



Priority School Improvement Plan

Holmes Elementary

Ypsilanti Community Schools

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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.

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 and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

Holmes has adjusted to the Balance Calendar Schedule in the school year 2015-16. Our enrollment has been reduced from 354 to an enrollment of 268. Holmes has shown measurable deductions in suspension and maintained a consistent level of attendance throughout the year. There is some concern in regards to community perceptions of the Balance Calendar. We are closely monitoring Achievement Data and Results and enrollment patterns.

During the year 2013-14 Holmes School enrolled 362 students in grades 2-4. In the year 2014-15, Holmes School enrolled 354 students 2-5. During the school year 2014-15, our calendar at Holmes Elementary School changed to a balanced calendar. We were anticipating a lower enrollment to begin the school year, however, that did not occur. As we continue to embrace the balanced calendar, we are hoping that we do not lose students who would rather attend a school with a traditional calendar. In 2015-16, Holmes enrolled 256 students in grades 2-5 and has continued to work on a balanced calendar. It is believed that the balanced calendar has caused a decrease in enrollment since other buildings in the district have a traditional calendar.

In the fall of 2012 Ypsilanti Public Schools and Willow Run Community Schools asked the community to support a consolidation of the two school district. The community of Ypsilanti approved the consolidation effort and a new district was formed. The 2013-2014 school year was the beginning of Ypsilanti Community School District with approximately 4200 students. The district estimates a loss of 300 students per year. This trend is influenced by decreased student achievement, the perception of unsafe school campuses within YCS and the attraction of public charter schools and other public school of choice options.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

Holmes attendance for the 2015-16 stood consistently at a daily average of 88%. We experienced an influx of 30 students who enrolled after our start date. This impacted daily attendance percentages. Our breaks also did not align with our traditional calendar counterparts; this lead to issues for parents especially with identifying child care options and supports. We did do and will continue to do daily recognitions, and monthly celebrations for classrooms that had perfect attendance.

In looking at the two year trend in student attendance data, we notice a decline. Our first year after the consolidation (2013-14), 95.75% of the students at Holmes Elementary School came to school on a regular basis. During the year, 2014-15, only 92% of our students attended school regularly. After reviewing the data, we noticed that we have a select number of students who miss school on a regular basis. We
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have identified these students and the number of absences of each student. For 2015-16, attendance has improved this year, however, enrollment is down for this year. On a daily basis, attendance is celebrated at the end of each day by the principal where he recognizes classrooms that had perfect attendance.

Since the inception of Ypsilanti Community Schools (YCS), in 2013, the district has faced a decreased student enrollment. This trend is influenced by decreased student achievement, the perception of unsafe school campuses within YCS and the attraction of public charter schools and other public school of choice options. The district is aware of these trends and we have not been successful slowing or reversing these trends. The challenges we face with this reality include decrease revenue from the federal and state government, increased class sizes for the 2015-2016 school year, and reliance on paraprofessional staff to support the increase in class size, decrease academic options for our students, decreased supports for both students and staff and a flight from the district that is more prevalent in specific sub groups. Demographic data on subgroups within the district speak to this reality. Due to decreased enrollment, class sizes were between 19-26 students for 2015-16.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

During the 2015-16 students suspensions totaled 47 for the year. This was a reduction of over 88%. We focused on utilizing Restorative Practice Strategies and adding after-school programming. It is our goal to continue these strategies, offerings and work towards building and even stronger school and parent partnership.

During the year 2013-14, the number of suspensions at Holmes Elementary School was 314. In, 2014-15, the number of suspensions was 234. Even though the number of suspensions decreased in the year 2014-15, our challenge is to lower the total number of behavior referrals. When we have this many suspensions and referrals, the students lose academic learning time which, in turn, lowers our student achievement.

For 2015-16 school year, we have been able to significantly reduce suspensions. Currently, there have only been 19 suspensions and ____referrals.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

In order to address our student attendance data, the actions we could take include having a school wide goal of attendance and planning a celebration if the goal is met. Also, we need to enforce our student attendance policy on a more regular basis, starting with the classroom teacher, principal and social worker. Secondly, we need to assure that we do not lose student enrollment based on the change to the balanced calendar. Our staff could go into neighborhoods before school begins in August and make sure students are ready to go back to school. We also need to communicate more effectively with parents about the year long calendar and make sure parents know there are plenty of opportunities for the students during the intercessions. Our school needs to adopt a school wide behavior system, like The Leader in Me, where every classroom and student in the school becomes involved. In addition, Holmes Elementary will partake in a 100 Day Challenge to encourage reading during the summer months. as a part of the county Cradle to Career initiative. Lastly, Holmes will have a block party to invite and welcome parents to the school.

