School Improvement Logic Models:
Holmes & Mann

Board of Education Meeting
May 13, 2025

Meet the Team

Dr. Natacia Campbell Tominov
Assistant Superintendent of Human Resources

Michele Capio
Director of Universal Design for Learning

Dr. Anna Colaner
Senior Director of Data Analytics and Research

Emilie Creehan
Director of Universal Design for Learning

Dr. Luis De Leon
Assistant Superintendent of Middle Schools

Tracy Hamm
Director of Universal Design for Learning

Dr. Tawanda Lawrence
Senior Director of Teaching and Learning

Dr. Eboney Lofton
Chief Learning Innovation Officer

Donna Middleton
Senior Director of Student Services

Patrick Robinson
Assistant Superintendent of Elementary Schools

District 97 Principals

Hussain Ali
Mann Elementary School

April Capuder
Brooks Middle School

Nick Filipowski
Julian Middle School

Amy Jefferson
Longfellow Elementary School

Sarah Mendez
Hatch Elementary School

Ashley Mosley
Whittier Elementary School

Susan Mura
Irving Elementary School

Tamera Phillips
Holmes Elementary School

Marianne Rehfield
Lincoln Elementary School

Cheryl Sullivan
Beye Elementary School

Tonight's Agenda

01 Holmes' School Improvement Logic Model Presentation

03 Mann's School Improvement Logic Model Presentation

Elementary School Improvement Plan Logic Model Presentations

October 22, 2024

Hatch and Whittier

ELA Pilot Resource Updates

January 28, 2025

Lincoln and Longfellow

Math Pilot Resource Updates

February 25, 2025

Beye and Irving

May 13, 2025

Holmes and Mann

HOLMES LOGIC MODEL

A YEAR OF LEARNING



A YEAR OF LEARNING

(STREET DATA)

		SY25 Winter Progress				SY25 Goal			
		ELA	Math	Belonging	Engagement	ELA	Math	Belonging	Engagement
Holmes	**Holmes Focal Cohort** (Black students qualified for FRPL)	49%	44%	Black: 54% FRPL: (avg of F and R): 67	Black: 36% FRPL: 47.5%	50% of students meeting Fall to Winter growth goals		Higher than overall	Higher than overall
	All Grade K	64	63	86	83	81	78		
	All Grade 1	71	67	68	69	81	78		
	All Grade 2	62	51	88	83	65	54		
	All Grade 3	56	50	69	56	60	55	69	59
	All Grade 4	64	38	62	43	38	40	69	59
	All Grade 5	65	37	66	42	65	43	71	60

Note: Blue indicates that the specified group (grade-level or focal cohort) met or exceeded their goal. Yellow indicates that the group was within 2 points of meeting their goal. Red indicates the group missed their goal by more than 2 points.

Note: Winter Progress reflect % of students at or above Tier + (70th percentile) per NWEA MAP for ELA and Math for Grades K-2 and % of student projected proficient on IAR per NWEA MAP for Grades 3-8

Note: The Illinois Report Card reflects the % of students proficient by *home* school. The actuals scores reflected here indicate students who tested at the school.

Note: The focal student cohort values for ELA and Math indicates % of students who met fall to winter growth targets on NWEA MAP (i.e. it does not represent the % proficient.)

Note: The focal student cohort values for Belonging and Engagement in SY24 reflect only Grades 3-5; Panorama was not administered to students in Grades K-2 in SY24.

Note: The SY24 goals for the focal student cohort were not officially part of the SY24 SIPs but were tracked and shared with building leaders

WHAT I'VE LEARNED
(LISTENING TO VOICES)

From Staff:

Desire for stability, clear communication, and a positive school climate.

Value in structured collaboration and differentiated professional development.

From Parents:

Strong value placed on small class sizes and personalized learning.

Families want to feel heard and included.

From Students:

Need for consistency and belonging.

Enthusiasm for cultural celebrations and dedication for helping every student grow.

CELEBRATIONS AND AREAS FOR CONTINUED GROWTH

Community Building: Enhanced relationships among stakeholders.

What I Need Time: Effective targeted support and enrichment.

Cultural Events: Celebrations fostering inclusivity.

Staffing Transitions: Navigating the impact of change.

Communication: At times, a lack of clear and timely communication left staff feeling disconnected unclear on expectations.

KEY INITIATIVES AND WORK THIS YEAR

What I Need Time:

Focus on improving the structure by tightened the organization and expectations to ensure more effective use of instructional minutes.

Data Talks with Leadership Team and Staff :

Regular, structured conversations about student performance and instructional adjustments.

Building a stronger, data-informed culture.

English Language Arts Curriculum Pilot:

This year, we piloted new English Language Arts curriculum to support district-wide instructional goals, strengthen literacy development, increase student engagement with high-quality texts, and ensure alignment with grade-level standards.

CELEBRATING OUR CULTURES

Strengthening Community Bonds and Cultural Appreciation




Black History M
Guest Reade
0:3 -9:00








EVERYONE IS WELCOME
Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj
I noticed that...
I think the author is trying to say...


