



School Improvement Plan

Holden Elementary School

Warren Consolidated Schools

Mrs. Cheryl Priemer, Administrator
37565 Calka Dr
Sterling Heights, MI 48310-3507

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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.

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	See 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 comprehensive needs assessment (CNA) process began in the fall of 2016 at the first meeting of the School Improvement Team (SIT). The SIT members include the following:

School Principal, Parent representatives, Kindergarten teacher, Third grade teacher, Second grade teacher, Fourth grade teacher, Title I teacher, and Language Acquisition teacher. The SIT met throughout the school year at Holden to work on this process and decisions were made through consensus. All materials viewed were in parent friendly language / format. Meetings are conducted throughout the year to view academic data and review the School Improvement Goals and Objectives. The whole staff collaboratively gave input to the school improvement team and were involved in all aspects of the plan during the 2015-16 school year.

Data reports were accessed either electronically or in paper from Data Director, NWEA, WIDA, BAA, CEPI, MI School Data and PowerSchool. The school improvement team led the analysis process during PLC meetings. Staff identified achievement gaps in all content areas for all students and sub groups with multiple test results. Staff then looked for connections/themes that aligned with staff/parent/student, program, demographic input. Finally, staff prioritized the areas of greatest need for all and identified sub groups and preliminary priority goals, strategies and activities were developed by the staff.

The School Improvement team used the results to complete a final alignment to ensure that all data results aligned with the priority goals. Specifically this year the staff worked on identifying Math Power Standards for each grade level. Additionally, the team completed the School Data Analysis diagnostic in AdvancED in November. SIP Team leaders communicate with staff at PLC meetings and staff meetings to ensure all stakeholders are involved in the process. Parent representative(s) are invited to be members of the School Improvement team by the principal. The principal explains the process for the SIP meetings (during a phone conversation/meeting, PTPO meetings, Parent Workshops, etc.) with each parent. Parents who accept attend as many meetings as possible. We encourage parents to ask questions anytime during the meeting so there is no confusion. They are helpful in providing the parent perspective. Parents worked specifically on developing the compact, the parent involvement plan and activities, collating and analyzing parent input and creating the evaluation survey and plan. Parent representatives are encouraged to share updates at PTO meetings/or help write newsletter articles, etc. We sought additional input regarding the school culture, curriculum, Title I program, specific parent concerns, compact ideas, etc. from parents through paper surveys and at all parent workshops, school activities/PTO meetings, conferences/principal chats, etc. School improvement meetings were held to provide opportunities for collaboration between staff, administration, and parents. The principal and grade level teacher representatives each took a portion of the plan to work on and gather data. Student achievement data (state and local assessments), school programs/process data (progress monitoring results, self-assessments), perceptions data (various stakeholder surveys, Self Assessment), and demographic data throughout the year during weekly Professional Learning Community (PLC) time.

The CNA was conducted by Holden's School Improvement Team with staff input from Holden and District level content specialists. They gathered information from all stakeholders at Holden Elementary by:

1. The SIP team met four times from August 2016-May 2017 during the day to gather data, analyze data, create surveys, research best practice, develop goals based on student achievement data, and meet with parents.
2. The SIP team shared updates on the Comprehensive Needs Assessment and implementation of the School Improvement Plan with staff during monthly staff meetings and teacher feedback/input was collected.
3. Periodically, the SIP team had a representative at monthly PTPO meetings and gave updates during the Title I Update portion of the meeting and gathered parent feedback/input.
4. Parents were surveyed at November and March Parent/Teacher conferences.
5. Parents were surveyed after each Title I event/workshop.
6. Students were surveyed fall and spring.

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7. Staff were surveyed each trimester as to their implementation of the SIP plan and suggestions for ways to improve academics, parent involvement, student engagement, and support services.
8. School Improvement team members completed the School Data Profile/Analysis and the Summary Report in the Fall.
9. Parents attend a fall and spring Title I parent meeting where they are informed of programming and staff. They are asked for their input and the Title I CNA process is explained to them. Throughout the years the parents have offered great insight that the school has implemented.
10. Student Achievement Data from the M-STEP, NWEA, Math Common Assessments, and DRA2 testing are shared at the fall and spring Title I meetings.
11. Parents are invited to be part of the SIP team by the principal. The principal explains the process of the SIP meetings with the parent representatives during a meeting.
12. Our parent representatives shared parent concerns and suggestions with the SIP team during informal meetings.

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?