The district and schools have made a commitment to interventions that provide support to the subgroups most affected by the identified challenges. Restorative Practices have been implemented in the schools after our initial training in August of 2013. An emphasis on relationship building between teacher, student and families has been a major focus for all of the initiatives for our school. The use of buddy teacher and in school interventions and a decrease of out of school suspensions has been used to increase struggling students stay in school and increase instruction minutes for those students. The district has made a five year commitment to cultural proficiency with Dr. Shayla Griffin to assist staff, students and families in building relationships as well as assist staff to think more globally about our student population.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

The principal at Holmes School has been a teacher and administrator for 14 years. At Holmes, we have a great balance of seasoned staff and entry level staff. The climate at Holmes lends itself to a culture of collaboration. The Holmes PD cycle is driven by new curriculum, PLC work, and teacher input through a collaborative model. Trust amongst teachers allows for the sharing of best practices through grade level collaboration, the use of Instructional Learning Cycles, the implementation of the reteach/enrich model, and sharing of knowledge during staff meetings. The Principal's years experience in the classroom, knowledge of district resources, and understanding of instructional best practices, produces an effective and understanding administrator that has high expectations with high levels of support. We will work together to increase our employment of CFG protocols that address student achievement directly through looking at student work. An increase in data digs and other data protocols are also necessary for effective collaboration around student achievement. The district has also adopted two new programs in math and word works. We will utilize the unit assessments in the EM4 program as an evaluative tool to demonstrate student growth in the area of math. This data will be used to determine which teachers are experiencing success within the new program and will inform our collaborative efforts within our PLCs.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

At Holmes Elementary School, we have a wide range in years of teaching experience. We have beginning teachers, teachers who have been teaching for 15-20 years and also teachers who have experience teaching over 30 years. This effects student achievement greatly. While, our beginning teachers are excellent and incorporate newer instructional strategies, our teachers who have been teaching for over 30 years often do the same. The reverse can also be the same, therefore, impact doesn't necessarily correlate to the number of years of teaching experience. This year 2015-16, we have had two teachers move from early elementary to upper elementary grade levels. Additionally, one teacher was moved from the classroom to Title I support services.

At Holmes, we have a great balance of seasoned staff and entry level staff. The climate at Holmes lends itself to a culture of collaboration. The Holmes PD cycle is driven by PLC work and teacher input through a collaborative model. Trust amongst teachers allows the sharing of best practices. We will work to increase our employment of CFG protocols that address student achievement directly through looking at student work. An increase in data digs and other data protocols are also necessary for effective collaboration around student achievement. The district has also adopted two new programs in math and word works. We will utilize the unit assessments in the EM4 program as an evaluative tool to demonstrate student growth in the area of math. This data will be used to determine which teachers are experiencing

success within the new program and will inform our collaborative efforts within our PLCs.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

At Holmes the school leader did not take any personal days for illness or personal reasons. The days the building administrator was absent from his duties were a result of meetings and professional development required by the district and/or subbing for classroom teachers when no substitute teacher was available. The district required the principal to attend at least one meeting each week on Tuesday mornings and at least two meetings for various initiatives monthly. When the principal is absent in a building, the teacher-leader must keep disruptive students in their classrooms or find a suitable alternative for the disruptive student, which results in a decrease of learning and/or instruction. The quality and quantity of lessons taught and learned suffers as well as the culture and climate of the school. A school leader is often the glue that keeps the school climate and culture in check.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

Teachers missed days at school due to professional development in Assessment for Learning (2 teachers- four days) and ICT (2 teachers- four days). Most of the other professional development was held on planned and specific days when no student would be in school. There was one long term absence due to illness or family illness. Frequent teacher absences whether due to illnesses or workshops negatively impact student achievement. When teachers are absent the flow and routine of the classroom is interrupted. The quality of instruction is lessened in that an unfamiliar adult is presenting the content. Increased behavior issues in the classroom often ensue which may result in the loss of instruction for all students. Substitute teachers are not required to hold a teaching certificate therefore, may not be knowledgeable for effective instructional practice and behavior management. Each day a teacher is out of the building may result in a significant loss of instructional time if a substitute is not equipped to teach in the K-12 environment.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

Some actions that we feel would benefit YCS would include addressing the shortfalls of the PESG/AESOP substitute program. We have a 50% fill rate at the district level. We feel that pursuing a supplementary program to fill the gaps left by PESG would help to address the needs of the district and the building level needs. The substitutes that do fill the vacancies would benefit from having been trained in some of the YCS district initiatives including Restorative Practices and Cultural Proficiency. YCS committed to training all staff that would come in contact with students throughout the school day. This list included bus drivers, monitors, lunch room and custodial staff, teaching and support staff and should be extended to substitute teachers.

Some other actions the district could take would be to ensure that all buildings have a viable and effective alternate building leader. This alternate building leader could include a qualified lead teacher, and small learning community (SLC) leader, instructional coach, dean, assistant principal or position that can effectively lead the school in the absence of the school leader/principal.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

The strengths from the Interim Self Assessment are Teaching and Assessing for Learning and Using results for Continuous Improvement.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

Our biggest challenge was Standard 4 Resources and Support systems. Many of these indicators received a rating of 3. Challenges included instructional time, material resources, qualified professional and support staff as well as facilities and equipment. Some other challenges include services for students including counseling, referrals, and educational planning, also having a comprehensive student assessment system in place.

12. How might these challenges impact student achievement?

Lack of resources and qualified staff impacts student achievement in that students are not able to have the support system in place to deal with the social-emotional issues that prevent them from focusing on academic achievement. Furthermore, having staff that are trained in the use of data to improve instruction would allow us to be more intentional and focused in what we are teaching students and how we are addressing gaps in achievement.

We have increased our material resources and curriculum pieces and increased the number of support staff. We have also added a strong social worker to handle the social-emotional issues so students can focus on academics.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

Within the school improvement plan, we can address these issues through the incorporation of professional learning opportunities for staff related to the use of data for determining instructional focus. We have created a school-wide pacing schedule for each grade level across all content areas. This ensures full implementation of our curriculum for all students.

Additional personnel to support counseling of students, more specific expectations for dealing with social-emotional needs of students including attendance and discipline would also be actions that could address these challenges. There has been conversation around adding a .5FTE counselor or social worker at every school to help students through social-emotional and trauma issues.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

When determining students who receive extended learning opportunities such as Title 1 support, Intersession and 31a support, student assessment data is utilized.

