



School Improvement Plan

Holmes Elementary

Ypsilanti Community Schools

Aaron Rose
1255 Holmes Rd
Ypsilanti, MI 48198-3941

TABLE OF CONTENTS

Introduction.....	1
 Improvement Plan Assurance	
Introduction.....	3
Improvement Plan Assurance.....	4
 Title I Schoolwide Diagnostic	
Introduction.....	6
Component 1: Comprehensive Needs Assessment.....	7
Component 2: Schoolwide Reform Strategies	9
Component 3: Instruction by Highly Qualified Staff.....	11
Component 4: Strategies to Attract Highly Qualified Teachers.....	12
Component 5: High Quality and Ongoing Professional Development.....	14
Component 6: Strategies to Increase Parental Involvement.....	15
Component 7: Preschool Transition Strategies.....	18
Component 8: Teacher Participation in Making Assessment Decisions.....	19
Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards.....	20
Component 10: Coordination and Integration of Federal, State and Local Programs and Resources...	21
Evaluation:.....	22

2018-19 School Improvement Plan

Overview 24

Goals Summary 25

 Goal 1: Holmes Elementary will be an effective school with a culture and climate that reflects a positive, purposeful, businesslike environment. 26

 Goal 2: All students will improve their reading proficiency. 27

 Goal 3: All students will improve their math proficiency 29

Activity Summary by Funding Source 32

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.

Improvement Plan Assurance

Introduction

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	For 2018-19, Holmes will continue to utilize the Goals and Plans in ASSIST.	

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. 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 Comprehensive Needs Assessment addresses all four types 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

1. How was the comprehensive needs assessment process conducted?

The School Improvement Team from Holmes Elementary School, 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/Priority Plan. When the team met in January 26, 2018 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/Priority 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 parent meeting, parent teacher conferences, and other parent events.

2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

Our school programs and delivery of instruction has been redesigned to maximize teacher collaboration, through common grade level planning. The 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 through cultural proficiency and restorative practices.

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

The goals of the school have been established based on the data and the needs that we identified in the needs assessment. These goals include teachers meeting in bi-weekly team meetings where pacing of instruction and unit plans are discussed. Instructional learning cycles are being implemented to ensure that all students are receiving the necessary support. This year, we started to incorporate our intervention model within the Instructional Learning Cycle. This model is called "Reteach and Enrich" and has been extremely successful in several grades. Their success has been attributed to consistency and persistence with the model and the ILC process. Common assessments, classroom observations, peer observations, and professional development assist teachers in developing lessons to address student needs identified in the assessment. When considering student perception data the goal of improving students engagement and focus in school was created and is being implemented through restorative practices and cultural proficiency professional development and implementation.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

School Improvement Plan

Holmes Elementary

partnered with:

YMCA

Washtenaw County Foster Grandparent Program

EMU Bright Futures

Check and Connect (Student Advocacy Center)

Education advocacy and support (Student Advocacy Center)

Mentor to Youth

PENut

826michigan

Food Gatherers

Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the schoolwide plan which 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 Holmes Elementary School, the staff is focused on small group reading instruction via guided reading and math instruction. The classroom teaching staff has been dedicated to giving students more opportunities to read to self, hopefully producing higher literacy skills. Ninety-minute math and literacy blocks have allowed teachers and students more opportunity for small group guided instruction with tiered groupings. Implementation of a focus on fluency and vocabulary development are increasing students confidence and ability to reach State standards. Writing expectations have been formalized for each grade level. Included in these writing expectations is including cold writes, technology integration, and use of Google Classroom.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

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:

Differentiated Instruction Professional Learning Communities

Reflex Math

Everyday Mathematics

Technology Instruction/ Professional Development

Writing Workshop

Reading Workshop

Words Their Way

PD with Norma Foster around EDM4

Assessment Literacy

3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

Each grade level team is implementing common pacing and assessments, use of instructional learning cycles to assess data and make adjustments to instruction.

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

School-wide all support staff and Title I teachers participate with each grade level to provide tiered support for identified students. Teachers and support staff use, the ILC process, local benchmark assessments and standardized test results to determine areas of weakness and

group students accordingly. The Descartes from NWEA are used to ensure that students are receiving specific instructional support to meet their needs.

