



School Improvement Plan

Holmes Elementary

Ypsilanti Community Schools

Mr. Charles Raski, Principal
1255 Holmes Road
Ypsilanti, MI 48198

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Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

 The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

The Elementary Learning Center is a building that services 345 students in grades 2, 3, and 4. The students are 53% male and 47% female. Sixty-five percent of the students are African American, 30% white, 3% Hispanic, and <1% Indian American/Alaskan Native and Asian American. 18% of the 345 students are labeled with a disability, 11% of the students are Speech & Language. Willow Run Community Schools participates in the National School Lunch Program which provides free breakfast and lunch for all students in grades PreK-12. Before the reconfiguration last year, the Free and Reduced lunch percentage was greater than 85%. The percentage this year is not as concrete, as fewer families submitted forms to qualify for free and reduced lunch because of the NSLP. Sixteen percent of our students have more than 10 tardies. Patterns and trends are not yet established at the building level. At the district level, enrollment has decreased for the last several years. However, the decline was much less than anticipated from 2011-2012 to 2012-2013. With the exception of two retirees and paraprofessional layoffs, staffing is expected to remain consistent in 2012-2013. Our fiscal resources have continued to diminish. Our parent involvement varies from event to event. We have a higher percentage of parents attending parent/teacher conferences than for events targeting parent training or content area nights.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Vision Statement: Vision, Mission and Beliefs

Building a Community of Learners

Mission Statement: The ELC community is dedicated to providing an environment that nurtures academic, social and personal excellence.

Beliefs Statement: Offering a challenging and comprehensive curriculum Meeting the diverse intellectual, social, and emotional needs of each student Cultivating collaborative efforts between school, family and community partnerships Developing learning communities for continuous improvement that ensures academic achievement by providing the highest standards of instructional practice in every class, every day Being responsible and accountable for the public trust and resources

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Due to the recent reconfiguring of the district, building achievement trends are not available. However, we can compare the new building to the old elementary school. Using the new cut scores implemented by the state of Michigan last year when comparing three years of data, third grade math scores fluctuated greatly, going from a percent proficient of 25.7% in 2010, and 4.2% in 2011, and 10% in 2012. Fourth grade Mathematics scores also fluctuated significantly, ranging from 17.5% in 2010, 8% in 2011 and 7% in 2012. Third grade reading percent proficient 45.5% in 2010, and 36.7% in 2011 and 35% in 2012. Fourth grade reading scores were 50.9% in 2010, 36.8% in 2011 and 43% in 2012.

Staff have identified prior knowledge and language skills as factors that contribute to opportunities for improvement. In grade level meetings and school improvement teams next year, ways to identify and build prior knowledge and vocabulary will be addressed. Building wide themes for vocabulary and building prior knowledge displays are possible actions that can be taken.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

The November 6, 2012 election was historic. The country was electing a President, but also a community on the eastern edge of Washtenaw County, Michigan was deciding the question of consolidating two cross-town rival districts. When the votes were tallied, over 60% of the voters in both communities said "yes" to unification.

The election outcome meant thousands of decisions would have to be made before July 1, 2013 when, by law, the new district would officially launch. Coordination, large time commitments, and grit would be necessary to meet the deadlines of the extremely short timeline. The staff of Willow Run Community Schools, Ypsilanti Public Schools, with guidance provided by the Washtenaw Intermediate School District, rallied parents, students, business and community leaders to begin the task of creating a new district.

One of the first major steps toward creating the new educational system involved the organization of Advisory Groups, responsible for making recommendations to the Board of Education. Researching and developing programs to align with the Board's Guiding Principles, would be the primary objective of the groups.

The kickoff event for the Advisory Groups was January 24, 2013 at Willow Run High School. Over 200 educators, parents, students, staff and community partners attended the event. Participants were introduced to the seven Advisory Groups:

- Ø Career Credentials and College Credit (for all high school students)
- Ø Co-curricular Activities (athletics and after-school enrichment programs)
- Ø Culture and Climate (Culturally Responsive Teachers, Teaching and Learning)
- Ø District Naming and Identity
- Ø Early Childhood Education(birth through kindergarten entry)
- Ø Effective Leadership
- Ø High Quality Teachers and Teaching

Those who attended the January occasion were asked to commit to one of the groups and invest anywhere from three to eight months for the purpose of continuity and for the time required to examine and sculpt a viable recommendation. Many of the Advisory Groups divided into sub-groups to tackle the magnitude of work. Weekly schedules were set with most groups meeting multiple times a week.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Our school improvement team consisted of staff members. Title I surveys were given to parents with an option to serve as a volunteer on the School Improvement Team. Parents were invited, but none accepted our invitation. Teams were created to focus on grade level, as well as subject areas. Each team used data from past students on MEAP assessments and yearly assessments at our building level to set goals, plan strategies and implementations, and future assessments.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

The school improvement team members, including teachers, parents, and administrators, met consistently during the 2012-2013 school year to implement and monitor the school improvement plan. The school improvement team planned professional development for staff centered around formative and summative assessments, literacy, and how to use data to improve instructional delivery and continuity across grade levels. Continuous planning will take place during the summer of 2013 and the 2013-2014 school year and will be based on program and data analysis.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The school improvement plan is placed on the Willow Run website for all stakeholders to access. Parents, staff and community are notified of this. Staff receive progress on the final improvement plan during staff meetings and school improvement meetings. Parents are notified of the progress during Title I parent nights and school events.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

Student Enrollment Data

How do student enrollment trends affect staffing?

The district addressed the decrease in enrollment by closing two elementary buildings and forming a PreK-1st building, a 2nd-4th building, and a 5th-8th building. Staff and community members spend a considerable amount of time in the summer actively recruiting students and families to the Elementary Learning Center through mailings and door to door contact. As a result of the reconfiguration made at the district level, a considerable amount of staff turnover occurred. Added attention was given to placing teachers in their area of expertise.

How do student enrollment trends affect staff recruitment?

Enrollment trends significantly affect staffing recruitment. Over the past year the decline in enrollment has created budget constraints cutting our para-educator support to half time, increasing class sizes, and decreasing in staff pay/benefits. These factors could contribute to the ability to recruit and retain high quality staff.

How do student enrollment trends affect budget?

At the district level, enrollment has decreased for the last several years. However, the decline was much less than anticipated from 2011-2012 to 2012-2013. Our fiscal resources have continued to diminish. Obviously, when we lose students from year to year, we have to lay off teachers.

How do student enrollment trends affect resource allocations?

We continually seek ways to close the gap between needed resources and available resources.

How do student enrollment trends affect facility planning and maintenance?

Budget constraints have limited the time to plan and maintain appropriate facility initiatives.

How do student enrollment trends affect parent/guardian involvement?

Our parent involvement varies from event to event. We have a higher percentage of parents attending parent/teacher conferences than for events targeting parent training or content area nights. The need for increased parent involvement will be a highlighted area of concern at annual Title I parent meetings in the fall and spring.

How do student enrollment trends affect professional learning and/or public relations?

Our educators receive well over the state required hours of professional development through building and district level offerings, as well as independently attending conferences.

What are the challenges you noticed based on the student enrollment data?

The challenge is to maintain a stable enrollment. The trend over the past 5 years have shown a significant decline in student enrollment in our district drastically affecting our budget, staffing, and necessary resources.

What action(s) will be taken to address these challenges?

The high mobility rate seems to be a result of the poor economic conditions in the surrounding area. Many families are dependent on jobs that have disappeared or moved to other areas. According to the Staff perception data, teachers feel a need for a positive school-wide behavior system. There is no current behavior system in place, which leads to repeat behavioral concerns for a large number of students. Consequences for behavior problems are few, as there is no in-school suspension room and very few behavior support systems in place.

What are the challenges you noticed based on student attendance?

Fifty-six students entered school after the second week, or 15%. Forty-seven students left school after the second week, or 12%. Sixteen percent of our students have been tardy more than ten times. Fifty-nine percent have missed more than ten days of school, and 13% have more than thirty absences. A total of 119 students, or 32%, have been suspended for at least one day, and 11 students have been suspended for more than 10 days.

What action(s) will be taken to address these challenges?

The high mobility rate seems to be a result of the poor economic conditions in the surrounding area. Many families are dependent on jobs that have disappeared or moved to other areas. According to the Staff perception data, teachers feel a need for a positive school-wide behavior system. There is no current behavior system in place, which leads to repeat behavioral concerns for a large number of students. Consequences for behavior problems are few, as there is no in-school suspension room and very few behavior support systems in place.

Student Achievement Data for All Students

This area includes data questions.

Which content area(s) indicate the highest levels of student achievement?

