challenging, engaging instruction that reflects students' prior knowledge, learning styles and cultural backgrounds.

- **Ensure consistency and quality instruction**
 - Develop clear lesson targets and teacher clarity
 - Ensure students are engaged
 - Diagnostically assess student learning and utilize results to provide focused / targeted instruction
- **Utilize our assessment data to focus our instruction for both interventions and enrichment**
 - Emphasis on small group instruction
 - Implementation of problem based learning to promote student voice, choice and inquiry

(PILLAR 2) STRONG RELATIONSHIPS WITH FAMILIES AND COMMUNITY

Trust among home, school and community is nurtured through shared responsibility for student success, proactive communication and meaningful stakeholder voice.

- **Building Strong Relationships:**
 - Strengthen our systems (Hawk's Nest, Leader in Me, PBIS) of adult mentors to support learning and promote self-efficacy and self-esteem. Nurture students' sense of belonging and encourage appropriate conduct by validating social and cultural identities.
- **Cultural Relevance and Restorative Practices:**
 - Utilize learned restorative practices (i.e., peace circles) to demonstrate commitment to students' socioemotional and academic success by fostering attitudes and behaviors that are free of bias, ridicule, and intimidation, and that affirm an appreciation of cultural differences.
 - Engage students, families, and staff in exploring and beginning to implement the Leader in Me framework.
 - Align our school systems to reflect restorative justice practices.

(PILLAR 3) EFFECTIVE TEACHERS, LEADERS AND STAFF FOR EVERY STUDENT, FOR EVERY SCHOOL

Our principals and school leaders articulate a clear school vision, and actively engage in planning, guiding and assessing instruction and student learning. Our teachers, leaders and staff receive timely, focused support and intervention, including coaching, mentoring, peer support and targeted training.

- Utilize the Professional Learning Community framework to engage in meaningful collaborative practices and job embedded professional development
- Align our professional learning to support the students learning targets that are outlined in this plan
- Ensure the structure and systemic practices are in place to support the goals outlined in this plan

(PILLAR 4) DATA-DRIVEN CONTINUOUS IMPROVEMENT

With well-established organizational procedures in place, day-to-day school operations run smoothly and support teaching, learning and leadership. School resources are focused on strategies that enhance teaching practices and accelerate learning for all students.

- Analyze student assessment data and adjust instruction based on student needs
- Be transparent and highlight grade level team goals aligned to support student growth and learning.

A CALL TO ACTION The success of our Annual Action Plan depends on the partnership and shared responsibility among parents, educators, community members, and the students themselves. This Action Plan aligns the budget to our priorities and includes specific steps for motivating commitment of all stakeholders. It also defines how we will monitor and communicate our progress through the school year. We look forward to a productive school year and to accelerating learning, growth, and success for every student!