ARAB
AMERICAN







TASTE OF HOLMES





TASTE OF HOLMES









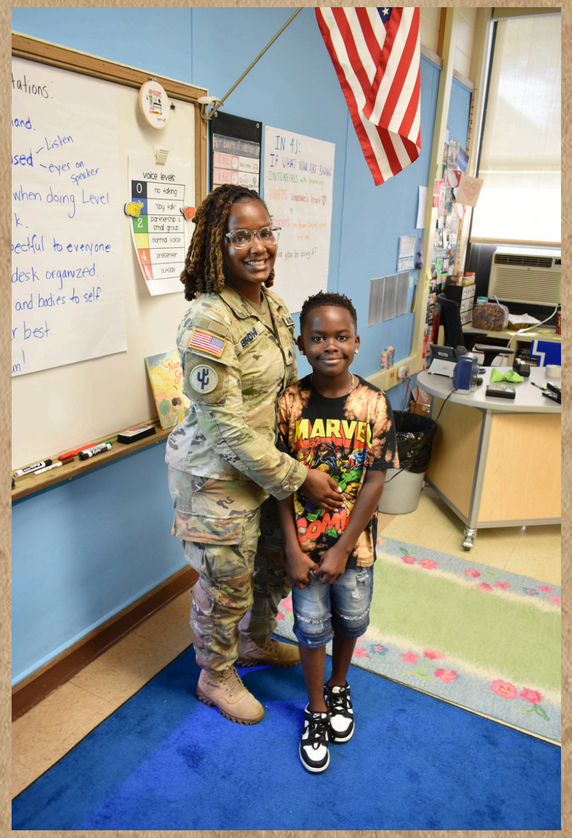






CELEBRATING SPECIAL MOMENTS AT HOLMES







CAREER DAY AT HOLMES

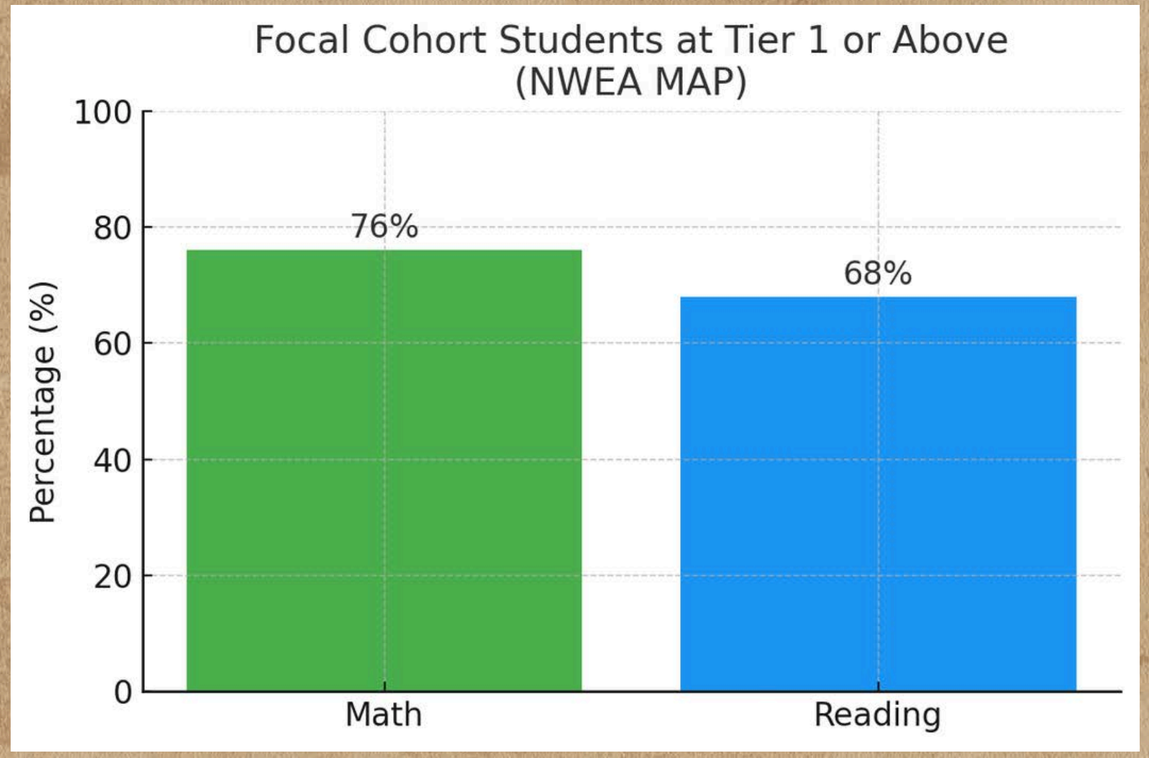


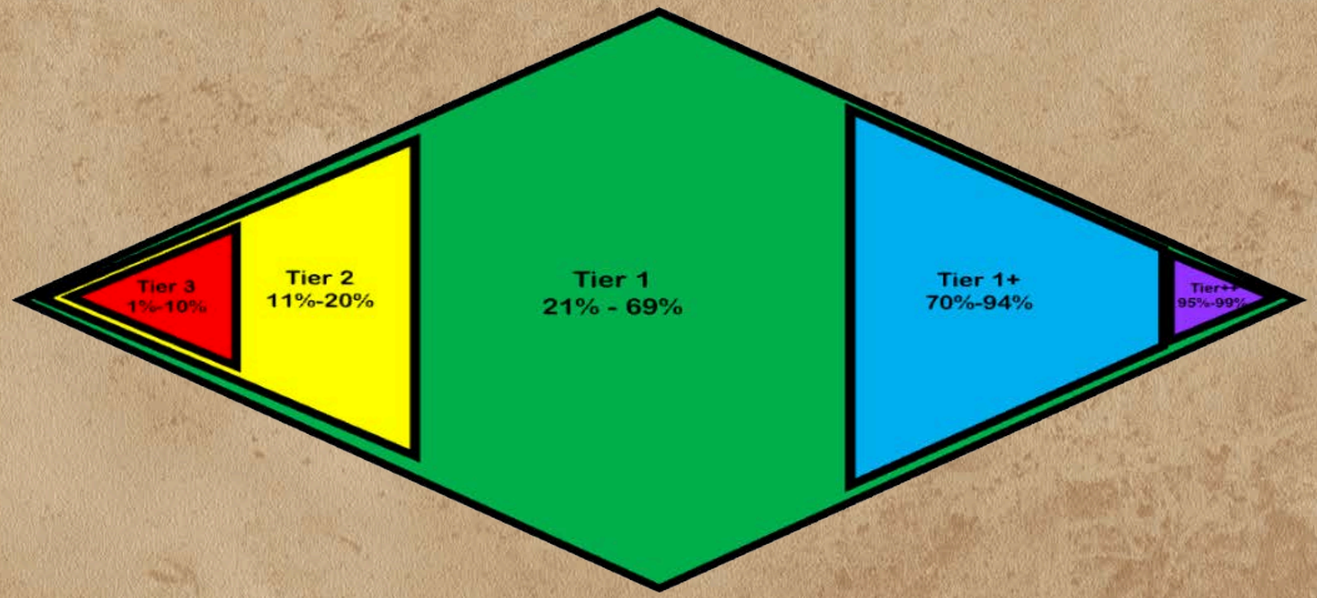




ACADEMIC GROWTH & INSTRUCTIONAL IMPACT

FOCAL COHORT





[redacted]

Class of '25



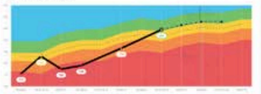
Background: [redacted]

Attendance: 5 absences and 1 tardy
Band X Chorus__ Orchestra__
Strengths:

- [redacted] becomes more successful when he feels more successful.
- He is musical and athletic.
- He is a leader that is always ready to help out in the classroom.