Each grade level has shown overall improvement in the area of reading. 45% of all second graders are performing at or above 2nd grade level on STAR reading. 47% of all 3rd grade students are performing at or above 3rd grade level. 35% of our 4th grade students are performing at or above 4th grade level. Our district promotes science fair participation as being an integral part of the science curriculum. Participation has spread to include a broader range of grade levels and increased participation. Social studies concepts are highlighted in our reading curriculum and available at 3 literacy levels per grade.

Which content area(s) show a positive trend in performance?

Our data indicates that our students are underperforming in all academics areas compared to state averages. Our content area that shows a positive trend in performance are in grades 3 and 4 who scored in reading 36% and 43% respectively.

In which content area(s) is student achievement above the state targets of performance?

We do not have content areas where student achievement is above the state target of performance.

What trends do you notice among the top 30% percent of students in each content area?

The top 30% of students are scoring high in all the content areas.

What factors or causes contributed to improved student achievement?

The majority of our teaching staff committed to a professional learning community after school, that centered around best practices in teaching literacy and a book study on the common core. The Title I teachers pulled small reading groups throughout the school year. These were factors that contributed to improved student achievement.

How do you know the factors made a positive impact on student achievement?

We were able to track growth reports in STAR reading. Our entire teaching staff was committed to increasing the students read to self time in class, which increased our STAR reading scores.

Which content area(s) indicate the lowest levels of student achievement?

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We have the lowest levels of student achievement in math. 10% of our third graders were proficient on the Math MEAP in 2012. Only 7% of our 4th graders were proficient in math MEAP.

Which content area(s) show a negative trend in achievement?

Writing shows a negative trend in achievement. The 4th graders scored 22% proficient on the 2011 MEAP. This year, 2012, the fourth graders were only 14% proficient.

In which content area(s) is student achievement below the state targets of performance?

The content areas that student achievement is below the state targets of performance are reading, math and writing.

What trends do you notice among the bottom 30% of students in each content area?

While the students among the bottom 30% in each content area made slight growth, they all continue to remain in the bottom 30%.

What factors or causes contributed to the decline in student achievement?

A large portion of students have poor attendance. Student behavior seems to be a large obstacle for teachers when delivering instruction.

How do you know the factors made a negative impact on student achievement?

When students are absent, they miss instruction which negatively impacts achievement. Behavior data/ referral data is extremely high this year. If students are suspended or not in the classroom, he or she misses classroom instruction which negatively impacts student achievement.

What action(s) could be taken to address achievement challenges?

Implementing a positive behavior plan will improve behavior which will lead to increased achievement schoolwide. Also, possibly implementing a more aggressive attendance policy would cut down on frequent absences.

Subgroup Student Achievement

Statement or Question: Which subgroup(s) show a trend toward increasing overall performance?

Response:

- African American or Black
- White
- Male
- Female
- Economically Disadvantaged

Statement or Question: For which subgroup(s) is the achievement gap closing?*

Response:

- Economically Disadvantaged

In what content areas is the achievement gap closing for these subgroups?*

According to the MEAP data in 2011, economically disadvantaged 4th grade students scored 31% proficient in reading and 55% of the students were proficient who were not economically disadvantaged. In 2012, 40% of our students who were economically disadvantaged scored proficient in reading while 55% of the students were proficient who were not economically disadvantaged. There was an increase of 9% in reading. We see the same trend in the 3rd grade MEAP data.

How do you know the achievement gap is closing?*

We know the achievement gap is closing based on MEAP data.

What other data support the findings?

We do not have any other subgroup data to use aside from the MEAP data.

What factors or causes contributed to the gap closing? (Internal and External)*

During the 2012-13 school year the teachers spent a lot of time in professional development around literacy. We developed a Literacy Professional Learning Committee that met twice a month after school. The majority of the classroom teachers participated in this initiative. We also conducted a book study around literacy using the Common Core State Standards. In addition, our school invites parents and students to come to our school for an AR reading night in the media center twice a month in the evenings.

How do you know the factors made a positive impact on student achievement?

We know that these factors made a positive impact on our student achievement by looking at our STAR data in reading across all grade levels and comparing the fall scores to the spring scores.

What actions could be taken to continue this positive trend?

Our school is involved in an initiative called African American Young Men of Promise Initiative. It is a three year pilot study designed to significantly reduce/close the achievement gap for African American males. With intentional academic strategies we will raise the achievement for all of our students.

Statement or Question:Which subgroup(s) show a trend toward decreasing overall performance?

Response:

- African American or Black
- Female

Statement or Question:For which subgroup(s) is the achievement gap becoming greater?*

Response:

- African American or Black
- White
- Male
- Female

In what content areas is the achievement gap greater for these subgroups?*

Male and female, the achievement gap is greater in reading. In writing and mathematics, the gap has remained the same. African American and White students, the achievement gap is greater in reading, writing and mathematics.

How do you know the achievement gap is becoming greater?*

We know the achievement gap is becoming greater based on the last 2 years of MEAP subgroup data.

What other data support the findings?*

The only data we have to compare subgroup data is by using the MEAP data.

What factors or causes contributed to the gap increasing? (Internal and External)*

Students absence rates and discipline problems in the classroom has led to many students not being in the class in order to receive instruction and thus not performing well on tests.

How do you know the factors lead to the gap increasing?*

We assume that the gap increased based on our attendance and discipline records from the year.

What actions could be taken to close the achievement gap for these students?*

Again, we are hoping that attending the workshops around the African American Young Men of Promise Initiative will raise student achievement and close the gap for all students.

How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?

We do not have enough students who are ELL to make up a subgroup.

How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

Special Education students are afforded the same opportunities as general education students. Our special education students are mainstreamed in full inclusion team teaching classroom models.

How are students designated 'at risk of failing' identified for support services?

Students who are designated 'at risk of failing" are identified by using data and teacher reference. The NWEA and MEAP scores will be used to determine students who may be at risk of failing. There are Title I criteria which students need to meet in order to qualify for services. The Title I criteria looks different per grade level.

What Extended Learning Opportunities are available for students (all grade configurations respond)?

Extended Learning Opportunities for students included: After school tutoring, Title I small group instruction, Gifted and Talented Classroom, Family Parent Content Nights and an after school technology program.

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Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	15.0

What is the school doing to inform students and parents of Extended Learning Opportunities?

Flyers are sent home to parents to advertise the parent content nights and after school programs. Parents need to sign a permission slip for students who are involved in any after school events. Teachers make personal phone calls to parents to invite students to different programs.

Label	Question	Value
	What is the total FTE count of teachers in your school?	22.0

Label	Question	Value
	How many teachers have been teaching 0-3 years?	2.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	0.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	5.0

Label	Question	Value
	How many teachers have been teaching >15 years?	14.0

What impact might this data have on student achievement?

The majority of our current staff is seasoned. Our teacher leaders have been coaching staff in the on using more technology, differentiating instruction, honoring student voice and application, and drawing from higher levels of thinking. These dialogues are coming out of the literacy PLC and further exploration into the CCSS.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	10.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	341.0

What impact might this data have on student achievement?

This year has been difficult due to the district consolidation and teachers in a position of losing their job as well as their sick day bank. Teachers were depleting their sick bank due to the fact that they may lose the days and not be compensated otherwise.

This drastically impacts student achievement. On average in April through May it was common to have 3-6 teachers out of the building sick daily.

Perception Data - Students

Which area(s) indicate the highest overall level of satisfaction among students?

Students feel at a 97% that the principal and teachers want every student to learn. Students feel that high expectations are set for their learning, and teachers want the best from them so they may be ready for the next grade level.

Which area(s) show a positive trend toward increasing student satisfaction?

Positive trends are evident in the overall student satisfaction for academic and behavior expectations, and the support of teachers and administration.

What area(s) indicate the lowest overall level of satisfaction among students?

Lowest satisfaction is evident in the students perception of their peers treating adults and peers with respect.

Which area(s) show a trend toward decreasing student satisfaction?

Students feel dissatisfied in regards to their peers not treating adults with respect.

What are possible causes for the patterns you have identified in student perception data?

Expectations and procedures for appropriate student behavior needs to be uniform and consistent across the school.

What actions will be taken to improve student satisfaction in the lowest areas?

Classroom culture building including a common language for classroom expectations, procedures, restorative justice, and positive behavior supports will be visited and implemented.

Perception Data – Parents/Guardians

Which area(s) indicate the overall highest level of satisfaction among parents/guardians?

The parent survey data shows parents are overly satisfied with their child's ability to make friends with students of different racial and ethnic backgrounds. Parents are also satisfied at a high rate that the academic results are the same for students of different racial and ethnic backgrounds.