Additionally, Instructional Consultation Team is used as a support for a teacher in order to meet the needs of struggling students. "Power Hour", a reteach and enrich intervention model, provides intense instruction to students that need intervention and provide challenging or enriching opportunities for students that have mastered the standard.

5. Describe how the school determines if these needs of students are being met.

Title I staff maintains instructional data on the students they support. NWEA testing occurs 2 times throughout the year to monitor student progress (3 times for second grade). Data teams meet to discuss student progress after each Instructional Learning cycle and adjustments are made in students identified. Local assessments in both reading and math provide additional data points. The M-STEP, Michigan's standardized annual assessment, provides data in ELA, math, science, and social studies. Pre/Post assessments are utilized to determine student growth. Locally created formative assessments are used to scaffold and individualize instruction.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	<p>1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this?</p> <p>NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes	All staff including paraprofessionals are highly qualified.	

Label	Assurance	Response	Comment	Attachment
	<p>2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this?</p> <p>NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	Yes	All certified staff instructors and instructional paraprofessionals are highly qualified having passed the necessary state and local requirements in their field.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

This school year we have lost:

8 Classroom Teachers

1 Title I Teachers

2 Specials Teachers

1 Principal

This school year we have gained:

7 Classroom Teachers

3 Specials Teachers

1 Principal

1 Title I Teacher

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

16 Highly qualified teachers

Education 3 B.A. 13 M.A.

1 Highly Qualified Paraprofessionals

Years Experience:

1-3: 6

4-8: 6

9-15: 1

>15: 5

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

Talent Management- DTN

As the district moves forward in its turnaround efforts, the DTN must ask itself whether or not the current structure of the central office lends itself to focusing on instructional improvement. This was done in 2015-16. The final step of the Talent Management district system is in the installation phase. Retention and Removal is the part of the Talent Management system that is concerned with how the district will provide effective incentives to attract and retain the appropriately skilled teachers and principals along with defining the process in which the district will respond with they are faced with removing low-performing teachers and principals

Activities-

Implement an evaluation system that has clearly defined standards that combines qualitative and quantitative data from a variety of sources including school and student performance.

Provide a data-driven professional learning series aligned to the vision for high quality instruction and the district guaranteed curriculum, materials and assessments

Teacher and Principal Professional Development

Teacher and Principal Mentoring

4. Describe the 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.

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

The district does not have an initiative to attempt to lower the turnover rate.

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

Professional learning opportunities that the staff will receive include: data analysis for both literacy and math instruction and have been identified as the priority areas of professional development. Support will be provided as needed for implementing Assessment Literacy & EDM. It is also being incorporated into ongoing DTN/BTN work.

2. Describe how this professional learning is "sustained and ongoing."

Both district and school level professional development days have been set aside to ensure that professional learning is sustained and ongoing. Funds have be set aside to provide for necessary professional development.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		District Improvement Plan

Component 6: Strategies to Increase Parental Involvement

1. Describe how parents are (will be) 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. Parent representatives have been invited to be a part of the School Governance Team.

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

Several methods are use 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. Parental involvement activities are listed in the Comprehensive Needs Assessment. The MAISA standards 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.

3. Describe how parents are (will be) 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.

Label	Assurance	Response	Comment	Attachment
	4. 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)?	Yes		Holmes Parent Involvement Plan

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

The school is providing supports for parents to assist their children at home. Parents are invited to content area parent nights four times a year to support how they can work with their children. All communication is sent in a language parents can understand.

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

The School Improvement Team will collect and analyze data about parent involvement during activities. Also, parent surveys will be analyzed and feedback will be discussed to determine how we can continue to improve parent involvement at Holmes Elementary School.

7. Describe how the results of the evaluation are (will 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.

8. Describe how the school-parent compact is 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.

9. Describe how the School-Parent Compact is 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.

10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

Not Applicable

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		Holmes Elementary Parent Compact

11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

Holmes Elementary School provides all parents with the following information regarding standards and assessments (1118 (e) (1)):

- Classroom Progress reports
- Report cards four times per year
- MEAP/M-STEP Parent Reports (annually) for 3rd, 4th, 5th grade students
- Parent newsletters from classrooms and the principal
- NWEA
- 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

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?
- N/A
2. 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?
- N/A

Component 8: Teacher Participation in Making Assessment Decisions

1. 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 NWEA data, Everyday Math unit tests, Reading assessments, teacher created assessments and writing rubrics are all used to constantly monitor student progress and growth. Each grade level team meets biweekly and has created their own common assessments. Once the assessments have been given, the team uses an Instructional Learning Cycle to target instruction and best practices.