We have specified criteria for participation in Title I and 31a programs such as extended day enrichment programs, in school Title I Intervention, Intersession, etc. All students with disabilities have the opportunity to participate in these programs if they meet the eligibility criteria. They also have opportunities to participate in other enrichment opportunities in order to facilitate continuous growth.

Title I is a "flexible grouping" program. Students meet the criteria if they score between 0%-30% on the NWEA assessments given fall, winter and spring. Students also can qualify for Title services if they are not proficient on a specific standard measured by local data. They qualify for after school tutoring and intersession if they score between 30% and 45% on the NWEA.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

Extended Learning Opportunities include after school programs such as the Academic Bootcamp. They also include our balanced calendar Intersessions which take place 2-3 times per year during our breaks. Intersession allows students to receive academic support and enrichment as well as several club like activities.

YCS elementary buildings provide the following opportunities for extended learning:

30 minutes intervention during our 90 minute Math block via the workshop model

30 minutes intervention during our 90 minute ELA block via the workshop model

Math and Reading via Title I/31A support

Week long Intersessions (2-3 times a year)

Man Up, Kid Down Basketball Mentoring Program partnered with EMU

Soccer program partnered with Ann Arbor United

Cheerleading

Shape Down

Bright Futures

Diamond Princess Dance and Motivation

Radiant Roots

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

District assessment data and local data are used to identify students for these opportunities as well as teacher recommendations. Once students have been identified letters are sent home to parents inviting them to register their children for the intersession. Based on return of the letters/registrations more students are invited until all spaces are filled.

Using the NWEA data students are identified for assistance under district criteria -If a student scores at or below the 35th percentile, s/he will

qualify for intervention services from a Title I teacher during the school day.

All students 2-5 grades are invited for basketball, soccer, and cheerleading club programs. Academic supports are provided to students at the beginning of the sessions using volunteers through EMU.

Students are selected for Academic Bootcamp based on teacher recommendation and social-emotional needs.

In addition, students can be referred to the Instructional Consultation Team (ICT) based on achievement data, formative assessment, and teacher observation.

Finally, Intercession is scheduled for a 1-week session that meets 3 times per year for 4 full days and one enrichment/field trip day. Highly qualified teachers provide differentiated instruction based on student need.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

The evidence that indicates the implementation of the content standards includes lesson plans, learning targets posted in classrooms, Instructional Learning Cycle agendas and data, agendas from team meetings where vertical alignment is reviewed and shared.

Currently at the Elementary level, the programs that we have that are aligned with the state content standards are the MAISA reading and writing units and Everyday Math. The Everyday Math 4 program is aligned with the CCSS and is spiraled to meet address the needs of our students and educational best practices. The EDM program was adopted for implementation during the 2015-2016 school year. Professional PD throughout the '15-'16 school year was put into place to support the employment of this program.

We have aspirations of adopting programs in Social Studies and Science to align ourselves with the new Science standards and Social Studies state standards.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

NA

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

Average % of Holmes students that met expected growth in ELA Reading from Fall 2014 to Spring 2015- 36% for Second Grade, Third Grade 14.6%

Average % of Holmes students that met expected growth in Reading from Fall 2014 to Spring 2015- Fourth Grade 16.7% and Fifth Grade 8.5%.

19b. Reading- Challenges

We have 16.7% of our Third Grade and 16.7% of our Fourth Grade and 8% of Fifth Grade students that are meeting the expected growth in the area of Reading. We will continue to provide Title I support for all students within this subgroup that are eligible. Through the employment of our Daily Five/MAISA workshop classroom, teachers can provide targeted instruction within the classroom. Students are also eligible for extended day enrichment, Intercessions as well as Bright Futures and other additional supports.

19c. Reading- Trends

Since the inception of YCS in Fall 2013, Holmes reading trends include a significant growth in the % of students that met their expected SY 2016-2017

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growth from Fall to Spring. This data is used to determine teacher effectiveness within the teacher evaluation tool. Student growth accounted for 25% of the overall rating for teachers for the 2014-2015 school year. Student growth factors within the teacher evaluation tool will be 25% total 5% NWEA and Local Assessment 20% Reading and 20% Math for the 2015-16 school year to mirror the growth factors in our three priority schools.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Average % of Holmes students that met expected growth in Reading from Fall 2013 to Spring 2014- 44%

*Average % of Holmes students that met expected growth in Reading from Fall 2014 to Spring 2015- 55%

*This is an increase of 20% from Fall 2013 to Spring 2015 in the area of Reading

We have % of our students that are not meeting the expected growth in the area of Reading. We will continue to provide Title I support for all students within this subgroup that are eligible. Through the employment of our Daily Five/MAISA workshop classroom, teachers can provide targeted instruction within the classroom. Students are also eligible for extended day enrichment, Intersessions as well as Bright Futures and other additional supports. Since the inception of YCS in Fall 2013, Holmes reading trends include a significant decrease in the % of students that met their expected growth from Fall to Spring. This data is used to determine teacher effectiveness within the teacher evaluation tool. Student growth accounted for 25% of the overall rating for teachers for the 2014-2015 school year. Student growth factors within the teacher evaluation tool will be 25% for the 2015-16 school year to mirror the growth factors in our three priority schools.