Which area(s) show a trend toward increasing parents/guardian satisfaction?

Parents show increasing satisfaction for their child's safety at school.

Which area(s) indicate the overall lowest level of satisfaction among parents/guardians?

The lowest parent satisfaction is with the overall behavior of students at the building. Inappropriate behaviors are a concern.

Which area(s) show a trend toward decreasing parents/guardian satisfaction?

Parent satisfaction seems to be decreasing in regards to the overall behavior of students in the building.

What are possible causes for the patterns you have identified in parent/guardian perception data?

Possible causes of patterns of parent satisfaction are due to the overall demographic makeup of the building. Parents are satisfied with their children's ability to befriend students of any racial/ethnic background.

Possible causes of patterns of dissatisfaction may be as a result of increased student behaviors that have directly affected their children.

What actions will be taken to increase parent/guardian satisfaction in the lowest areas?

In addition to our "bucket filling" awards ceremonies, bi-weekly gatherings, and Wise Workers Celebrations we are in the process of implementing a positive behavior support system school wide, including all stakeholders and staff.

Perception Data – Teachers/Staff

Which area(s) indicate the overall highest level of satisfaction among teachers/staff?

Teachers are satisfied with the school's leaders expectations of students and staff, the ability to monitor data related to continuous improvement goals, and the overall systematic process for collecting, analyzing, and using data.

Which area(s) show a trend toward increasing teacher/staff satisfaction?

Staff show an increase in satisfaction with the overall morale and climate of the building.

Which area(s) indicate the lowest overall level of satisfaction among teachers/staff?

The custodial needs (cleanliness of the building) and limited para-educator support are a concern. Technology support and the overall consistency of grading and reporting policies across grade levels to modify instruction is a concern.

Which area(s) show a trend toward decreasing teacher/staff satisfaction?

Decreasing staff satisfaction is in regards to the lack of para-educator support in the classroom, particularly for special education students.

What are possible causes for the patterns you have identified in staff perception data?

Possible causes for dissatisfaction include the cutting of para-educator hours to 1/2 time.

Other

How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)

N/A

Describe how decisions about curriculum, instruction and assessment are made at this school and which stakeholders are involved in the process.

Decisions about the implementation of the current curriculum GLCEs and the the transition to the CCSS are discussed within the professional learning community during staff professional development, staff meetings, and common planning in grade level teams.

Stakeholders involved are teachers, teacher leaders, and administration.

What evidence do you have to indicate the extent to which the Common Core State Standards are being implemented?

This past fall the district leaders and teacher leaders were sent to professional development regarding the CCSS. This information was brought back to the individual school buildings where specific professional development of teachers has been ongoing.

Teachers have access to the CCSS. They are planning using the CCSS. Evidence is indicated in lesson plans, and teaching in the classrooms.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Assurance	Response	Comment	Attachment
Literacy and math are tested annually in grades 1-5.	Yes	Grades 2, 3, and 4 test pre- and post each year for school data; MEAP testing done annually for grades 3 and 4.	

Assurance	Response	Comment	Attachment
Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	The AER is accessible via the Ypsilanti Community Schools website.	

Assurance	Response	Comment	Attachment
Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	n/a	

Assurance	Response	Comment	Attachment
Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	n/a	

Assurance	Response	Comment	Attachment
The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

Assurance	Response	Comment	Attachment
The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Human Resources	

School Improvement Plan

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Assurance	Response	Comment	Attachment
The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	No		

Assurance	Response	Comment	Attachment
The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		

Assurance	Response	Comment	Attachment
The School has additional information necessary to support your improvement plan (optional).	Yes		

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA), the comprehensive needs assessment (CNA) requirement is met by completing a School Data Analysis (SDA), School Process Profile, and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

How was the comprehensive needs assessment conducted?

The School Improvement Team from the Elementary Learning Center, consisting of a representative from each grade level, Title I teachers, the building administrator, and a parent volunteer, met several times during the school year to assess the level of implementation of the goals, strategies, and activities from the school improvement plan. When the team met in April 2013 to complete the Comprehensive Needs Assessment, achievement, perception, process, and demographic data, which was previously collected and analyzed by the entire staff during professional development, was compiled. We identified areas of strength and weakness from each data point and began to see areas that needed to be addressed in the School Improvement Plan. Our goals were established based on the identified needs and will be shared with the entire staff during professional development. The plan will also be available for review at any time by staff, shared with parents during the Fall Title I parent meeting, parent teacher conferences, and other parent events.

What were the results of the comprehensive needs assessment?

The data demonstrated a need to modify classroom instruction. Our school programs and delivery of instruction has been redesigned to maximize teacher collaboration. The perception data shows a need to improve the culture and demographic data shows a disproportionate number of special education students are unsuccessful on standardized tests. By examining the data, the school improvement team used this information to determine the goals for improvement. It was determined that all subject areas and all students need to improve. The majority of our students are economically disadvantaged and we continue to design programming to meet their needs.

What conclusions were drawn from the results?

The data demonstrated a need to modify classroom instruction. Our school programs and delivery of instruction has been redesigned to maximize teacher collaboration. The perception data shows a need to improve the culture and demographic data shows a disproportionate number of special education students are unsuccessful on standardized tests. By examining the data, the school improvement team used this information to determine the goals for improvement. It was determined that all subject areas and all students need to improve. The majority of our students are economically disadvantaged and we continue to design programming to meet their needs.

What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

Student achievement: The students scored below the average state scores on all areas of the MEAP. Last year our district reconfigured buildings by grade level making it difficult to identify "trends". When looking at state assessments, our percent of students scoring at a proficient level fluctuates greatly. The female students did tend to score slightly higher, but overall the students struggle with reading comprehension and vocabulary in both fiction and non-fiction text.

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Perception data: Surveys showed a definite desire by the staff to employ a positive behavior program in an effort to decrease the number of suspensions and increase student time in class.

Process data: Our building attempted to communicate with parents through written, verbal, and electronic means. We have a high percentage of parents attending parent teacher conferences, but other parent involvement activities had much lower turnouts. The staff adheres to the state mandated curriculum and hold students accountable to reach levels of proficiency. However, there appears to be some disconnect between teaching strategies for reaching our at-risk students and getting them to acceptable levels of proficiency.

Demographic data: We service a population with over 85% qualifying for free/reduced lunches. Poor student attendance and habitual tardies remain a constant struggle for our staff to address. 16% of our students have 10+ tardies; 59% have missed 10+ days of school; 32% have been suspended for at least 1 day, of these kids, 11 have been suspended for greater than 10 days.

How are the school goals connected to priority needs and the needs assessment?

We identified areas of strength and weakness from each data point and began to see areas that needed to be addressed in the School Improvement Plan. Our goals were established based on the identified needs and will be shared with the entire staff during professional development. The plan will also be available for review at any time by staff, shared with parents during the Fall Title I parent meeting, parent teacher conferences, and other parent events.

How do the goals portray a clear and detailed analysis of multiple types of data?

The areas of strengths and weaknesses that were identified, leading to the goals, were assessed using multiple types of data: MEAP scores, STAR assessments, writing assessments, benchmark assessments, unit tests and classroom assessments.

How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged?

By examining our process data, we determined that stakeholder involvement is minimal outside of school staff. This process will need to be addressed in our school reform model.

Component 2: Schoolwide Reform Strategies

Which strategies in the schoolwide plan focus on helping all students reach the State's standards?

Professional development days have focused on adjusting curriculum to support Common Core. Other dates were reserved for grade level meetings for collaboration on instruction and assessments. Aligning classroom instruction has proven to be effective. This year at the Elementary Learning Center, the staff is focused on literacy and math instruction. The classroom teaching staff has been dedicated to giving students more opportunities to read to self, hopefully producing higher literacy skills. Also, the staff has been working on implementing more "math discussion" based teaching, where students are able to explain their thinking and problem solve with other students in the classroom.

Which research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction?

Differentiated Instruction: Teachers will implement several strategies to differentiate instruction for all student needs and groups as evidenced by continued professional development and discussion groups to examine student work and collaboratively create lessons in professional learning communities in all content areas

Accelerated Reader Program and Star Reading Tests

Differentiated Instruction Professional Learning Communities

Pearson SuccessMaker

Phonics First

Reading Apprenticeship

Technology Instruction/ Professional Development

Writing Instruction

Which research-based reform strategies in the schoolwide plan align with the findings of the needs assessment?