Holden SIP team learned:

Demographic Data

1. Student daily attendance is approximately 96%
2. Holden has two major subgroups - Economically Disadvantaged 100% and LEP 68%
3. 46% of the students were male, 54% were female
4. The primary languages of Holden families are Arabic, Chaldean, English and Albanian
5. Discipline - 15 out of 349 (0.04%) students were suspended during the school year
6. 1 Native American Indian, 49 Asian American, 12 Black, 0 Pacific Islander, 275 White, 6 Latinos, and 6 Multiracial

Perceptions data: current year 2016-17

Several surveys have been completed this school year. Parent, student and staff surveys were analyzed.

The Holden SIP team learned:

1. Parents Fall and Spring surveys were administered during Parent/Teacher conferences. Fall conferences were attended by 98% of parents and Spring conferences were held by invitation only.

Surveys were provided in both English and Arabic.

72 family surveys were completed in the fall and 70 family surveys were completed in the spring.

These surveys show parents overwhelming feel that they and their children are welcomed at Holden. With the majority of Holden parents being immigrants this question is crucial.

Parents identified they most often receive communication from their child's teacher by email, notes or newsletter. Over 93% feel the teacher and school have many volunteer opportunities for them participate in.

2. Staff: current year

The annual spring staff survey was administered in May 2016. 100% of the staff completed the survey. This survey asked staff to evaluate Holden's Title I program, PSD, CITW, and school climate. Staff wrote PSD areas they feel would benefit all staff and any materials they may need to implement the SIP plan for the following year.

Math Common Core

ELA Common Core

Step Up to Writing

Math Problem Solving/Performance Tasks

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13/15 teachers felt the Title I RAH Program was highly effective and to continue for next school year

10/15 teachers felt the Title I MAH Program was highly effective and to continue for next school year

100% of the staff reported Holden has a positive school climate for staff.

100% of the staff reported Holden has a positive school climate for students.

100% of the staff reported Holden has a positive school climate for parents.

20% of teachers increased identifying similarities and differences from CITW

13% of teachers increased learning targets for student display from CITW

27% of teachers increased providing timely and appropriate feedback from CITW

40% of teachers increased reinforcing effort from CITW

The two areas teacher most desire training on Common Core State Standards (CCSS) and Step Up to Writing.

2016-17: Staff

100% of the teachers felt that the Read Naturally intervention program was effective and should be continued next year.

91% of the teachers supported changing the SIP Tier 2 strategy of SIOP to Intensive Interventions.

91% of the teachers supported changing the SIP Tier 1 strategy of

3. Students: current year

Fall and spring surveys were administered to K-6 students. 94% of the students participated.

69% of the students selected they enjoy coming to school always

87% of the students selected "my teachers care about me" always

86% of the students selected "my principal cares about me" always

94% of the students selected "my teachers expect me to follow school rules" always

93% of the students selected "my teachers expect me to always do my personal best" always

82% of the students selected "I feel safe at Holden" always

85% of the students selected "I am a good friend to others at school" always

For Program Process data: current year

Staff completed the annual AdvancEd Self Assessment in the Fall

The Holden SIP team learned:

1. Holden's strengths are in Governance and Leadership (Standard 2) and Teaching and Assessing for Learning (Standard 3)

2. An area of concern noted in the Self Assessment are Resources and Support Systems (Standard 4)

Perception Data and Program Evaluation Data

1. Teachers reported the Holden Title I teacher's intensive reading double doses strongly impacted student academic growth.

During ten and 20 week intervention groups, students' receiving double doses of reading made significant progress, 50% increased their reading achievement by six or more months 30% increased their reading achievement by 12 or more months, 13% increased by less than 6 months and 7% did not increase at all.

2. Teachers report needing additional training in CITW and writing strategies

3. Parents report wanting more support/tutoring for their children outside the school day

4. Parents and staff report teamwork is a strength of the Holden community

5. Parents report teachers have high expectations for their children

6. Teachers report LEP students receiving interventions from the EL teacher made academic gains. The EL teacher provided interventions for 25% of the students at Holden. During ten and twenty week intervention groups, students' receiving double doses of reading made

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significant progress, 29% increased their reading achievement by six months or more, 57% increased their reading achievement by 12 months or more, 12% increased by less than 6 months and 2% did not increase at all.

Student Achievement Data:

The SIP team learned:

Reading Achievement

Students in Kindergarten - Sixth Grade were administered the Iowa Assessment in Fall 2014 and Spring 2015. This data showed academic growth for all levels with students answering more questions correct on the Spring assessment than the Fall. The Spring 2014 scores placed Holden students in the following National Percentile Rankings

Kindergarten - 48%, 30%

1st - 29%, 30%

2nd - 29%, 27%

3rd - 34%, 21%

4th - 37%, 32%

5th - 30%, 37%

6th - 33%, 30%

*Students no longer take the IOWA Assessment. NWEA Assessments are beginning to be implemented district-wide.