Interests: He loves basketball- His dad is a coach.

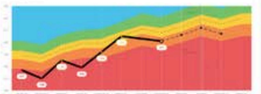
Reading



	K	1st	2nd	3rd	4th	5th
F						
W						
S						

Notes:

Math



	K	1st	2nd	3rd	4th	5th
F						
W						WL
S						WL

Notes:

Behavior

Number of referrals & Area of improvement:

0 referrals, follows class and school expectations
Turning in work on time

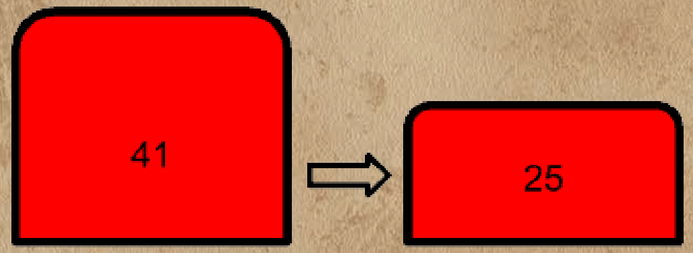
Responds positively to:

Verbally acknowledgement of his effort.
A leader in... gym, recess, daily school announcements. Finish work to make sure

Mentor Connection

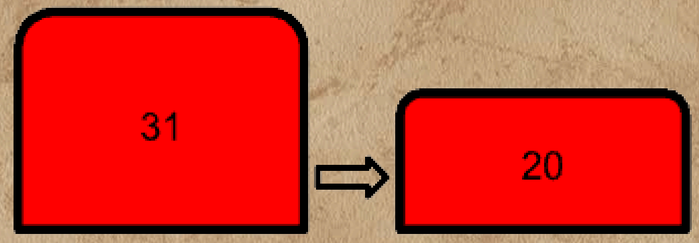
MULTI-TIERED SYSTEM OF SUPPORTS IMPACT (MTSS)

The number of students below the 10th percentile in reading was reduced by **39%** since the start of the school year.





The number of students below the 10th percentile in math was reduced by **35.5%** since the start of the school year.