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

Teachers meet biweekly and discuss student data in an effort to improve programs and instruction. Areas identified as weaknesses are revisited by the classroom teacher in an effort to improve understanding. The Instructional Learning Cycle is also used for this purpose.

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

1. Describe 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.

2. 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 extended learning opportunities such as Intersession, and/or Title I intervention within the school day.

3. 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. Instruction is adjusted based on these findings. The Instructional Learning Cycle is used to monitor student progress throughout short cycles and strategies are implemented to address the needs of students far from proficient, near proficient and proficient within the classroom.

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

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

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

2 additional teachers to support reading Title I students

Washtenaw County Coordinated Health assistance

Online learning programs to support specific academic needs

Student access to technology (ipads and computers)

Partnerships with The University of Michigan, IRP, Washtenaw County Sheriff's Department and the Ypsilanti Pastoral Alliance

After-school activities and sports partnered with community agencies

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

Title I resources will be aligned with all federal requirements. Students will be serviced based on data.

3. How does the school coordinate and integrate the following Federal, State and local programs and 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, 4th and 5th grade student assessments required by the state. We also use NWEA testing for all grades(2-5). In addition, we have the PE-NUT nutrition program at Holmes which teaches students how to make good food choices and gives them an opportunity to try different foods.

Evaluation:

1. Describe how the school evaluates, 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.

2. Describe how the school evaluates 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.

3. Describe how the school determines 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.

4. 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 on a regular basis.

2018-19 School Improvement Plan

Overview

Plan Name

2018-19 School Improvement Plan

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	Holmes Elementary will be an effective school with a culture and climate that reflects a positive, purposeful, businesslike environment.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$60000
2	All students will improve their reading proficiency.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$7350
3	All students will improve their math proficiency	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$0

Goal 1: Holmes Elementary will be an effective school with a culture and climate that reflects a positive, purposeful, businesslike environment.

Measurable Objective 1:

demonstrate a behavior that will promote an environment which respects safety, relationships, and the process of teaching and learning by 06/07/2019 as measured by a 10% decrease in discipline referrals per trimester.

Strategy 1:

Restorative Practices and Conscious Discipline - All staff has been trained in Restorative Practices (RP) and Conscious Discipline (CD). All classroom teachers will create a positive community within their classroom by holding morning community circles, teaching discipline skills within CD, teaching brain state models and reference them throughout the school day. All staff will approach behavioral management within the building from a restorative mindset. Staff will employ RP to support students in taking responsibility for their actions, repairing harm and restoration as needed.

Category: School Culture

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.).

Tier: Tier 1

Activity - Restorative Practices	Activity Type	Tier	Phase	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	Tier 1	Monitor	07/01/2013	06/07/2019	\$0	No Funding Required	Principal, Classroom Teachers, Resource Room Teachers, ESL Teachers, Title Teachers, Para-educators

Activity - Conscious Discipline	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Holmes Elementary

All classroom teachers and support staff will implement the use of Conscious Discipline as a means to create a positive culture, build community, and enhance learning.	Behavioral Support Program	Tier 1	Implement	09/04/2017	06/07/2019	\$60000	Section 31a	Principal, Behavior Intervention alist, Social Worker, Classroom Teachers, Resource Room Teachers, Teacher consultants , Title I Teachers.
---	----------------------------	--------	-----------	------------	------------	---------	-------------	--

Goal 2: All students will improve their reading proficiency.

Measurable Objective 1:

A 20% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency on the English Language Arts portion of the 2019 MSTEP in Reading by 06/07/2019 as measured by the 2019 ELA MSTEP.

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.

Category: English/Language Arts

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.

Tier: Tier 1

Activity - Responding and Reflecting to Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Holmes Elementary

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
---	-------	--	--	------------	------------	--------	--------------------	--

Activity - Supplemental Online Reading Program	Activity Type	Tier	Phase	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 incorporating Guided Reading - 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.