20a. Writing- Strengths

MAISA is a standardized assessment data tool used to analyze student writing strengths or weaknesses. Teachers self reported growth using local writing assessments from the MAISA writing units. A rubric was provided to the staff to have common language around scoring and to assist teachers with inter rater reliability within grade levels. The writing scores were given to administrators as part of their local assessments required for evaluation. This process was for the 2014-2015 school year so there is no trend data available.

Student Pre-Test Scores

A) 0 - 10% B) 11 - 20% C) 21 - 30% D) 31 -40% E) 41- 50% F) 51 - 60% G) 61 - 70%

Expected Growth

A) 40% B) 35% C) 30% D) 20% E) 15% F) 10% G) 5%

20b. Writing- Challenges

School Data Analysis

#1

In the fall of 2012 Ypsilanti Public Schools and Willow Run Community Schools asked the community to support a consolidation of the two school district. The community of Ypsilanti approved the consolidation effort and a new district was formed. The 2013-2014 school year was the beginning of Ypsilanti Community School District with approximately 4200 students. The district estimates a loss of 300 students per year. This trend is influenced by decreased student achievement, the perception of unsafe school campuses within YCS and the attraction of public charter schools and other public school of choice options.

#2

Since the inception of Ypsilanti Community Schools (YCS), in 2013, the district has faced a decreased student enrollment. This trend is influenced by decreased student achievement, the perception of unsafe school campuses within YCS and the attraction of public charter schools and other public school of choice options. The district is aware of these trends and we have not been successful slowing or reversing these trends. The challenges we face with this reality include decrease revenue from the federal and state government, increased class sizes for the 2015-2016 school year, and reliance on paraprofessional staff to support the increase in class size, decrease academic options for our students, decreased supports for both students and staff and a flight from the district that is more prevalent in specific sub groups. Demographic data on subgroups within the district speak to this reality. We have decided to increase class sizes for the 2015-2016 school year.

#3

Since the inception of Ypsilanti Community Schools (YCS), in 2013, we have identified an increase in suspension and other behavior interventions that takes the student out of the instructional classroom. These trends have a greater impact on certain subgroups. Our African American (AA) student population has the highest level of disproportionate data as it relates to behaviors and out of school/class consequences. We also see this pattern of removal play out with expulsions and the AA subgroup is further impacted by these trends. Holmes has experienced an increase in discipline referrals, however, this is also a result of better documentation of Restorative Practices and other RTI/PBIS interventions. We feel it is important to document and track these interventions to better analyze the effectiveness and impact each has on students behaviors, and student achievement. We also have employed cultural proficiency training to influence the perception that some teachers have of students and their behaviors. This perception can have an impact on the response or reaction teachers have to student behaviors and the path of intervention that is followed.

#4

The district and schools have made a commitment to interventions that provide support to the subgroups most effective by the identified challenges. Restorative Practices have been implemented in the schools after our initial training in August of 2013. Each school is required to follow the 11 Essential Elements to decrease out of school suspension and increase time instructional time with student with behavioral issues. An emphasis on relationship building between teacher, student and families has been a major focus for all of the initiatives for our school. The use of buddy teacher and in school interventions and a decrease of out of school suspensions has been used to increase struggling students stay in school and increase instruction minutes for those students. The district has made a five year commitment to cultural proficiency with Dr. Shayla Griffin to assist staff, students and families in building relationships as well as assist staff to think more globally about our student population.

#5

At Holmes, we have a great balance of seasoned staff and entry level staff. The climate at Holmes lends itself to a culture of collaboration. The Holmes PD cycle is driven by PLC work and teacher input through a collaborative model. Trust amongst teachers allows for peer observations and sharing of best practices. The Principal's years experience in the classroom, knowledge of district resources, and understanding of instructional best practices, produces an effective and understanding administrator that has high expectations with high levels of support. We will work together to increase our employment of CFG protocols that address student achievement directly through looking at student work. An increase in data digs and other data protocols are also necessary for effective collaboration around student achievement. The district has also adopted two new programs in math and word works. We will utilize the unit assessments in the EM4 program as an evaluative tool to demonstrate student growth in the area of math. This data will be used to determine which teachers are experiencing success within the new program and will inform our collaborative efforts within our PLCs.

#6

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#7

At Holmes the school leader did not take many personal days for illness or personal reasons.

The days the building administrator was absent from his duties were a result of meetings and professional development required by the district and/or subbing for classroom teachers when no substitute teacher was available. The district required the principal to attend at least one meeting each week on Monday afternoon and at least two meetings for various initiatives monthly. When the principal is absent in a building, the teachers must keep disruptive students in their classrooms or find a suitable alternative for the disruptive student which results in a decrease of learning and/or instruction. The quality and quantity of lessons taught and learned suffers as well as the culture and climate of the school. A school leader is often the glue that keeps the school climate and culture in check.

#8

In the September of 2014 the Ypsilanti Community School teacher contract stated that teacher's sick days would be lost if they did use them. The sick days would not be rolled over to the next year. This contract language encouraged teachers to use all of their sick days for the 2014-2015 school year. The language of the contract was changed mid year and teachers could roll over up to 40 sick days but would be capped at that number of sick days. This action with the contract slowed the number of sick days teachers were taking by the second semester. Teachers missed days at school due to professional development in Assessment for Learning (2 teachers- four days) and ICT (2 teachers-four days) Most of the other professional development was held on planned and specific days when no student would be in school. There were no long term absences due to illness or family illness. Frequent teacher absences whether due to illnesses or workshops negatively impact student achievement. When teachers are absent the flow and routine of the classroom is interrupted. The quality of instruction is lessened in that an unfamiliar adult is presenting the content. Increased behavior issues in the classroom often ensue which may result in the loss of instruction for all students. Substitute teachers are not required to hold a teaching certificate therefore, may not be knowledgeable for effective instructional practice and behavior management. Each day a teacher is out of the building may result in a significant loss of instructional time if a substitute is not equipped to teach in the K-12 environment.

