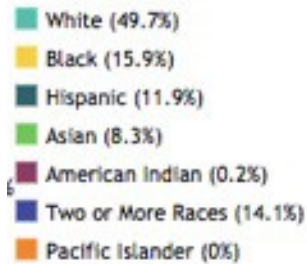


Christine Zelaya
Principal

Highlights of Our Plan

About Our School

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.

Planning and Stakeholder Engagement Process

Being transparent with our goals and our progress towards achieving our goals is paramount to our success. The Building Leadership Team and school administrators will make every effort to engage staff, students, and our parent community by communicating our goals at regular intervals throughout the school year, provided evidence of our progress, and seeking feedback to help our continuous improvement efforts.

School improvement planning team

Name	Stakeholder group
Lisa Hanna	Language Arts Specialist
Aniela Peronto	Building Leadership Team
Dr. Christine Zelaya	Principal
Elizabeth Vietzen	Building Leadership Team
Faith Harris	Building Leadership Team
Kimberly Jones	Building Leadership Team
Mandra Von Bokern	Building Leadership Team
Marianne Rehfield	Building Leadership Team
Megan Rigali	Building Leadership Team
Melissa Manuel	Building Leadership Team
Parisa Asgharzadeh	Assistant Principal
Sarah Williams	Building Leadership Team

Executive Summary

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 curricula 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 2019-2020, as well as our priorities for improving teaching practices, leadership practices, and organizational practices.

Our student learning targets are as follows:

English Language Arts (ELA)

- At least 75% of students will meet the end of grade-level benchmark expectations on the BAS assessment.
- At least 50% of the students in K-5 scoring "below grade level" on the first BAS benchmark assessments will demonstrate end of the year benchmark or accelerated growth of at Least 1.5x the Target.

Math

- 75% of students will demonstrate meeting or exceeding grade-level major cluster math standards as evidenced by classroom formative and/or summative assessments.

Attendance

- Every month, 90% of students will be present at school each day.

Discipline

- Reduce the disproportionality of office referrals issued for defiance, disrespect, and disruption by 50% between White and African American students. Currently, 12% of White students and 36% of African American students have received a referral for these behaviors.

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's 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, respect toward one another, 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 a commitment to students' socioemotional and academic success by fostering attitudes and behaviors that are free of bias, ridicule, and intimidation, and that affirms an appreciation of cultural differences.
- Fully 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.

□

H

o

l

m

e

s

E

l

e

m

e

n

t

a

r

y

S

c

h

o

o

l

A

n

n

u

a

l

A

c

t

i