The team has identified Grade Level Team building in a Professional Learning Community atmosphere as the overarching initiative to improve student achievement this school year. The Elementary Learning Center was transformed into a grade level building to align the classroom instruction, and expand learning opportunities to students in grades 2nd through 4th. Staff used staff meetings and planning to collaborate, gather, analyze assessments and adjust instruction using best practice strategies. The culture focuses on learning from each other. Staff members participate in on going training in Data Director, ICT, use of Critical Friends Groups, etc. Fourth grade teachers have been trained in Reading Apprenticeship. Grade level teams will have more common planning time to focus on student achievement during the 2013- 2014 school year.

Which strategies in the schoolwide plan provide an enriched and accelerated curriculum for select students and support progress for all students?

The strategies in the schoolwide plan that provide an enriched and accelerated curriculum for select and support progress for all students are: Successmaker, Accelerated Reader and Accelerated Math, IXL math, Pearson Success Net.

Which strategies in the schoolwide plan provide a level of interventions for students who need the most instructional support?

The strategies in the schoolwide plan that provide a level of interventions for students who need the most instructional support: Title I small group of instruction based on criteria, differentiated instruction in the classroom and SuccessMaker.

Component 3: Instruction by Highly Qualified Staff

Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?

All certified staff instructors and instructional paraprofessionals are highly qualified having passed the necessary state and local requirements in their field.

22 Highly Qualified Teachers: Education:

2-B.A.

1-B.A. + 15

16-M.A. 3-M.A. + 15

Years of Experience:

1-3: 2

4-8: 0

9-15: 4

>15: 14

4 Highly Qualified 0.5 Paraprofessionals

Do all of the teachers meet the NCLB requirements for highly qualified? If no, what is the number that is not highly qualified and what is being done to address this?

Yes.

Component 4: Strategies to Attract Highly Qualified Teachers

What is the school's teacher turnover rate for this school year?

The teacher turnover rate is very low at the Elementary Learning Center. Due to decreased enrollment, adjustments in staffing have been made. Very few teachers leave voluntarily, except through retirement.

What is the experience level of key teaching and learning personnel?

22 Highly Qualified Teachers:

Education:

2-B.A.

1-B.A. + 15

19-M.A. 3-M.A. + 15

Years of Experience:

1-3: 3

4-8: 0

9-15: 5

>15: 14

4 Highly Qualified Paraprofessionals

What are specific initiatives the school has implemented to attract and retain high quality teachers regardless of the turnover rate?

Willow Run is a smaller district with only one building for each grade level. As a result, all of the school initiatives are also district initiatives. Both Eastern Michigan University and University of Michigan have strong partnerships with the Elementary Learning Center. Many pre-student teachers and student teachers are placed in the building. The building principal inservices student teachers and pre-student teachers during the school.

What are specific initiatives the district has implemented to attract and retain highly qualified teachers regardless of the turnover rate?

The district abides by NCLB (No Child Left Behind) legislation in hiring all staff. The district has a mentoring program in place for non-tenured teachers. Teachers are assigned a mentor within the building for four years to offer support and guidance. The district provides professional development opportunities on the state and national level.

four critical domains. By using this model, teachers are able to self reflect and assess areas of need for personal professional growth. With the assistance of the administrator, teachers receive the necessary support.

If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

There is not a high turnover rate.

Component 5: High Quality and Ongoing Professional Development

What types of professional development has the staff received that is aligned with the comprehensive needs assessment and the goals of the school improvement plan?

The school will combine the resources of Title I and the Willow Run Elementary Learning Center

Title IIa funds to provide professional development that is identified through data analysis. Data analysis, school culture project, and literacy and math instruction have been identified as the priority areas of professional development.

Describe how this professional development is “sustained and ongoing.”

A portion of Professional development days are and will continue to be set aside to determine if interventions with our lowest performing students have been successful. Progress will be monitored through careful examination of fall, winter, and spring assessment data. Staff members are trained to use Data Director software which will help identify academic growth of students who have been furthest away from achieving state standards. After identifying the students who have been the furthest from achieving the standards, Title I teachers work with these students to improve academic achievement. While working in conjunction with the classroom teacher, Title I teachers work to teach skills that will increase achievement of these students. Formative and summative assessments, like STAR reading and math scores, are used on a regular basis to ensure that the implemented strategies have been effective. Data analysis by the school improvement team and grade level teams determine the effectiveness of the schoolwide program. This occurs regularly so instructional strategies can be adjusted if needed.

Component 6: Strategies to Increase Parental Involvement

How were parents involved in the design of the schoolwide plan?

Parents are invited to be active participants in all school functions. The annual Parent Title I Needs Survey asked for parent volunteers to participate in the School Improvement Plan process. The School-Parent-Student Compact was developed in a study team that included teachers, para-educators, parents, students and the principal. The previous compact was revised to be relevant and understandable to all stakeholders.

The Parent Compact and Parent Involvement Policies are available bi-annually at Parent Teacher conferences. In the fall, the parent compacts are reviewed and updated at the Title I fall planning meeting. The school improvement team members, including teachers, parents, and administrators met consistently during the 2012-2013 school year to implement and monitor the reform model. The school improvement team planned professional development centered around formative and summative assessments, creating benchmark assessments, and how to use data to improve instructional delivery and continuity across grade levels. Continuous planning will take place during the summer of 2013 and the 2013-2014 school year and will be based on program and data analysis.

How were parents involved in the implementation of the schoolwide plan?

Several methods are used to involve parents in the program implementation: the parent compact, involvement policy, annual survey of the school, annual survey of curriculum nights, annual letter of AYP status, annual letter of Title I services. The surveys are used to evaluate the program ensure that needs of the parents are being met. The curriculum nights are imbedded in each content area (see action steps in each content area). Parental involvement activities are listed in the Comprehensive Needs Assessment. The Michigan Standards and Benchmarks are reviewed and discussed with parents at the Title I Annual Fall meeting, during parent nights, and at content area nights. During content area nights, parents are shown how to monitor their child's progress and are provided materials and training to help them work with their children to help their children be successful. Sample activities and games are given to parents to help support their child's learning at home. The Parent Compact and Parent Involvement Policies are discussed with parents bi-annually at Parent Teacher conferences. In the fall, the parent compacts are reviewed and updated at the Title I fall planning meeting.

How were parents involved in the evaluation of the schoolwide plan?

Title I program evaluation surveys are conducted in the spring. The results are analyzed and then shared with the parents. Parents are invited to an Annual Spring planning meeting to discuss the survey results as well as the design and implementation of the school wide plan for the following school year. Parents are also invited to School Improvement planning meetings. Input from the surveys, the annual spring planning meeting and the School Improvement meetings is used to ensure all stakeholders have a voice in the revision process of the School Improvement Plan. The district, state, and federal program handbook outlines the evaluation tool to be used for programs.

Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?

School Improvement Plan

Holmes Elementary

Yes, the Elementary Learning Center has a Title I Parent Involvement policy that addresses how the school carries out the required activities.

How is the school carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f)?

Need to add.

How will the parent involvement component of the schoolwide plan be evaluated?

Title I program evaluation surveys are conducted in the spring. The results are analyzed and then shared with the parents. Parents are invited to an Annual Spring planning meeting to discuss the survey results as well as the design and implementation of the school wide plan for the following school year. Parents are also invited to School Improvement planning meetings. Input from the surveys, the annual spring planning meeting and the School Improvement meetings is used to ensure all stakeholders have a voice in the revision process of the School Improvement Plan. The district, state, and federal program handbook outlines the evaluation tool to be used for programs.

How will the results of the evaluation be used to improve the schoolwide program?

Title I program evaluation surveys are conducted in the spring. The results are analyzed and then shared with the parents. Parents are invited to an Annual Spring planning meeting to discuss the survey results as well as the design and implementation of the school wide plan for the following school year. Parents are also invited to School Improvement planning meetings. Input from the surveys, the annual spring planning meeting and the School Improvement meetings are used to ensure all stakeholders have a voice in the revision process of the School Improvement Plan. In partnership with the parents involved on the school improvement team, parental involvement will be evaluated by examining the feedback from the surveys and attendance.

How was the school-parent compact developed?

The School-Parent Compact is reviewed and updated as needed at the Fall Title I meeting annually. The Parent Compact and Parent Involvement Policies are available and discussed bi-annually at Parent Teacher conferences. Records of this are kept by having parents sign in at conferences, initialing that they have received and discussed the compact.

How is the parent compact used at elementary-level parent teacher conferences?

The Parent Compact and Parent Involvement Policies are available and discussed bi-annually at Parent Teacher conferences. Records of this are kept by having parents sign in at conferences, initialing that they have received and discussed the compact.

How the parent is compact shared with middle school or high school parents (depending on the grade span of the school)?