Students in Kindergarten - Sixth Grade were administered the Developmental Reading Assessment - version 2 (DRA2). This data shows all students increased in their reading levels from fall to spring. The data below shows the percentage of students at or above grade level.

May 2016	May 2017
Kindergarten - 82%	68%
1st - 76%	54%
2nd - 50%	64%
3rd - 89%	63%
4th - 85%	55%
5th - 65%	67%
6th - 55%	***

***We no longer have 6th grade in our building.

Students in Kindergarten - Fifth Grade were administered the Developmental Reading Assessment (DRA2). In addition to the data above, we also looked at the percentage of students in each grade level who made 6 months or more of growth in reading..

May 2017

Kindergarten - 90%

1st - 71%

2nd - 90%

3rd - 80%

4th - 95%

5th - 100%

Students in First-Fifth grade took the NWEA Reading Assessment. Students in Third-Fifth grade also took the NWEA Language Usage Assessment. Average Grade Level Spring RIT scores are listed below.

Reading

Language Usage

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1st -	163	
2nd -	177.5	
3rd -	186.5	192.5
4th -	199	198.5
5th -	210	208

During spring 2015, students in grades 3-6 participated in the M-Step. Data from this State Assessment provided little information that could be used during the 2015-16 school year. M-Step assessments were drastically changed for Spring 2016. We do not have any current MStep data to use. M-Step data for Spring 2017 is currently not available.

Writing Achievement

Students in grades 3 - 6 were assessed on Written Expression and Conventions of Writing during their Iowa Assessments. Student scores placed Holden in the following National Percentile Rankings-

3rd - Written Expression 28%, Conventions of Writing 32%

4th - Written Expression 46%, Conventions of Writing 38%

5th - Written Expression 40%, Conventions of Writing 43%

6th - Written Expression 41%, Conventions of Writing 43%

*2016-17 IOWA Assessments are no longer being administered.

Students in Kindergarten - Fifth Grade were administered the District Writing Assessment in January and May. Teachers scored these writing pieces and entered student scores into Data Director. End of Year Writing Assessment scores showed the following students at proficient levels. In 2017, rubrics for assessing students writing changed from the previous year.

2016	2017
Kindergarten - 44%	65%
1st - 58.6%	27%
2nd - 71.4%	57%
3rd - 81.25%	37%
4th - 71.4%	50%
5th - 91%	63%
6th - 76%	***

***We no longer have 6th grade in our building.

Mathematics Achievement

Students in First - Sixth Grade were administered the Iowa Assessment in Fall 2014 and Spring 2015. This data showed academic growth for all levels with students answering more questions correct on the Spring assessment than the Fall. The Spring 2015 scores placed Holden students in the following National Percentile Rankings

1st - 41%

2nd - 46%

3rd - 32%

4th - 30%

5th - 38%

6th - 32%

*2016-17 IOWA Assessments are no longer being administered

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In 2017, Kindergarten-Fifth grade students were given Math Common Assessments. Listed below are the percentages of students in each grade level who scored 80% or higher on their grade level Trimester 1/2 Math Common Assessment.

Kindergarten - 68%

1st - 38%

2nd - 69%

3rd - 51%

4th - 84%

5th - 59%

Students in First-Fifth grade took the NWEA Math Assessment. Average Grade Level Spring RIT scores are listed below.

1st - 169

2nd - 189.5

3rd - 191.5

4th - 203.5

5th - 211

Science Achievement

Students in grades 2-6 were assessed in Science as part of the Iowa Assessments given in the fall. The Fall 2014 scores placed Holden students in the following National Percentile Rankings

2nd - 43%

3rd - 30%

4th - 28%

5th - 29%

6th - 30%

2016-17 IOWA Assessments are no longer being administered.

In 2017, Kindergarten-Fifth grade students were given Science District Common Assessments. Listed below are the average scores of each unit per each grade level. *NA refers to data not available at this time.

	Earth Science	Physical Science	Life Science
Kindergarten	96%	94%	94%
1st	68%	82%	NA
2nd	79%	71%	NA
3rd	88%	65%	82%
4th	82%	83%	NA
5th	NA	93%	NA

Social Studies

Students in grades 2-5 were assessed in Social Studies as part of the Iowa Assessments given in the fall. The Fall 2014 scores placed Holden students in the following National Percentile Rankings

2nd - 36%

3rd - 28%

4th - 24%

5th - 36%

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6th - 27%

2016-17 IOWA Assessments are no longer being administered.