#9

Some actions that we feel would benefit YCS would include addressing the shortfalls of the PESG/AESOP substitute program. We have a 50% fill rate at the district level. We feel that pursuing a supplementary program to fill the gaps left by PESG would help to address the needs of the district and the building level needs. The substitutes that do fill the vacancies would benefit from having been trained in some of the YCS district initiatives including Restorative Practices and Cultural Proficiency. YCS committed to training all staff that would come in contact with students throughout the school day. This list included bus drivers, monitors, lunch room and custodial staff, teaching and support staff and should be extended to substitute teachers.

Some other actions the district could take would be to ensure that all buildings have a viable and effective alternate building leader. This alternate building leader could include a qualified lead teacher, and small learning community (SLC) leader, instructional coach, dean, assistant

principal or position that can effectively lead the school in the absence of the school leader/principal.

#10

see pp. 14 of last years perception data/school data analysis

At Holmes, stakeholders felt the atmosphere in the building was/is safe, welcoming and reflected high social and academic expectations. Parents also felt/feel welcomed at Holmes, and believe that Erickson teachers and administrators believe in their children. Results from the parent perception surveys indicated that 94% of the parents who participated in the survey strongly agreed or agreed that "our school has high expectations for all students in all classes". Our stakeholder Survey results averaged out to be 3.475 for the '14-'15 school year.

#13

4.1- Through the SI process, the building budget will be made transparent to staff allowing for informed, collaborative decisions to be made around the allocation of funds and resources. This process will afford all stakeholders equal voice and opportunity to communicate the needs of their customers and advocate for support.

#14

We have specified criteria for participation i Title I and 31a programs such as extended day enrichment programs, in school Title I Intervention, Saturday School, etc. All students with disabilities have the opportunity to participate in these programs if they meet the eligibility criteria. They also have opportunities to participate in other enrichment opportunities in order to facilitate continuous growth.

Title I is a "flexible grouping" program. Students meet the criteria if they score between 0%-30% on the NWEA assessments given fall, winter and spring. They qualify for after school tutoring and/or summer school if they score between 30% and 45% on the NWEA.

#15

YCS elementary buildings provide the following opportunities for extended learning:

30 minutes intervention during our 90 minute Math block via the workshop model

30 minutes intervention during our 90 minute ELA block via the workshop model

Extended Day Enrichment- Math and Reading via Title I/31A support

Saturday School

Targeted Summer School programs

Mindset U of M Honor Society Engineering Program

Bright Futures Extended Day program

#16

Using the NWEA data students are identified for assistance under district criteria -If a student scores at or below the 35th percentile, s/he will receive intervention services from a Title I teacher during the school day. -If a student scores within the 36th to 45th percentile, s/he is

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eligible to receive additional intervention via an Academic Mentor -For students scoring at or above the 46% percentile, content specific coaches will be provided to the classroom teachers to assist with differentiation of instruction.

In addition, students can be referred to the Instructional Consultation Team (ICT) based on achievement data, formative assessment, and teacher observation.

Finally, Summer School is scheduled for a 5-week session that meets 4 times per week for 4-5 hours per day. Highly qualified teachers provide differentiated instruction based on student need.

#17

Currently at the Elementary level, the only program that we have that is aligned with the state content standards is our MAISA writing units. This program was adopted for implementation during the 2014-2015 school year. Professional PD throughout the '14-'15 school year was put into place to support the employment of this program.

Moving forward, we have adopted two new programs at the Elementary level including the adopting of the EM4 program. The Everyday Math 4 program is aligned with the CCSS and is spiraled to meet address the needs of our students and educational best practices.

We have aspirations of adopting programs in Social Studies and Science to align ourselves with the new Science standards and Social Studies state standards.

#19A

Average % of Holmes students that met expected growth in Reading from Fall 2013 to Spring 2014- 40.23%

Average % of Holmes students that met expected growth in Reading from Fall 2014 to Spring 2015- 70.07%

This is an increase of 29.84% from Fall 2013 to Spring 2015 in the area of Reading

#19B

We have 30% of our students that are not meeting the expected growth in the area of Reading. We will continue to provide Title I support for all students within this subgroup that are eligible. Through the employment of our Daily Five workshop classroom, teachers can provide targeted instruction within the classroom. Students are also eligible for extended day enrichment, Saturday School as well as Bright Futures and other additional supports.

#19C

Since the inception of YCS in Fall 2013, Holmes reading trends include a significant growth in

Priority School Improvement Plan

Holmes Elementary

the % of students that met their expected growth from Fall to Spring. This data is used to determine teacher effectiveness within the teacher evaluation tool. Student growth accounted for 25% of the overall rating for teachers for the 2014-2015 school year. Student growth factors within the teacher evaluation tool will be increased from 25% to 50% for the 2015-16 school year to mirror the growth factors in our three priority schools.