The Parent Compact and Parent Involvement Policies are available bi-annually at Parent Teacher conferences. In the fall, the parent compacts are reviewed and updated at the Title I fall planning meeting.

How does the school provide individual student academic assessment results in a language the parents can understand?

The Elementary Learning Center provides all parents with the following information regarding standards and assessments (1118 (e) (1)):

- Classroom Progress reports
- Report cards three times per year
- MEAP Parent Reports (annually) for 3rd and 4th grade students
- Parent newsletters from classrooms and the principal
- Assessment data reports from STAR Math and Reading
- Reading and Math baseline and benchmark tests

These individual student academic assessment results will be communicated to the parents in a language the parents can understand, including an interpretation of those results. All communication is available in the home language of parents with Limited English Proficiency.

Component 7: Preschool Transition Strategies

In what ways does the school connect with preschool age children beyond once a year visitation to the kindergarten classroom?

We service grades 2-4 and do not have pre-school children.

What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

This transition is not needed at the ELC. We service students 2-4.

Component 8: Teacher Participation in Making Assessment Decisions

How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

We use many different forms of assessment in order to meet the needs of our students. The use of MLPP data, Everyday Math unit tests, Reading Street unit tests, teacher created and writing rubrics are all used to constantly monitor student progress and growth. A team of teachers meet quarterly to create and evaluate authentic assessment tools used by the entire staff. In these meetings, the team analyzes student data and creates rubrics. All teachers analyze data in order to target students for further interventions.

How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

Teachers meet and discuss student data in an effort to improve programs and instruction. Teachers use professional development days to learn how to analyze various forms of data, and staff meetings to meet in grade level teams to improve instruction. Areas identified as weaknesses are revisited by the classroom teacher in an effort to improve understanding.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

What is the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Each student is evaluated using grade level specific criteria to determine which children have the greatest need for services. Students with the greatest need will receive targeted services via Title I intervention within small groups.

How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

After continued review of formative and summative assessments, students are afforded opportunities to attend additional after-school tutoring, and/or Title I intervention within the school day.

How are students' individual needs being addressed through differentiated instruction in the classroom?

Assessments are formative and summative. Teachers use authentic assessments, unit tests, common grade level assessments and NWEA to address the learners where they are.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

In what ways are the programs are coordinated and integrated toward the achievement of the schoolwide goals?

All programs and initiatives are built and measured around the vision and goals of the school improvement plan.

List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.

n/a

Describe how the school will use the resources from Title I and other sources to implement the ten required schoolwide components.

Title I resources will be aligned with all federal requirements. Students will be served based on data that supports need.

How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

All school wide goals are set based on data that supports need. Our school adheres to all Federal, State and local requirements. Data is collected using grade level assessments. Our building has 3rd and 4th grade student assessments required by the state. We use NWEA testing for 2nd grade.

Evaluation

How does the school evaluate at least annually the implementation of the schoolwide program?

Each grant funded position is required to use an evaluation tool provided by the state and federal governments. Data is collected from each supplemental program with student academic progress reported.

How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?

We review each core content area tested with domain and strand proficiency scores. We analyze year to year data, trend data, and year specific data.

How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?

Students must show one year or more growth to consider a program effective.

What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

We have streamlined instruction to optimize time spent with focused instruction. Data is analyzed during school improvement meetings.

2013-2014 Holmes SIP

Overview

Plan Name

2013-2014 Holmes SIP

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will demonstrate improvement in mathematics	Objectives: 3 Strategies: 4 Activities: 11	Academic	\$68550
2	Holmes Elementary stakeholders will create a positive climate and culture.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$60000
3	All students will improve their reading proficiency.	Objectives: 2 Strategies: 4 Activities: 8	Academic	\$45350

Goal 1: All students will demonstrate improvement in mathematics

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in math vocabulary at each grade level in Mathematics by 06/30/2014 as measured by an increase of at a least 10% as measured by NWEA math scores and MEAP scores..

Strategy 1:

Develop and Strengthen Math Vocabulary - Teachers will focus on grade level appropriate math vocabulary from resources such as Everyday Mathematics, Every Day Counts calendar, and CCSS. Vocabulary will be displayed on posters in all classrooms and hallways. Students will maintain math journals with daily math work from Everyday Counts including a vocabulary list with definitions, models, and pictures to demonstrate comprehension and mastery of concepts and vocabulary.

Research Cited: Beck, I.L., McKeown, M.G., & Kucan, L. (2002). Bringing words to life: Robust vocabulary instruction, New York: Guilford.

Blachowicz, C.L.Z. & Fisher, P. (2006). Teaching vocabulary in all classrooms. (3rd edition). Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall

National Council of Teachers of Mathematics (2000). Principles and standards for school mathematics.

Marzano, R. & Pickering, D. (2005). Building academic vocabulary: Teacher's Manual, ASCD: Alexandria, VA.

Activity - Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional and support staff will participate in book studies using Critical Friends Group protocols to increase their understanding of ways to effectively teach and increase students' math vocabulary skills.	Professional Learning	07/01/2013	06/30/2014	\$1300	Title II Part A	Principal, Classroom Teachers, Title I Teachers, Teacher Consultants, Resource Room Teachers, ESL Teacher, Paraeducators, Custodial, Office, Lunchroom Staff

Activity - Math Word Wall	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Classroom teachers will provide a designated space for math vocabulary words to be taught, as well as used as a resource tool for students. Hallway walls will provide additional word wall space with a focus on CCSS math vocabulary words by grade level.	Academic Support Program	07/01/2013	06/30/2014	\$0	Title I School Improvement (ISI)	Principal, Classroom Teachers, Resource Room Teachers, Teacher Consultants, ESL Teachers, Title I Teachers, Para Educators.
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Strategy 2:

90 Minute Math Block - 90 minutes of math instruction- Each teacher will schedule 90 minutes of math instruction. This time will consist of daily calendar time using the Everyday Counts Calendar, a 5-10 minute math warm-up activity, a 15-20 minute whole group mini lesson followed by small group differentiated instruction, independent practice, and work with technology. A second whole group mini lesson will again be followed by small group differentiated instruction, independent practice, and work with technology.

Research Cited: Erlauer, L (2003), The Brain-Compatible Classroom: Using What We Know About Learning to Improve Teaching, ASCD, Alexandria, VA.

Marzano, R. Pickering, D., Pollack, J., (2001). Classroom Instruction that Works: Research Based Strategies for Increasing Student Achievement, ASCD, Alexandria, VA.

Activity - Mini Lesson	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Whole group instruction (20-25 minutes) utilizing the Common Core State Standards (CCSS) and Everyday Mathematics. The mini lesson will incorporate use of erasable white boards and markers to maximize student engagement, document cameras, and interactive white boards for direct instruction and interactive lessons.	Direct Instruction	07/01/2013	06/30/2014	\$250	Title I Schoolwide	Principal, Classroom Teachers, Title I Teachers, Resource Room Teachers, ESL Teachers, Paraeducators.

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Leveled activities that connect with the CCSS and Everyday Mathematics. Teachers will utilize programs such as Everyday Mathematics, Accelerated Math and Pearson Success Maker along with small group instruction to meet the needs of each student. Materials that will be used to differentiate instruction include Everyday Math journals, spiral notebooks/composition books, card stock, folders, writing utensils, glue sticks, individual white boards and dry erase markers, glue sticks, dice, plastic baggies, 3 ring binders, and lamination material.	Other	07/01/2013	06/30/2014	\$10000	Title I Schoolwide	Principal, Classroom Teachers, Title I Teachers, Resource Room Teachers, ESL Teachers, Paraeducators.
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Activity - Supplemental Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Title I Math Teacher will implement research-based instructional strategies and provide supplemental support in small groups and in classrooms. S/he will collaborate with the general education teachers to ensure that supplemental instruction is aligned with the curriculum and classroom instructional practices. The Title I Math teacher will integrate the math and science curriculum in order to strengthen both math and science skills.	Direct Instruction	07/01/2013	06/30/2014	\$45000	Title I Schoolwide	Principal, Classroom Teachers, Title I teachers

Measurable Objective 2:

80% of All Students will demonstrate a proficiency in Numbers & Operation strand in Mathematics by 06/30/2014 as measured by the math NWEA and MEAP.

Strategy 1:

Improve math facts and operations - Teacher consultant, Classroom Teachers and Title teachers will spend a minimal of 5 minutes per day for fact practice with small group instruction. The Title teachers will identify students based on desegregated 2012 MEAP results and NWEA Math strand scores. Implementing family math nights quarterly for lower and upper elementary students to increase family involvement. Extended day instruction and professional development opportunities will be offered to facilitate vertical alignment of the curriculum with the CCSS.