ENRICHMENT



51% of our students are performing above Grade Level for READING

School Profile

Achievement Overview

Oliver Wendell Holmes Elementary School | Reading

Grade — Achievement Winter 2024-2025 Median and Distribution

All Grades — 82nd — 10% — 7% — 10% — 22% — 51%

Percentiles Key — 1st - 20th — 21st - 40th — 41st - 60th — 61st - 80th — >80th

Rostere

41% of our students are performing above Grade Level for MATH

School Profile

Achievement Overview

Oliver Wendell Holmes Elementary School | Math K-12

Grade — Achievement Winter 2024-2025 Median and Distributio

All Grades — 74th — 9% — 10% — 16% — 24% — 41%

Percentiles Key — 1st - 20th — 21st - 40th — 41st - 60th — 61st - 80th — >80th

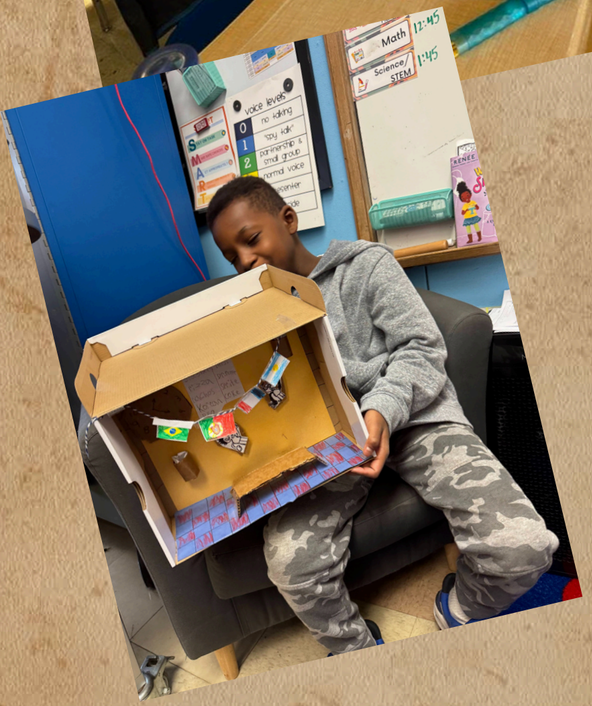
Rostere

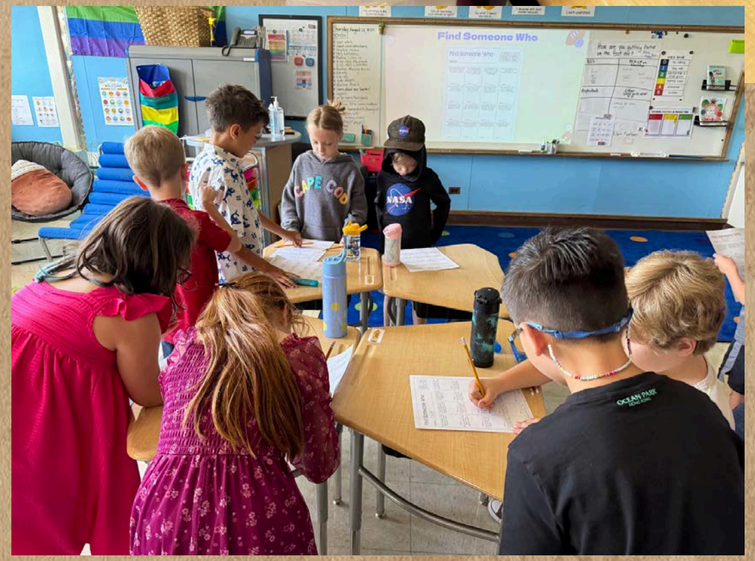
STUDENTS HARD AT WORK

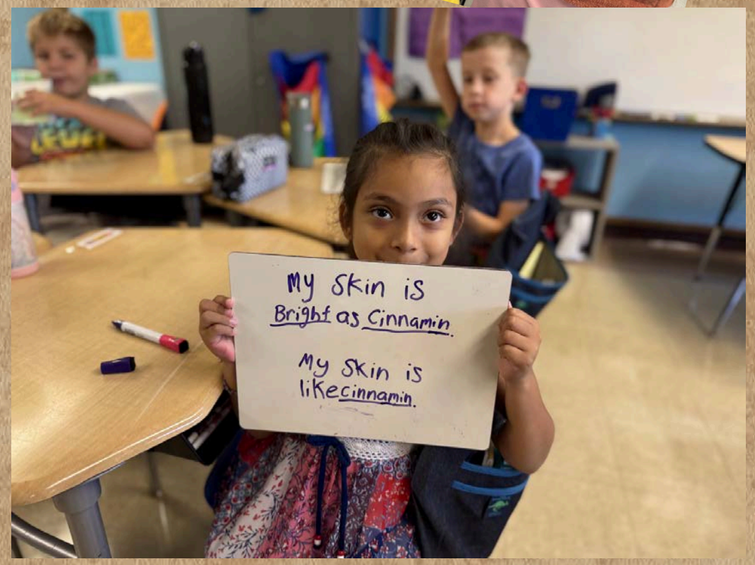




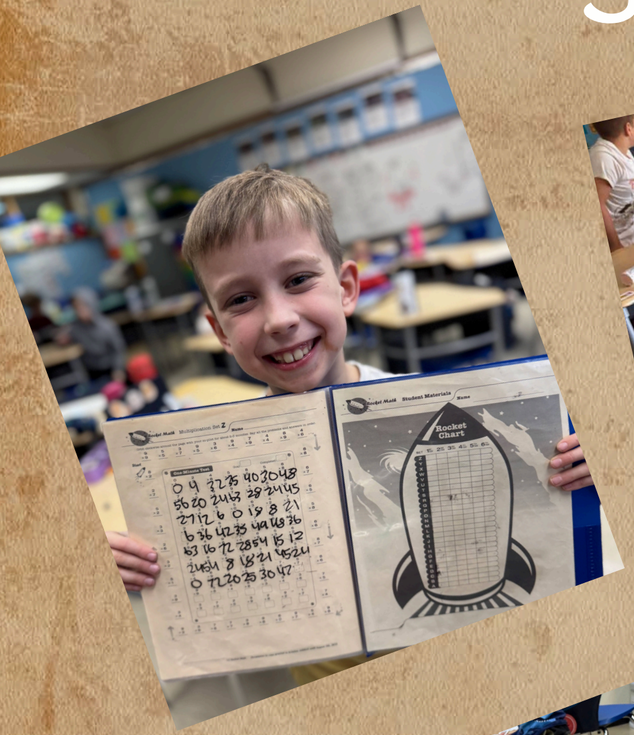


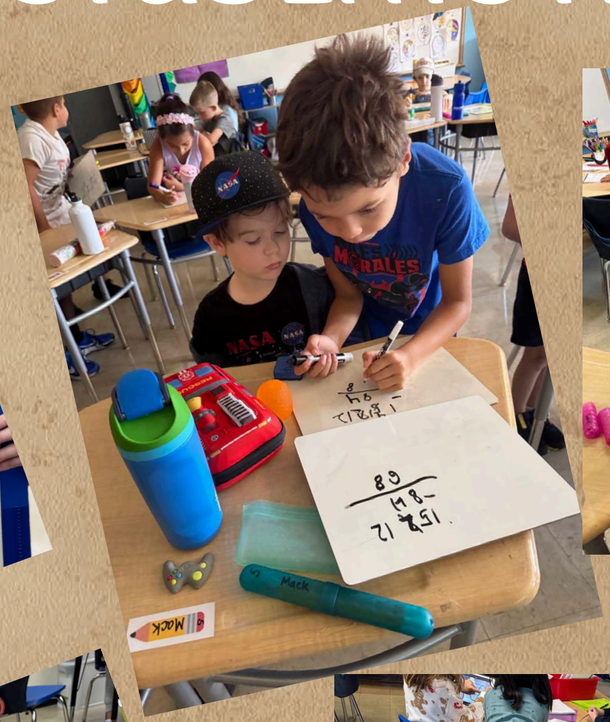






STUDENTS HARD AT WORK







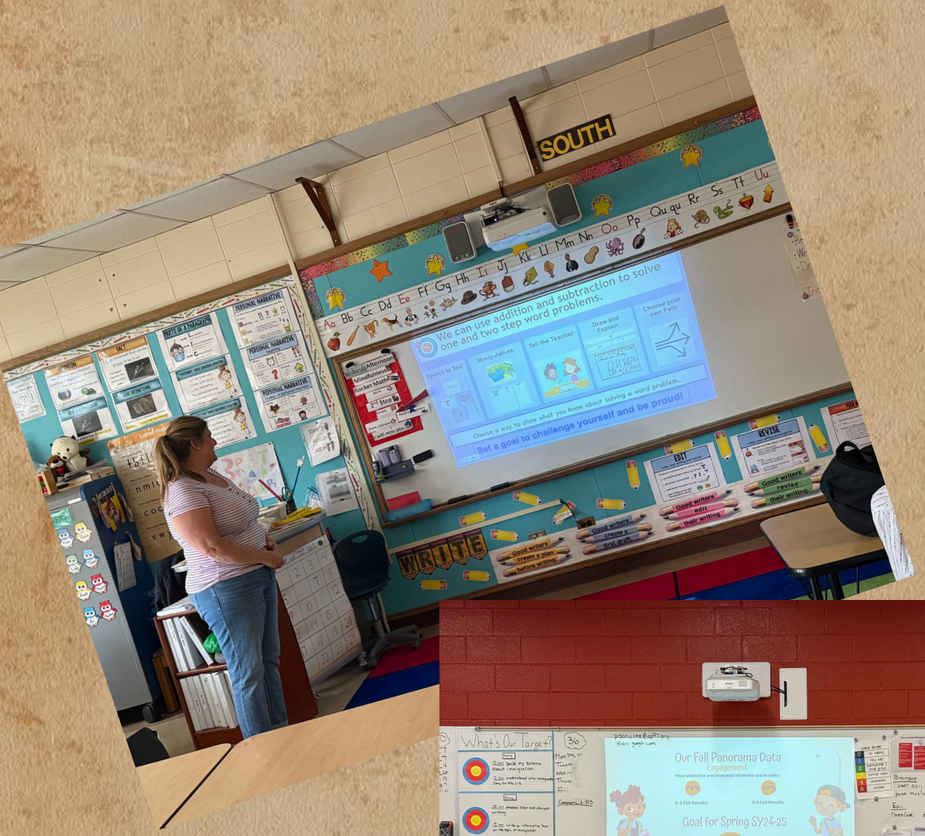


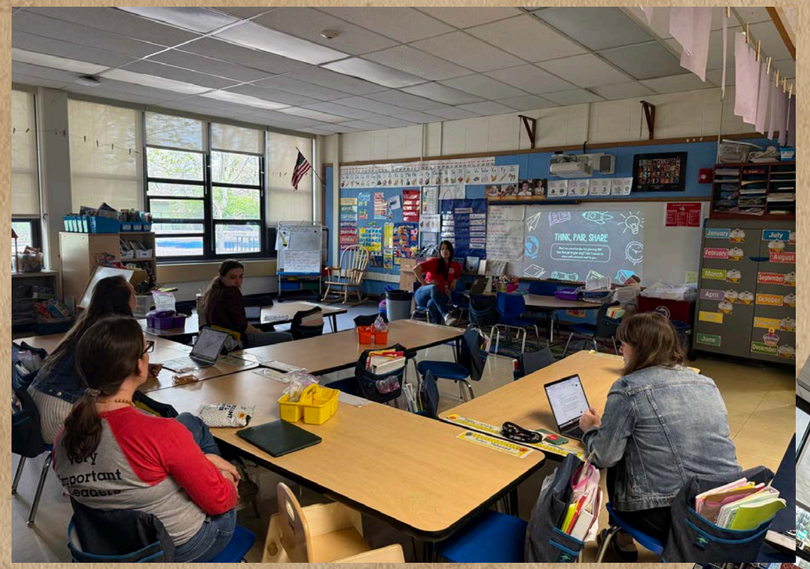






COMMITMENT TO GROWTH: ENGAGING IN MEANINGFUL PROFESSIONAL LEARNING









APPRECIATION AND TEAMWORK

I'm especially grateful for Assistant Principal Pryor — her deep knowledge of Oak Park, strong relationships, and steady partnership have been essential in helping me build trust and continue to establish a strong, connected school community.

I want to recognize the collective effort of our staff and families who embraced my leadership with openness and supported the positive growth we've worked toward together this year.

NEXT LEADERSHIP STEPS

Building on the foundation of trust and partnership, my focus next year will shift more intentionally toward strengthening academic outcomes while continuing to nurture the strong culture we've established together.

Next year, we will pilot a new math curriculum to ensure alignment with district goals, enhance student engagement with mathematical concepts, and provide targeted support for all learners

Mann School Logic Model

Data Snapshot

		SY25 Winter Progress				SY25 Goal			
		ELA	Math	Belonging	Engagement	ELA	Math	Belonging	Engagement
Mann	Mann Focal Cohort	52%	67%	Black: 86%	Black: 54%	50% of students meeting Fall to Winter growth goals		Higher than overall	Higher than overall
	All Grade K	72	78	88	88	86	96		
	All Grade 1	83	70	70	69	86	96		
	All Grade 2	71	68	83	72	67	73		
	All Grade 3	68	56	70	59	68	70	81	75
	All Grade 4	68	48	75	53	63	82	81	75
	All Grade 5	69	68	66	52	78	88	81	73

Note: Blue indicates that the specified group (grade-level or focal cohort) met or exceeded their goal. Yellow indicates that the group was within 2 points of meeting their goal. Red indicates the group missed their goal by more than 2 points.