#19D (19a-c combined)

*Average % of Holmes students that met expected growth in Reading from Fall 2013 to Spring 2014- 40.23%

*Average % of Holmes students that met expected growth in Reading from Fall 2014 to Spring 2015- 70.07%

*This is an increase of 29.84% from Fall 2013 to Spring 2015 in the area of Reading

We have 30% of our students that are not meeting the expected growth in the area of Reading. We will continue to provide Title I support for all students within this subgroup that are eligible. Through the employment of our Daily Five workshop classroom, teachers can provide targeted instruction within the classroom. Students are also eligible for extended day enrichment, Saturday School as well as Bright Futures and other additional supports. Since the inception of YCS in Fall 2013, Erickson reading trends include a significant growth in the % of students that met their expected growth from Fall to Spring. This data is used to determine teacher effectiveness within the teacher evaluation tool. Student growth accounted for 25% of the overall rating for teachers for the 2014-2015 school year. Student growth factors within the teacher evaluation tool will be increased from 25% to 50% for the 2015-16 school year to mirror the growth factors in our three priority schools.

20A

There is no standardized assessment data to analyze for writing strengths or weaknesses. Teachers self reported growth using local writing assessments from the MAISA writing units. A rubric was provided to the staff to have common language around scoring and to assist teachers with inter rater reliability within grade levels. The writing scores were given to administrators as part of their local assessments required for evaluation. This process was for the 2014-2015 school year so there is no trend data available.

Average % of Holmes students that met expected growth in Writing from Fall 2014 to Spring 2015- 42.7%

Student Pre-Test Scores

A) 0 - 10% B) 11 - 20% C) 21 - 30% D) 31 -40% E) 41- 50% F) 51 - 60% G) 61 - 70%

Expected Growth

A) 40% B) 35% C) 30% D) 20% E) 15% F) 10% G) 5%

20B

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There is no standardized assessment data to analyze for writing strengths or weaknesses. Teachers self reported growth using local writing assessments from the MAISA writing units. A rubric was provided to the staff to have common language around scoring and to assist teachers with inter rater reliability within grade levels. The writing scores were given to administrators as part of their local assessments required for evaluation. This process was for the 2014-2015 school year so there is no trend data available.

In June of 2015 some teachers went to the MiELA training for MAISA reading and writing. All professional development was devoted to reading and writing MAISA units to improve our writing instruction throughout the district. Several of Holmes teachers attended the MiELA and facilitated the professional development for writing for the year. Teachers were required to teach two of the writing units for the 2014-2015 school year and will teach all four of the units during the 2015-2016.

It is evident from our local writing assessment that our students have difficulty with informational writing as well as adding important details to their writing. A focus on informational writing will be emphasized for the 2015-2016 based on the MAISA writing/common core units as well as the 90/90/90 research.

20c. Writing- Trends

There is no standardized assessment data to analyze for writing strengths or weaknesses. Teachers self reported growth using local writing assessments from the MAISA writing units. A rubric was provided to the staff to have common language around scoring and to assist teachers with inter rater reliability within grade levels. The writing scores were given to administrators as part of their local assessments required for evaluation. This process was for the 2014-2015 school year so there is no trend data available.

Student Pre-Test Scores

A) 0 - 10% B) 11 - 20% C) 21 - 30% D) 31 -40% E) 41- 50% F) 51 - 60% G) 61 - 70%

Expected Growth

A) 40% B) 35% C) 30% D) 20% E) 15% F) 10% G) 5%

In June of 2015 some teachers went to the MiELA training for MAISA reading and writing. All professional development was devoted to reading and writing MAISA units to improve our writing instruction throughout the district. Several of Erickson teachers attended the MiELA and facilitated the professional development for writing for the year. Teachers were required to teach two of the writing units for the 2014-2015 school year and will teach all four of the units during the 2015-2016.

It is evident from our local writing assessment that our students have difficulty with informational writing as well as adding important details to their writing. A focus on informational writing will be emphasized for the 2015-2016 based on the MAISA writing/common core units as well as the 90/90/90 research.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

There is no standardized assessment data to analyze for writing strengths or weaknesses. Teachers self reported growth using local writing assessments from the MAISA writing units. A rubric was provided to the staff to have common language around scoring and to assist teachers with inter rater reliability within grade levels. The writing scores were given to administrators as part of their local assessments required for evaluation. This process was for the 2014-2015 school year so there is no trend data available.

Student Pre-Test Scores
 A) 0 - 10% B) 11 - 20% C) 21 - 30% D) 31 -40% E) 41- 50% F) 51 - 60% G) 61 - 70%

 Expected Growth
 A) 40% B) 35% C) 30% D) 20% E) 15% F) 10% G) 5%

In June of 2015 some teachers went to the MiELA training for MAISA reading and writing. All professional development was devoted to reading and writing MAISA units to improve our writing instruction throughout the district. Several of Erickson teachers attended the MiELA and facilitated the professional development for writing for the year. Teachers were required to teach two of the writing units for the 2014-2015 school year and will teach all four of the units during the 2015-2016.

It is evident from our local writing assessment that our students have difficulty with informational writing as well as adding important details to their writing. A focus on informational writing will be emphasized for the 2015-2016 based on the MAISA writing/common core units as well as the 90/90/90 research.

21a. Math- Strengths

Average % of Holmes students that met expected growth in Math from Fall 2013 to Spring 2014- 41.6%
 Average % of Holmes students that met expected growth in Math from Fall 2014 to Spring 2015- 52.4%

This is an increase of 19% from Fall 2013 to Spring 2015 in the area of Math

21b. Math- Challenges

We have 48% of our students that are not meeting the expected growth in the area of Math. We will continue to provide Title I support for all students within this subgroup that are eligible. Through the employment of our Everyday Math workshop classroom, teachers can provide targeted instruction within the classroom. Students are also eligible for extended day enrichment, Saturday School as well as Bright Futures and other additional supports.