Research Cited: Ball, D., Pollock, J., (2001). Classroom instruction that works: Research based strategies for increasing student achievement, ASCD, Alexandria, VA.; Loveless, T. (2003) Trends in math achievement: The importance of basic skills. Presentation at the Mathematics Summit, Washington D.C.; Biffle, C. (2003) Whole brain teaching for challenging kids; (and the rest of your class too). Whole Brain Teaching LLC first edition.

Activity - Math Technology & Support Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will practice basic math facts and math skills daily. Technology such as Ipad, calculators, computers, and responders will be used to improve skills. Internet resources such as NWEA MAP math, Brain-pop, Xtra math website, IXL.com, Online Envision and Online Math sites will be used to practice facts and other math skills. Practice facts using mad minutes, flashcards, etc...	Other	07/01/2013	07/01/2013	\$5000	Title I Schoolwide	Principal, Classroom Teacher, Title teachers, ESL Teachers, Teacher Consultants, Resource Room teachers.
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Activity - Everyday Counts Calendar	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the Everyday Counts calendar as a daily instructional tool. Everyday Counts calendar uses focus on a sequential repetition of basic math skills to build math fluency in students. Students will use their math journals to demonstrate their thinking and problem solving skills.	Direct Instruction	07/01/2013	06/30/2014	\$2500	Title I Schoolwide	Principal, Classroom Teachers, Resource Room Teachers, Teacher Consultants, ESL Teachers, Title Teachers, Para Educators.

Activity - Parent Involvement Math and Science Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
For the Parent Involvement Math and Science events, classroom teachers, Title teachers, and support staff will present math and science concepts, skills, and projects that students are learning and engaged in during the school day. In addition, staff will model and share math games, online games and programs, and strategies that parents can use to facilitate and reinforce math and science skills development at home. Parent Involvement events may include Math Nights, Math Carnivals, Science Fairs/Family Nights, and interactive presentations and projects facilitated by community organizations such as the Hands on Museum, Leslie Science Center, and U of M Science and Natural History.	Parent Involvement	07/01/2013	06/30/2014	\$2000	Title I Schoolwide	Principal, Classroom Teachers, Resource Room Teachers, Teacher Consultants, ESL Teachers, Title Teachers, Para Educators.

Measurable Objective 3:

80% of All Students will demonstrate a proficiency in problem solving skills in Mathematics by 06/30/2014 as measured by as measured by NWEA scores.

Strategy 1:

Implementing Problem Solving Strategies - All teachers will implement problem solving strategies during a segment of their 90 minute math instructional block. Problem

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solving strategies and materials will include Creative Publications Problem Solving Series; math journals for reflecting, summarizing and explaining; Problem Solving Organizers.

Research Cited: Ball, D., Boerst, University of Michigan in Elementary Math. (Collaborative Assessment of Teaching Ongoing Research Project); Marzano, R., Pickering, D., Polluck, J. (2001). Classroom instruction that works; Research based strategies for increasing student achievement, ASCD, Alexandria, VA;

Activity - Problem Solving Center	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have a differentiated problem solving center in a designated area in their classroom. Students will have the opportunity to solve problems and demonstrate their thinking in their math journals/notebooks.	Academic Support Program	07/01/2013	06/30/2014	\$500	Title I Schoolwide	Principal, Classroom Teachers, Teacher Consultants, ESL Teachers, Title I Teachers, Resource Room Teachers, Para Educators.

Activity - Math Journal/Notebook	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize math journals and notebooks for reflecting, connecting, summarizing, and questioning mathematical content, vocabulary and concepts.	Academic Support Program	07/01/2013	06/30/2014	\$1000	Title I Schoolwide	Principals, Classroom Teachers, Resource Room Teachers, Teacher Consultants, ESL Teachers, Title I Teachers, Para educators.

Activity - Problem Solving Center	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

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All teachers will utilize Creative Publications Problem Solver series. The following strategies will be taught: Find a Pattern, Make a Table, Work Backwards, Guess and Check, Draw a picture, Make a list, Write a number sentence, and use logical reasoning. Students will explain their thinking in their math journals/notebooks.	Direct Instruction	07/01/2013	06/30/2014	\$1000	Title I Schoolwide	Principal, Classroom Teachers, Resource Room Teachers, Teacher Consultants, Title I Teachers, ESL Teachers, Para educators.
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Goal 2: Holmes Elementary stakeholders will create a positive climate and culture.

Measurable Objective 1:

demonstrate a behavior that will promote an environment which respects safety, relationships, and the process of teaching and learning by 06/30/2014 as measured by a 10% quarterly decrease in discipline referrals.

Strategy 1:

Positive Behavior Interventions - All staff has been trained in Restorative Practices. All classroom teachers will create a positive community within their classroom by holding daily community circles.

Research Cited: Porter, A.J. (2008). Research reveals the power of restorative practices in schools. In L. Mirsky & T. Wachtel (Eds.), Safer Saner Schools; Restorative Practices in Education. Bethlehem, PA.; Restorative Justice Consortium (2005). Statement of restorative justice principles: As applied in a school setting (2nd ed.).

Activity - Restorative Circles	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom teachers and support staff will implement the use of Restorative Circles as a means to create a positive culture, build community, and enhance learning.	Behavioral Support Program	07/01/2013	06/30/2014	\$0	No Funding Required	Principal, Classroom Teachers, Resource Room Teachers, ESL Teachers, Title Teachers, Para-educators

Activity - Building Respectful Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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A social worker or individual trained in behavior intervention will encourage positive behavior and elicit productive interactions using small group interventions, modeling, conferencing, peer mediation, in order to build healthy communities.	Behavioral Support Program	07/01/2013	06/30/2014	\$60000	Section 31a	Principal, Behavior Interventionalist, Social Worker, Classroom Teachers, Resource Room Teachers, Teacher consultants, Title I Teachers.
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Goal 3: All students will improve their reading proficiency.

Measurable Objective 1:

A 20% increase of Third and Fourth grade students will demonstrate a proficiency on the English Language Arts portion of the 2013-14 MEAP assessment in Reading by 06/30/2014 as measured by the 2013 ELA MEAP.

Strategy 1:

Daily 5 and CAFE strategies - Using the Daily 5 and CAFE Strategies teachers will structure reading instruction to meet the needs of all students at various instructional reading levels. The structure of the Daily 5 helps students develop the daily habits of reading, writing, and working independently that will lead to a lifetime of literacy independence. Teachers will incorporate research based practices such as activating prior knowledge, questioning, visualizing, clarifying, drawing inferences, summarizing, and retelling. Students will be guided in the five practices that characterize good readers: Read to Self, Read to Someone, Work on Writing, Word Work, and Listen to Reading.

Research Cited: Boushey, G. & Moser, J. (2006). The Daily 5: Fostering literacy independence in the elementary grades. Portland, ME: Stenhouse.; Marzano, R. (2003). What works in schools: Translating research into action. Alexandria, VA: ASCD.; Presley, M. (2005). Reading instruction that works: The case for balanced teaching. New York: Guilford.

Activity - Responding and Reflecting to Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Before, after, and during reading, students will respond to narrative or information text in their reading journal/notebooks. Students will use strategies such as retellings, summarizing, drawing conclusions, drawing inferences, etc...	Other	07/01/2013	06/30/2014	\$2000	Title I Schoolwide	Principal, Classroom Teachers, Resource Room Teachers, ESL Teachers, Title Teachers, Teacher Consultants, Para Educators
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Activity - Supplemental Online Reading Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Accelerated Reader, Reading A-Z, Starfall, and Tumblebooks will be used to supplement reading instruction and intervention. AR is a computer based program that is guided by teachers and led by students in grade 2-4 (at their own pace). After students read leveled texts independently, they take a computerized quiz that measures their comprehension. Teachers and students are given immediate feedback. Reading A-Z, StarFall, and Tumblebooks are interactive reading programs that can be used independently, in small groups, or in whole classes. Leveled texts can be downloaded and printed which allow teachers to differentiate instruction for students reading at various reading levels.	Academic Support Program	07/01/2013	06/30/2014	\$2500	Title I Schoolwide	Principal, Classroom Teachers, Resource Room Teachers, ESL Teachers, Title Teachers, Teacher Consultants, Para Educators

Strategy 2:

90 Minute Reading Block - Each teacher will schedule uninterrupted 90 minute block for daily reading instruction. The reading block will include 15-20 minute whole group mini-lesson followed by small group differentiated instructions, independent practice, and work with technology. A second whole group mini lesson may be taught and be followed by small group differentiated instruction, independent practice, work with technology, and reflective learning task. A possible third mini lesson could be taught on a word working focus. Topics for mini lesson will include comprehension, accuracy, fluency and expanding vocabulary instruction.