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Note: The SY24 goals for the focal student cohort were not officially part of the SY24 SIPs but were tracked and shared with building leaders

Involved Families

Families had the opportunity to discuss various aspects of our school's strengths and areas for improvement. Their insights and perspectives directly contributed to shaping our school improvement plan for the 24/25 school year.

Goals

We want to hear your thoughts on what currently works well and what could be improved within our school.

We will identify key priorities for improvement that align with the needs and expectations of our school community.

Gather honest feedback that will help us create a more supportive and enriching environment for everyone.

Process

Gather feedback from families in four main areas via Survey

Gather feedback from families in four main areas via focus groups

Create School Logic Model with Building Leadership team utilizing school data, survey results, and parent input

Guided Discussion

Belonging

1. In what ways is your learner understood at school?

2. In what ways is your learner supported at school?

3. In what ways is your learner respected at school?

4. What would your child need to feel a greater sense of belonging?

Guided Discussion

Engagement

1. What does your learner share at home about class?
2. What are the things that your learner gets excited about in school?

   Why?
3. What aspects of school don't excite your learner? Why?
4. What would help your child to be more excited to come to school? Why?

Guided Discussion

Math

1. What motivates your learner in Math?
2. What has challenged your learner in Math?
3. What frustrates your learner in Math?
4. Give examples of when Math has "worked" for your child - when they seem most engaged or interested and why.

Guided Discussion

ELA

1. What motivates your learner in ELA?
2. What has challenged your learner in ELA?
3. What frustrates your learner in ELA?
4. Give examples of when ELA has "worked" for your child - when they seem most engaged or interested and why.

Our Findings

Families expressed the importance of consistent practices across the school (ex. Family survey in BOY, preparing for conferences)

their students were most engaged and excited about projects that took place throughout the year.

Students experienced a greater sense of belonging through participation in mixed grade level groupings (ex. Mustang stables)

Opportunity Statement: What are you doing to **change adult Tier 1 practices** to support the success of **students in our focal cohort** in order to meet **short, medium and long-term outcomes for ALL students**. Why do you believe it will work?