Category: English/Language Arts

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

Tier: Tier 1

School Improvement Plan

Holmes Elementary

Activity - Mini Lesson	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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

Activity - Differentiated Instruction	Activity Type	Tier	Phase	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

Goal 3: All students will improve their math proficiency

Measurable Objective 1:

20% of Third, Fourth and Fifth grade students will demonstrate a proficiency on the Mathematics portion of the 2019 MSTEP in Mathematics by 06/07/2019 as measured by the 2019 Math MSTEP.

Strategy 1:

Daily 3 strategies - Using the Daily 3 Strategies teachers will structure math instruction to meet the needs of all students at various instructional math levels. The structure of the Daily 3 helps students develop the daily habits of doing math independently that will lead to a lifetime of numeracy independence. Teachers will incorporate research based practices to support academic growth in this area.

School Improvement Plan

Holmes Elementary

Category: Mathematics

Research Cited: 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.

Tier: Tier 1

Activity - Increasing Student Fact Fluency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will establish SMART Goal Growth targets and utilize our Assessment Literacy and ILC Process.	Direct Instruction	Tier 1	Evaluate	08/18/2016	06/16/2017	\$0	Title I School Improvement (ISI)	Principal and school leadership will be responsible for implementation and evaluation of the process and program.

Activity - Supplemental online math program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
online program (TBD) will be used to supplement math instruction and intervention. The computer based program will be guided by teachers and led by students in grade 2-5 (at their own pace).	Academic Support Program	Tier 3	Getting Ready	08/06/2018	06/07/2019	\$0	General Fund	Principal, Classroom Teachers, Resource Room Teachers, ESL Teachers, Title Teachers, Teacher Consultants, Para Educators

Strategy 2:

90 minute Guided Math Block and Guided Math - Each teacher will schedule uninterrupted 90 minute block for daily math instruction. The math 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 fact fluency.

School Improvement Plan

Holmes Elementary

Category: Mathematics

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

Tier: Tier 1

Activity - mini lesson	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Academic Support Program, Direct Instruction	Tier 1	Implement	08/06/2018	06/07/2019	\$0	General Fund	Principal, Classroom Teachers, Resource Room Teachers, ESL Teachers, Title Teachers, Teacher Consultants , Para Educators

Activity - Differentiated Instruction	Activity Type	Tier	Phase	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	Tier 2	Implement	08/06/2018	06/07/2019	\$0	General Fund	Principal, Classroom Teachers, Resource Room Teachers, ESL Teachers, Title Teachers, Teacher Consultants , 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	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Conscious Discipline	All classroom teachers and support staff will implement the use of Conscious Discipline as a means to create a positive culture, build community, and enhance learning.	Behavioral Support Program	Tier 1	Implement	09/04/2017	06/07/2019	\$60000	Principal, Behavior Interventionalist, Social Worker, Classroom Teachers, Resource Room Teachers, Teacher consultants, Title I Teachers.

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Restorative Practices	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	Tier 1	Monitor	07/01/2013	06/07/2019	\$0	Principal, Classroom Teachers, Resource Room Teachers, ESL Teachers, Title Teachers, Para-educators

Title I School Improvement (ISI)

School Improvement Plan

Holmes Elementary

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Increasing Student Fact Fluency	Teachers will establish SMART Goal Growth targets and utilize our Assessment Literacy and ILC Process.	Direct Instruction	Tier 1	Evaluate	08/18/2016	06/16/2017	\$0	Principal and school leadership will be responsible for implementation and evaluation of the process and program.

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	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

School Improvement Plan

Holmes Elementary

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
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
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

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------	-------	------------	----------	-------------------	-------------------

School Improvement Plan

Holmes Elementary

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.	Academic Support Program, Direct Instruction	Tier 1	Implement	08/06/2018	06/07/2019	\$0	Principal, Classroom Teachers, Resource Room Teachers, ESL Teachers, Title Teachers, Teacher Consultants , Para Educators
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	Tier 2	Implement	08/06/2018	06/07/2019	\$0	Principal, Classroom Teachers, Resource Room Teachers, ESL Teachers, Title Teachers, Teacher Consultants , Para Educators
Supplemental online math program	online program (TBD) will be used to supplement math instruction and intervention. The computer based program will be guided by teachers and led by students in grade 2-5 (at their own pace).	Academic Support Program	Tier 3	Getting Ready	08/06/2018	06/07/2019	\$0	Principal, Classroom Teachers, Resource Room Teachers, ESL Teachers, Title Teachers, Teacher Consultants , Para Educators