Research Cited: Boushey, G. & Moser, J. (2009) The CAFE Book: Engaging all students in daily literacy assessment & instruction. Portland, ME: Stenhouse,; Marzano, R. (2003). What works in schools: Translating research into action. Alexandria, VA: ASCD; Lemov, D. (2010) Teach like a champion: 49 techniques that put students on the path to college. San Francisco, CA: John Wiley & Sons

Activity - Mini Lesson	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will provide whole group instruction (20-25 minutes) utilizing the CCSS and CAFE. The mini lessons will incorporate the use of erasable white boards and markers to maximize student engagement. Additionally, document cameras, and Interactive whiteboards will be used for modeling, direct instruction and interactive lessons.	Direct Instruction	07/01/2013	06/30/2014	\$350	Title I Schoolwide	Principal, Classroom Teachers, Resource Room Teachers, ESL Teachers, Title Teachers, Teacher Consultants, Para Educators
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Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leveled activities will be selected that connect with the CCSS to meet individual student needs. Formative assessments will be used to inform instructional practices used during small group and individual instruction. Materials that will be used to differentiate instruction include spiral notebooks/composition books, card stock, folders, 3 ring binders with plastic protectors, writing utensils, glue sticks, erasable white boards, dry erase markers, plastic baggies, and lamination.	Direct Instruction	07/01/2013	06/30/2014	\$2500	Title I Schoolwide	Principal, Classroom Teachers, Resource Room Teachers, ESL Teachers, Title Teachers, Teacher Consultants, Para Educators

Measurable Objective 2:

A 20% increase of Third and Fourth grade students will demonstrate a proficiency in word recognition, word study and vocabulary skills in Reading by 06/30/2014 as measured by an increase of at a least 20% as measured by MEAP scores..

Strategy 1:

Improve Word Recognition, Word Study & Vocabulary Skills - Staff will use NWEA, CCSS and selected word lists to identify appropriate words to teach at each grade level. During PLCs, CFGs, common planning time and staff meetings, staff will discuss instructional practices aimed at improving study word skills using selected texts. Research Cited: Teaching vocabulary in all classrooms. (3rd. ed.). Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall.; Marzano, R.J. & Pickering, D. J. (2005). Building academic vocabulary: Teacher's manual. ASCD, Alexandria, VA; Watts-Taffe, S. (2006) Vocabulary: Questions from the classroom. Reading Research Quarterly, 41 (4), 524-538

Activity - Parent Involvement Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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For the Parent Involvement Reading and Literacy events, classroom teachers, Title I reading teacher, and support staff will present reading and literacy concepts, skills, and projects that students are learning and engaged in during the school day. In addition, staff will model and share reading games, online games and programs, and strategies that parents can use to facilitate and reinforce reading and literacy skills development at home. Families will participate in hands-on reading and literacy projects and will receive make and take materials (e.g., books, vocabulary games, letter tiles, etc...) that will foster application of reading and literacy skills in the home environment. Parent involvement events may include Reading Nights, Literacy Carnivals, and interactive presentations and projects facilitated by community organizations such as the Ypsilanti District Library.	Parent Involvement	07/01/2013	06/30/2014	\$2000	Title I Schoolwide	Principal, Classroom Teachers, Resource Room Teachers, ESL Teachers, Teacher Consultants, Para educators.
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Activity - Emphasize Vocabulary in Core Content Areas	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilizing resources such as "Bringing Words to Life", "Building Academic Vocabulary" and Vocabulary A-Z. Staff will review NWEA, CCSS, and selected words to determine resources and ideas for vocabulary rich programs in core content area for each grade level.	Implementation	07/01/2013	06/30/2014	\$1000	Title I Schoolwide	Principal, Classroom Teachers, Resource Room Teachers, Title I Teacher, ESL Teacher, Para educators, Teacher Consultants

Activity - Extended Enrichment Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Certified teachers will provide supplemental reading support in small and large group context. Staff will conduct formative and summative assessments to track student progress to determine gains made as the result of participating in this program. Students will be identified to participate in programs based on Title I eligibility criteria. Extended enrichment activities may include Before and After school enrichment, Saturday School, and Summer School.	Academic Support Program	07/01/2013	06/30/2014	\$30000	Title I Schoolwide	Principal, Classroom Teachers, Resource Room Teachers, Title I teachers, Teacher Consultants, Resource Room Teachers, ESL Teachers, Para educators.

Strategy 2:

Improve Knowledge of Informational Text Structure and Features - Teachers will select appropriate informational text weekly and students will engage in peer to peer

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reading daily, small group, and whole group instruction/intervention, focusing on learning informational text structure and features.

Research Cited: Cilia-Duncan, J. (2008). Collaborative action research: The Daily Five. Collaborative Action Research: EDUC 6620-029; Collins Block, C., Mandell Morrow, L. & Parris, S. R. (2008). Comprehension instruction: research based best practices. The Guilford Press, New York, NY.; Huebner, T.A. (2010). Meeting students where they are. Educational Leadership, 67(5), 79-81.; Marzano, R.J., Pickering, D.J., Pollock, J. E. (2001). Classroom instruction that works: Research based strategies for increasing student achievement. Association for Supervision and Curriculum Development, Alexandria, VA.; Robb, L. (2006). Teaching reading. Scholastic Inc., New York, NY.; Ross, S., Nunnery, J., & Goldfeder, E. (2004). A Randomized experiment on the effects of Accelerated Reader/Reading Renaissance in an urban school district: Preliminary evaluation report. The University of Memphis, Center for Research in Educational Policy, Memphis, TN.

Activity - Supplemental Informational Text & Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Informational news articles and iPad applications including Scholastic News, Social Studies Weekly, Read Naturally, and National Geographic for Kids will be used to increase students comprehension skills across the content areas. Paper copies of informational news articles will be used as a classroom intervention as well as homework supplements. These texts will be used during peer to peer (with adult support), small group, and whole class reading instruction and intervention. These texts primarily will be used during the Daily 5 reading block.	Other	07/01/2013	06/30/2014	\$5000	Title I Schoolwide	Principal, Classroom Teachers, Resource Room Teachers, Teacher Consultants, ESL Teachers, Title I Teachers, Para educators.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Building Respectful Communities	A social worker or individual trained in behavior intervention will encourage positive behavior and elicit productive interactions using small group interventions, modeling, conferencing, peer mediation, in order to build healthy communities.	Behavioral Support Program	07/01/2013	06/30/2014	\$60000	Principal, Behavior Interventionalist, Social Worker, Classroom Teachers, Resource Room Teachers, Teacher consultants, Title I Teachers.
Total					\$60000	

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Word Wall	Classroom teachers will provide a designated space for math vocabulary words to be taught, as well as used as a resource tool for students. Hallway walls will provide additional word wall space with a focus on CCSS math vocabulary words by grade level.	Academic Support Program	07/01/2013	06/30/2014	\$0	Principal, Classroom Teachers, Resource Room Teachers, Teacher Consultants, ESL Teachers, Title I Teachers, Para Educators.
Total					\$0	

School Improvement Plan

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Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Supplemental Online Reading Program	Accelerated Reader, Reading A-Z, Starfall, and Tumblebooks will be used to supplement reading instruction and intervention. AR is a computer based program that is guided by teachers and led by students in grade 2-4 (at their own pace). After students read leveled texts independently, they take a computerized quiz that measures their comprehension. Teachers and students are given immediate feedback. Reading A-Z, StarFall, and Tumblebooks are interactive reading programs that can be used independently, in small groups, or in whole classes. Leveled texts can be downloaded and printed which allow teachers to differentiate instruction for students reading at various reading levels.	Academic Support Program	07/01/2013	06/30/2014	\$2500	Principal, Classroom Teachers, Resource Room Teachers, ESL Teachers, Title Teachers, Teacher Consultants, Para Educators
Emphasize Vocabulary in Core Content Areas	Utilizing resources such as "Bringing Words to Life", "Building Academic Vocabulary" and Vocabulary A-Z. Staff will review NWEA, CCSS, and selected words to determine resources and ideas for vocabulary rich programs in core content area for each grade level.	Implementation	07/01/2013	06/30/2014	\$1000	Principal, Classroom Teachers, Resource Room Teachers, Title I Teacher, ESL Teacher, Para educators, Teacher Consultants
Parent Involvement Activities	For the Parent Involvement Reading and Literacy events, classroom teachers, Title I reading teacher, and support staff will present reading and literacy concepts, skills, and projects that students are learning and engaged in during the school day. In addition, staff will model and share reading games, online games and programs, and strategies that parents can use to facilitate and reinforce reading and literacy skills development at home. Families will participate in hands-on reading and literacy projects and will receive make and take materials (e.g., books, vocabulary games, letter tiles, etc...) that will foster application of reading and literacy skills in the home environment. Parent involvement events may include Reading Nights, Literacy Carnivals, and interactive presentations and projects facilitated by community organizations such as the Ypsilanti District Library.	Parent Involvement	07/01/2013	06/30/2014	\$2000	Principal, Classroom Teachers, Resource Room Teachers, ESL Teachers, Teacher Consultants, Para educators.