	Resources	Actions	Outputs/Evidence	Recommended Short-Term Outcomes	Recommended Mid-Term Outcomes	Recommended Long-Term Outcomes
	(What resources do we have in place to support focal cohort student success?)	(How will your team utilize these resources to achieve focal cohort student success?)	(What will be produced to demonstrate the work being done to support the experiences of students in our focal cohort?)	(What are the changes in knowledge or beliefs we expect to see?)	(What are the changes in behaviors we expect to see?)	(What are the long-term results we expect to see?)
Mann	Instructional Coach LAS & Enrichment Specialists Grade Level PLC Meetings Half Day Planning Session Grade Level Curricular Materials Staff Meetings Second Step Curriculum UDL Framework SAM TimeTrack Visible Thinking Routines Mindset Mathematics Schlechty's Levels of Engagement Mustang Stables Mann's 5 Cs Responsive Classroom	Staff creating a **grade level project** utilizing priority standards. **Family Survey** shared a the beginning of the school year to gather vital information about our learners. Inquiring about **key discussion topics for Fall/Spring conferences.** Staff selected **learning walks** in areas of interest. Developing **classroom environment plans** and sharing strategies school-wide. **Wildly Important Goals** developed each trimester. **Morning Meetings** consistently implemented across the school. Multigrade level connections built through **Reading Buddies** across the school	Students and Parents receiving an opportunity to engage with projects. (1E, 3C, 4C) Completed survey responses shared with the staff. (1B, 4C) Post conference survey for families. (4B, 4C) Classroom environment plans developed by staff. (2A-2E) Learning Walk sign-up completed by staff members. (1D, 4A, 4D, 4E) Grade Level and/or classroom scoreboards for Wildly Important Goals. (1A, 1B, 1E, 1F, 2B, 3A, 3C, 3D) Social Emotional check-in during morning meeting. (2A, 2B, 2D)	School staff can name engagement and sense of belonging strategies used in the classroom to support students in the focal cohort School staff can name systems for restorative practices, conflict resolution, and progressive discipline to support students in the focal cohort. School staff have shared knowledge of continuum of MTSS-B interventions available and have maximized lower interventions for students in the focal cohort.	School staff implement engagement and belonging strategies in the classroom with attention to the needs of students in the focal cohort School staff implement systems for or restorative practices, conflict resolution, and progressive discipline with attention to the needs of students in the focal cohort. Every student has at least one adult responsible for developing a relationship with them with particular attention to students in the focal cohort	**75% feeling Sense of Belonging**, as measured by Panorama survey **61% feeling Engaged**, as measured by Panorama survey. **76% proficient in Math**, as measured by IAR **71% proficient in ELA**, as measured by IAR

Professional Development

Staff Meetings focused on Morning Meetings and Teacher Language

Created a School-Wide Logical Consequences document to have consistency across the building for SY 25-26

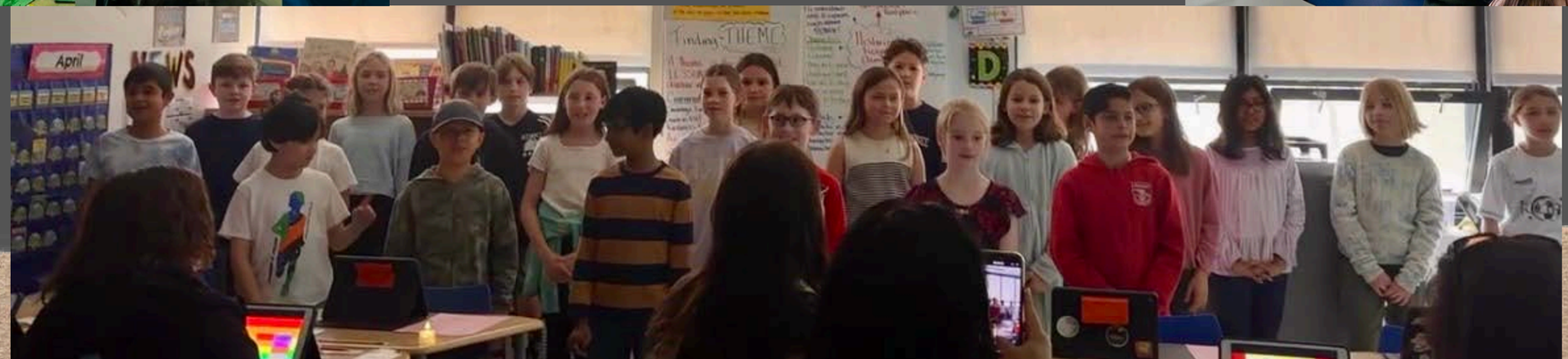
Each grade level created projects incorportating learning standards across subject areas and collaborating with colleagues during PLCs