21c. Math- Trends

Since the inception of YCS in Fall 2013, Holmes Math trends include an adequate growth in the % of students that met their expected growth from Fall to Spring. This data is used to determine teacher effectiveness within the teacher evaluation tool. Student growth accounted for 25% of the overall rating for teachers for the 2014-2015 school year. Student growth factors within the teacher evaluation tool will be increased from 25% to 50% for the 2015-16 school year to mirror the growth factors in our three priority schools.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Average % of Holmes students that met expected growth in Math from Fall 2013 to Spring 2014- 41.6%
Average % of Holmes students that met expected growth in Math from Fall 2014 to Spring 2015- 52.4%

This is an increase of 10.8% from Fall 2013 to Spring 2015 in the area of Math

We have % of our students that are not meeting the expected growth in the area of Math. We will continue to provide Title I support for all students within this subgroup that are eligible. Through the employment of our Everyday Math classroom, teachers can provide targeted instruction within the classroom. Students are also eligible for extended day enrichment, Intersession as well as Bright Futures and other additional supports. Since the inception of YCS in Fall 2013, Holmes Math trends include an adequate growth in the % of students that met their expected growth from Fall to Spring. This data is used to determine teacher effectiveness within the teacher evaluation tool. Student

growth accounted for 25% of the overall rating for teachers for the 2014-2015 school year. Student growth factors within the teacher evaluation tool will be increased from 25% to 50% for the 2015-16 school year to mirror the growth factors in our three priority schools.

22a. Science- Strengths

N/A

22b. Science- Challenges

N/A

22c. Science- Trends

N/A

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

N/A

23a. Social Studies- Strengths

N/A

23b. Social Studies- Challenges

N/A

23c. Social Studies- Trends

N/A

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

N/A

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

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

93.5% of our students in grades 2-5 said that their teachers want them to do their best work and 90% of students felt like their teachers help them get ready for the next grade level.

24b. Student Perception Data

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

29.6% of our students in grades 2-5 felt that the principal and teachers don't ask them what they think about school. In addition, 19.6% did not feel that our school was safe and clean.

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

As a staff at Holmes School, we need to ask students more often about their feelings about school and school activities. In addition, our staff needs to work on making the school a safer and cleaner environment for our students. This can be done by deciding on a building wide behavior system. We have also had changes in our custodial staff, and have therefore seen an increase in classrooms, hallways, etc. that have not been cleaned properly.

25a. Parent/Guardian Perception Data

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

85.1% of parents believed that all teachers use a variety of teaching strategies and learning activities. 83% of parents said that their child knows the expectations for learning in all classes.

25b. Parent/Guardian Perception Data

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

While many parents did not rate areas low, only 68% of parents believed that students were offered opportunities to participate in activities that interest them.

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

The staff at Holmes School needs to offer more activities during and after school for students and allow the students to have a voice in what the choices will be.

26a. Teacher/Staff Perception Data

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

The two highest areas of satisfaction among the teachers and staff were: our school's purpose statement is clearly focused on student success and our school's leaders hold all staff accountable for student learning. 95% of our staff strongly agreed or agreed with these two statements.

26b. Teacher/Staff Perception Data

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

The overall lowest level of rating among the teachers/staff was the question that asked if our school has a systematic process for collecting, analyzing and using data. 41% of our staff felt neutral, disagreed or strongly disagreed with this statement.

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

Our teachers use the Instructional Learning Cycle within grade level teams. This is a very concise way of analyzing, collecting and using data to inform instruction. This is the first year of implementation across the entire school. As more teachers get comfortable with this process, the teachers should feel they each have a way to collect data and use it to guide instruction in the classroom.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakeholders/community?

After reviewing all three perception surveys, it appears there are some commonalities. For example, the students, parents and teachers/staff

rated highly the idea that our school is focused on student success.

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

It appears that our students and parents feel like we don't ask students about school and what they would like to do, which creates less of an opportunity to offer activities that our students enjoy or ask for.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

In order to address the lowest rated areas, our school will need to rethink the structure of our after school activities and lunch clubs. Each teacher has started to ask all students what kinds of activities would interest them in after school activities. Our School Improvement Team has suggested that we take these suggestions and create a rewards club, which would acknowledge students school wide for making good choices.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

Our demographic data our school indicates a transient population, poor attendance and movement within our schools for students with behavioral issues. Our school's at risk population has increased over the past two years and loss of middle class families has increased our SES status. We have an increase of EPHY students. Although the Ypsilanti Community Schools generally has a reputation of being unsafe school deters families from enrolling in our district. However, our school does attract many students due to the general community feeling of the school. This mostly due to the teaching staff and principal's belief in the importance of relationship building and restorative practices.

The fiscal instability of the district and legislative inconsistency has been a challenge for the past two years. These budgetary concerns results in the loss of students and an instability in enrollment. The legislative inconsistency has resulted in a loss of Title I funds for our school. Our greatest strength is the teacher dedication despite pay cuts and increased benefits charges shows a commitment to the students in our school.

Our student achievement data indicates that we are making gains in reading, writing and math. Although they are making continuous gains, they are not always making adequate or "catch up" growth and they are still far behind.