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Problem Solving Center	All teachers will utilize Creative Publications Problem Solver series. The following strategies will be taught: Find a Pattern, Make a Table, Work Backwards, Guess and Check, Draw a picture, Make a list, Write a number sentence, and use logical reasoning. Students will explain their thinking in their math journals/notebooks.	Direct Instruction	07/01/2013	06/30/2014	\$1000	Principal, Classroom Teachers, Resource Room Teachers, Teacher Consultants, Title I Teachers, ESL Teachers, Para educators.
Differentiated Instruction	Leveled activities that connect with the CCSS and Everyday Mathematics. Teachers will utilize programs such as Everyday Mathematics, Accelerated Math and Pearson Success Maker along with small group instruction to meet the needs of each student. Materials that will be used to differentiate instruction include Everyday Math journals, spiral notebooks/composition books, card stock, folders, writing utensils, glue sticks, individual white boards and dry erase markers, glue sticks, dice, plastic baggies, 3 ring binders, and lamination material.	Other	07/01/2013	06/30/2014	\$10000	Principal, Classroom Teachers, Title I Teachers, Resource Room Teachers, ESL Teachers, Paraeducators.
Extended Enrichment Activities	Certified teachers will provide supplemental reading support in small and large group context. Staff will conduct formative and summative assessments to track student progress to determine gains made as the result of participating in this program. Students will be identified to participate in programs based on Title I eligibility criteria. Extended enrichment activities may include Before and After school enrichment, Saturday School, and Summer School.	Academic Support Program	07/01/2013	06/30/2014	\$30000	Principal, Classroom Teachers, Resource Room Teachers, Title I teachers, Teacher Consultants, Resource Room Teachers, ESL Teachers, Para educators.
Supplemental Intervention	The Title I Math Teacher will implement research-based instructional strategies and provide supplemental support in small groups and in classrooms. S/he will collaborate with the general education teachers to ensure that supplemental instruction is aligned with the curriculum and classroom instructional practices. The Title I Math teacher will integrate the math and science curriculum in order to strengthen both math and science skills.	Direct Instruction	07/01/2013	06/30/2014	\$45000	Principal, Classroom Teachers, Title I teachers

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Parent Involvement Math and Science Activities	For the Parent Involvement Math and Science events, classroom teachers, Title teachers, and support staff will present math and science concepts, skills, and projects that students are learning and engaged in during the school day. In addition, staff will model and share math games, online games and programs, and strategies that parents can use to facilitate and reinforce math and science skills development at home. Parent Involvement events may include Math Nights, Math Carnivals, Science Fairs/Family Nights, and interactive presentations and projects facilitated by community organizations such as the Hands on Museum, Leslie Science Center, and U of M Science and Natural History.	Parent Involvement	07/01/2013	06/30/2014	\$2000	Principal, Classroom Teachers, Resource Room Teachers, Teacher Consultants, ESL Teachers, Title Teachers, Para Educators.
Mini Lesson	Teachers will provide whole group instruction (20-25 minutes) utilizing the CCSS and CAFE. The mini lessons will incorporate the use of erasable white boards and markers to maximize student engagement. Additionally, document cameras, and Interactive whiteboards will be used for modeling, direct instruction and interactive lessons.	Direct Instruction	07/01/2013	06/30/2014	\$350	Principal, Classroom Teachers, Resource Room Teachers, ESL Teachers, Title Teachers, Teacher Consultants, Para Educators
Math Technology & Support Materials	Students will practice basic math facts and math skills daily. Technology such as Ipad, calculators, computers, and responders will be used to improve skills. Internet resources such as NWEA MAP math, Brain-pop, Xtra math website, IXL.com, Online Envision and Online Math sites will be used to practice facts and other math skills. Practice facts using mad minutes, flashcards, etc...	Other	07/01/2013	07/01/2013	\$5000	Principal, Classroom Teacher, Title teachers, ESL Teachers, Teacher Consultants, Resource Room teachers.

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Problem Solving Center	Teachers will have a differentiated problem solving center in a designated area in their classroom. Students will have the opportunity to solve problems and demonstrate their thinking in their math journals/notebooks.	Academic Support Program	07/01/2013	06/30/2014	\$500	Principal, Classroom Teachers, Teacher Consultants, ESL Teachers, Title I Teachers, Resource Room Teachers, Para Educators.
Math Journal/Notebook	Students will utilize math journals and notebooks for reflecting, connecting, summarizing, and questioning mathematical content, vocabulary and concepts.	Academic Support Program	07/01/2013	06/30/2014	\$1000	Principals, Classroom Teachers, Resource Room Teachers, Teacher Consultants, ESL Teachers, Title I Teachers, Para educators.
Responding and Reflecting to Reading	Before, after, and during reading, students will respond to narrative or information text in their reading journal/notebooks. Students will use strategies such as retellings, summarizing, drawing conclusions, drawing inferences, etc...	Other	07/01/2013	06/30/2014	\$2000	Principal, Classroom Teachers, Resource Room Teachers, ESL Teachers, Title Teachers, Teacher Consultants, Para Educators

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EveryDay Counts Calendar	Teachers will use the Everyday Counts calendar as a daily instructional tool. Everyday Counts calendar uses focus on a sequential repetition of basic math skills to build math fluency in students. Students will use their math journals to demonstrate their thinking and problem solving skills.	Direct Instruction	07/01/2013	06/30/2014	\$2500	Principal, Classroom Teachers, Resource Room Teachers, Teacher Consultants, ESL Teachers, Title Teachers, Para Educators.
Mini Lesson	Whole group instruction (20-25 minutes) utilizing the Common Core State Standards (CCSS) and Everyday Mathematics. The mini lesson will incorporate use of erasable white boards and markers to maximize student engagement, document cameras, and interactive white boards for direct instruction and interactive lessons.	Direct Instruction	07/01/2013	06/30/2014	\$250	Principal, Classroom Teachers, Title I Teachers, Resource Room Teachers, ESL Teachers, Paraeducators.
Supplemental Informational Text & Technology	Informational news articles and iPad applications including Scholastic News, Social Studies Weekly, Read Naturally, and National Geographic for Kids will be used to increase students comprehension skills across the content areas. Paper copies of informational news articles will be used as a classroom intervention as well as homework supplements. These texts will be used during peer to peer (with adult support), small group, and whole class reading instruction and intervention. These texts primarily will be used during the Daily 5 reading block.	Other	07/01/2013	06/30/2014	\$5000	Principal, Classroom Teachers, Resource Room Teachers, Teacher Consultants, ESL Teachers, Title I Teachers, Para educators.

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Differentiated Instruction	Leveled activities will be selected that connect with the CCSS to meet individual student needs. Formative assessments will be used to inform instructional practices used during small group and individual instruction. Materials that will be used to differentiate instruction include spiral notebooks/composition books, card stock, folders, 3 ring binders with plastic protectors, writing utensils, glue sticks, erasable white boards, dry erase markers, plastic baggies, and lamination.	Direct Instruction	07/01/2013	06/30/2014	\$2500	Principal, Classroom Teachers, Resource Room Teachers, ESL Teachers, Title Teachers, Teacher Consultants, Para Educators
Total					\$112600	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Restorative Circles	All classroom teachers and support staff will implement the use of Restorative Circles as a means to create a positive culture, build community, and enhance learning.	Behavioral Support Program	07/01/2013	06/30/2014	\$0	Principal, Classroom Teachers, Resource Room Teachers, ESL Teachers, Title Teachers, Para-educators
Total					\$0	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Book Study	Professional and support staff will participate in book studies using Critical Friends Group protocols to increase their understanding of ways to effectively teach and increase students' math vocabulary skills.	Professional Learning	07/01/2013	06/30/2014	\$1300	Principal, Classroom Teachers, Title I Teachers, Teacher Consultants, Resource Room Teachers, ESL Teacher, Paraeducators, Custodial, Office, Lunchroom Staff
					Total	\$1300