Our Projects









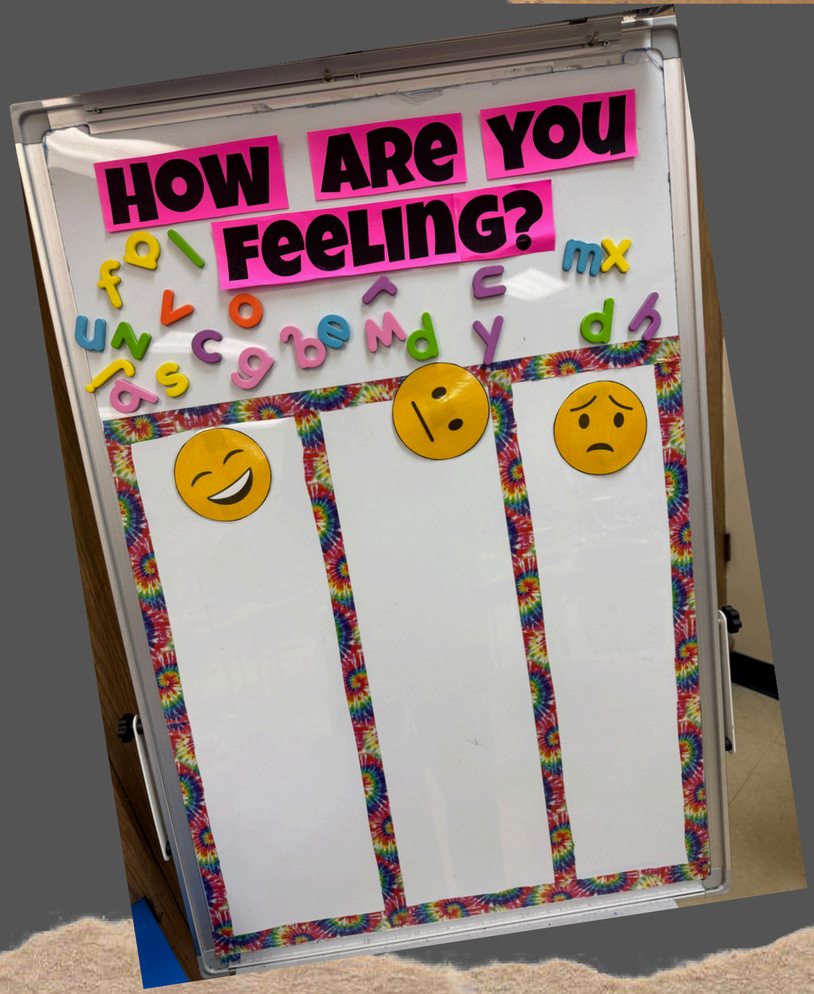
Reading Buddies





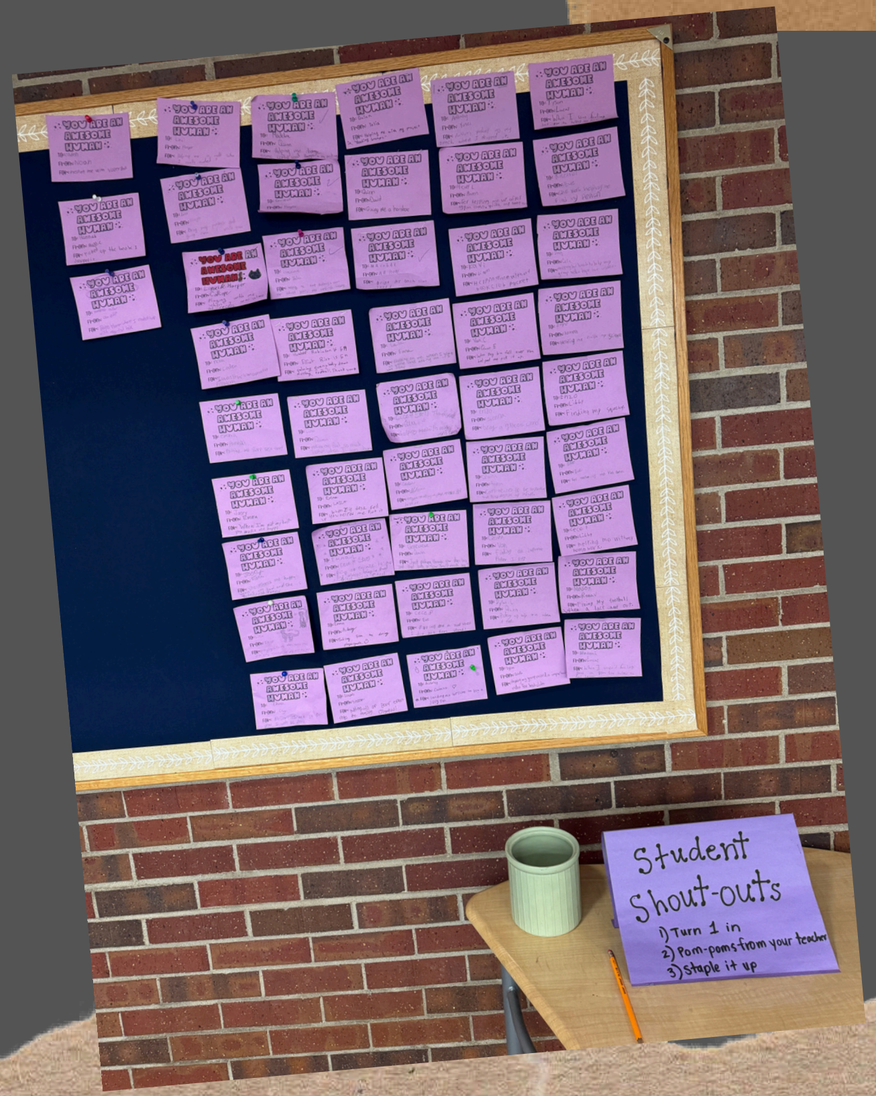


SEL WIGS


HOW ARE YOU
FEELING?