Other challenges for our school is the lack of systems within the district to assist the school leadership with decision-making to align with the other schools in the district. Prior to the elections of the new YCS school board, the previous board was appointed and this may have impacted the stakeholders perception of this board and their work with children. Prior to the hiring of our YCS superintendent, the previous two superintendents were appointed by the appointed board and did not follow a typical hiring process.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

Our demographic data our school indicates a transient population, poor attendance and movement within our schools for students with behavioral issues. Our school's at risk population has increased over the past two years and loss of middle class families has increased our SES status. We have an increase of EPHY students. Although the Ypsilanti Community Schools generally has a reputation of being unsafe school deters families from enrolling in our district. However, our school does attract many students due to the general community feeling of the school. This mostly due to the teaching staff and principal's belief in the importance of relationship building and restorative practices.

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Other challenges for our school is the lack of systems within the district to assist the school leadership with decision-making to align with the other schools in the district. Prior to the elections of the new YCS school board, the previous board was appointed and this may have impacted the stakeholders perception of this board and their work with children. Prior to the hiring of our YCS superintendent, the previous two superintendents were appointed by the appointed board and did not follow a typical hiring process.

Our student achievement data indicates that we are making gains in reading, writing and math. Although they are making continuous gains, they are not always making adequate or "catch up" growth and they are still far behind. Budgetary restraints results in lack of resources for to make modifications, adjustments and give additional resources to students who need to make the greatest gains. Some of our brightest teacher have left the district for various reasons, but mostly fiscal reasons. Attendance and behavioral issues have negatively impact student achievement over the past two years. The new emphasis on the "gold standard" of teaching will have a positive effect on student achievement and teacher effectiveness.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

Our challenges are multifaceted and must be addressed in multiple ways and through multiple strategies. Some of these strategies are captured within our school and district improvement plans. Other strategies are overarching and are embedded in our district's design pillars, guiding principles and commitments.

Many of our challenges must be addressed through a systems approach. YCS is in its infancy phase and is in the process of vetting out its challenges and developing systems that can sustain the work necessary to confront our challenges and sustain the work necessary to shape action into practice and eventually into the district culture and policy.

YCS has recently engaged in the process for identifying our leadership needs, aligning them with our district's vision and selecting of Superintendent that could take YCS from where it is to where our community expects us to be. The leadership and vision of the Superintendent supports the systems that we develop to address the needs of our students, staff, families and community stakeholders.

YCS has a vision of becoming the first choice in a quality cradle to career education. We aspire to be the "Gold Standard" as it relates to educating the children and families within our community and beyond. This standard is predicated on quality, challenging and rigorous curriculum.

YCS schools and district improvement plans include strategies and activities that are purposefully designed to address the needs of our students. These strategies and activities are informed by all four data points (Perception, Process, Achievement and Demographic).

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

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	Literacy and mathematics are tested annually in grades 2-5. All students take NWEA MAP tests three times a year in the areas of math and reading. Students in grades 3-5 take the State of Michigan's annual assessment. The remaining assessments are locally administered and locally created.	

Label	Assurance	Response	Comment	Attachment
2.	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	http://www.ycschools.us/our-schools/elementary-schools/holmes-elementary/ 2016 M-STEP data will be available late August	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	The building only serves up to 5th grade students.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	The building does not serve 8th grade students.	

Label	Assurance	Response	Comment	Attachment
5.	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	The whole district has adopted a cultural proficiency initiative.	

Priority School Improvement Plan

Holmes Elementary

Label	Assurance	Response	Comment	Attachment
6.	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	Dr. Benjamin Edmondson, Superintendent 1885 Packard Road Ypsilanti, MI 48187 734-221-1221	

Label	Assurance	Response	Comment	Attachment
7.	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.	Yes	http://www.neola.com/ypsilantics-mi/	

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	http://www.neola.com/ypsilantics-mi/	

Label	Assurance	Response	Comment	Attachment
9.	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) and School Process Profile (SPP). 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 April 2016 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 Title I 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.

*Add in achievement and perception data

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 second and third 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?

By examining our process data, we determined that stakeholder involvement is minimal outside of school staff. This school year, we have partnered with EMU, Man Up-Kid Down, Shape Down with St. Joe's, YMCA, Ann Arbor United, UMS, UofM, KGrams, Bookmark Program through UofM, Ypsilanti District Library Bookmobile, EMU student athletes, Fifth-Third Bank, and Bright Futures.

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 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. 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 the NWEA are used to ensure that students are receiving specific instructional support to
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meet their needs. Intercession is a 1 week block that occurs three times a year to offer instructional support to at-risk students. 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 3 times throughout the year to monitor student progress. Data teams meet to discuss growth or lack thereof 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:

3 Classroom Teachers
2 Title I Teachers
2 Specials Teachers
1 Principal

This school year we have gained:

2 Classroom Teachers
2 Specials Teachers
1 Principal
1 Title I Teacher

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

19 Highly qualified teachers
Education 6 B.A. 13 M.A.
5 Highly Qualified Paraprofessionals
Years Experience:
1-3: 2
4-8: 4
9-15: 2
>15: 11

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

We currently do not have any initiatives in place to attract and retain high-quality teachers. However, with the low turnover rate this has not been an issue. We do maintain a partnership with the University of Michigan Education department for student teachers who can often fill positions if they become available.

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
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development opportunities on the state and national level.

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,literacy and math instruction have been identified as the priority areas of professional development. Support will be provided as needed for implementing Assessment Literacy.

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. Monies have be set aside to provide for necessary professional development.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	No	Mr. Petty will need to attach	

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 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. 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.

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		PI Policy 2015-16

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		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 and 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 and math 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.