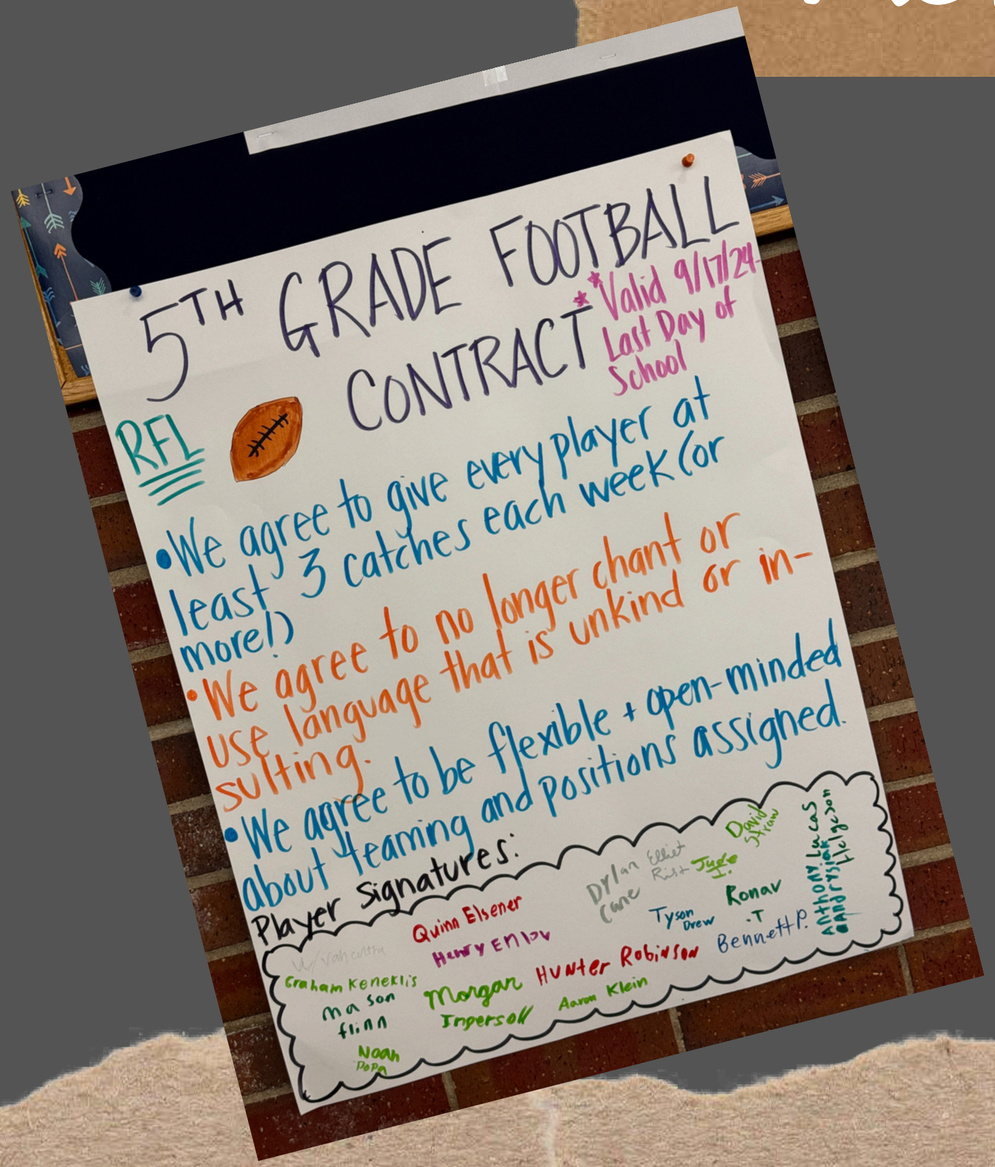

GROWING COMMUNITY THROUGH
CONNECTIONS AT MANN

Action Items





Action Items





Action Items



Coaching Support



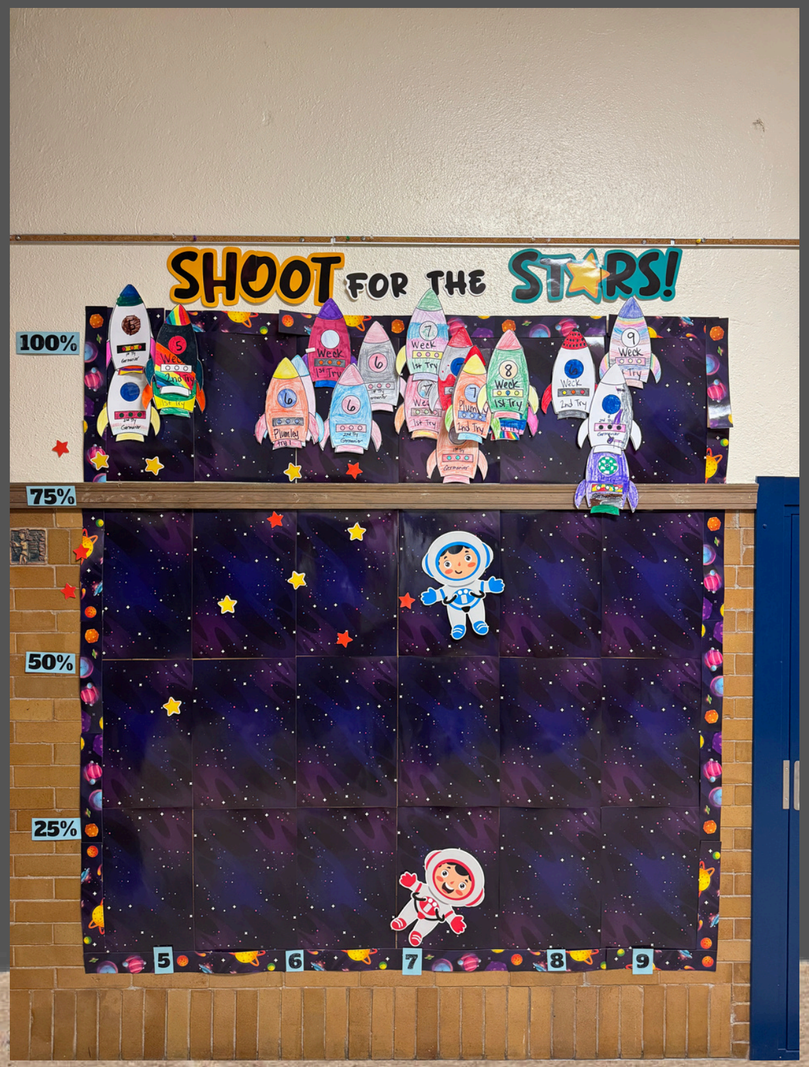


1st & 4th WIG


IT'S TIME FOR LEXIA!
Watch 1st grade launch into their Lexia Goals!
Weekly Goal
10
9
8
7
6
5
4
3
2
1
KEY
: GOAL MET
JERKATIS
BRITT
KEIERA OFF
CLASS


CLASS TRACKER (per classroom)
80%= one lap around the track
70% = Half the distance
50% = ¼ of a lap
Fourth Grade WIG
*Goal ~ To independently identify and correct at least 80% of common grammar errors in their writing, including proper sentence structure, within a given text."
ACHIEVE WITH MIGHT
And We
4M
4T
1/2 lap
80% ↑ - 1 lap
Which class will have the MOST laps?
Hayward-
Mariani-1
Turi-1
START
Tell me and I forge
Teach me and I ren
Involve me and I lea
Benjamin
Allergy!
Food Allergy Classrooms
KINDNESS STARTS HERE

2nd and 5th W16



5TH GRADE VOCABULARY CHALLENGE ROUND 1

Group Name	Final Score
Group 2: The Derpy Potatoes	22,810
Group 1: The Otters	22438
Group 4: The Powerhouse	22023
Group 16: The Lion Hunters	21708
Group 7: Shrek Baddies	21685
Group 14: The Nuggest	21,521
Group 20: The Zesty Bananas	21,431
Group 21: Humans	21,372
Group 17: Cooking with the ZTNs	21,282
Group 6: The Dino Nuggies	21,224
Group 18: The Girls	21,112
Group 23: The TCRs	20,784
Group 10: The Potatoes	20,777
Group 11: Vocrabs	20508
Group 19: Sigma Empire	20416
Group 13: Pun Intended	20,266
Group 15: The Oopy Goopy Club	19780
Group 3: The BBCs	19460
Group 9: The Vocab Girls	18,908
Group 8: The Soccer Players	18,843
Group 5: The Writing Trio	18771
Group 12: RLMs	17026
Group 22: The Vibes	14,630

3rd Grade W16



Kindergarten W16



Next Steps

Gather feedback from Staff at the last staff meeting of the year

Gather feedback from students through small focus groups

-Gather feedback from families in four main areas via Survey

-Gather feedback from families in four main areas via focus groups, including families of focal cohort students

Create School Logic Model with Building Leadership Team utilizing school data, survey results, and parent input