In 2017, Kindergarten-Fifth grade students were given Social Studies assessments throughout the year. Listed below are the average scores of combined units of study for each grade level.

Kindergarten - 96%

1st - 67%

2nd - 76%

3rd - 87%

4th - 87%

5th - 91%

Achievement Trend Data

Reading

Holden students continue to struggle in reading achievement. They are below the 40th percentile for the past two years on the IOWA assessment. Developmental Reading Assessment scores continue to drop each year in grades 3-5; with fewer students each year ending the school year on level. Students receiving intervention support continue to outpace students only receiving the double dose from the classroom teachers in making additional gains.

2017 - IOWA is no longer being administered. Our NWEA reading assessment average RIT scores are similar to that of our district's average scores. Even though there are a high number of students who are showing 6 months or more of growth in reading, only 62% of students are currently reading at or above grade level. Students receiving intervention support continue to outpace students only receiving the double dose from the classroom teachers in making additional gains.

Writing

Based on IOWA Assessment data writing is Holden's strongest achievement area. Written Expression and Conventions of Writing are our students highest NPR ranging between 35 and 48.

2017 - IOWA is no longer being administered. Our writing assessment data from our District Writing Assessments shows that our students struggle in writing proficiency. Overall, only 50% of our students scored at proficient levels.

Math

MEAP trend data showed a steady decline in math proficiency. M-Step data is not yet available. IOWA Assessment data from that two years shows NPR growth from an average rank in 2014 of 24.6 to an average rank in 2015 of 36.2.

2017 - IOWA is no longer being administered. M-Step data is not yet available. Our NWEA math assessment average RIT scores are similar to that of our district's average scores. Overall, the building average score on math common assessments was 62%. A contributing factor to this could be the increased amount of reading required and that our data shows that only 62% of our students are reading at or above grade level.

Science and Social Studies

MEAP trend data showed a yearly decline in student achievement. M-Step data from Spring 2015 is not yet available. IOWA Assessment data showing student achievement is also not available since no students were assessed in these areas during the spring administration.

Comparing Fall Science data from 2012, 2013 and 2014 Holden students were consistently below the 40th percentile.

Comparing Fall Social Studies data from 2012, 2013 and 2014 Holden students were consistently between the 25th and 40th percentile.

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.

Holden Elementary's goals include all core content areas: Reading, Writing, Math, Science and Social Studies because we have identified areas of deficit in each content area. The goals also address the social needs of our students in order to be successful in the American schooling system and world of work.

Priority areas

- Marzano's Classroom Instruction that Works (CITW) for teaching all students across curriculum through the implementation of the CITW strategies to accelerate learning
- Sheltered Instruction Observation Protocols (SIOP) for teaching LEP students across the curriculum
- Multi-Tiered Support System (MTSS) strategies implemented in all classrooms
- Core content vocabulary development practices to be used in all content areas
- Increase use of informational texts in all classrooms
- Consistent instruction of writing across all content areas
- Alignment of curriculum to CCSS and pacing guides to new trimester calendar
- Alignment of SMART Goals to curriculum and pacing guide
- Differentiation of instruction to provide remedial and advanced work

We selected our goals for this plan after analyzing four types of data (demographic, student achievement, process and perception) and discussing with stakeholders what the data shows and what specific factors at our school contribute to the results. We examined summative and interim achievement data (M-Step, NWEA, DRA2, and SMART Goals), plus State data (AYP and Top to Bottom ranking). We investigated research-based strategies and activities to address our prioritized areas of deficit.

For each goal we have Tier 1 and Tier II strategies. In order to change from more students below grade level expectations than are on grade level, we must focus our efforts on Tier I and Tier II instruction. You can see in our Reading, Writing, and Math Goals we have strategies focusing on small group instruction as well as integrating Social Studies and Science during these instructional times. Approaching the curriculum in a thematic way will allow for more vocabulary development and informational reading/writing. Students will see the usefulness of reading, writing and math when they must apply these skills to their Science and Social Studies. Approaching the curriculum thematically will also promote cross curricular connections to fiction and non-fiction reading selections. Holden will continue to provide Family Engagement opportunities tied to academic goals.

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?

These goals address the academic and social/emotional needs of our whole school. All students need to improve academically in all content areas. Having over 100% of students economically disadvantaged means the majority of the school needs extensive intervention supports. Every Tier II strategy addresses the direct needs of our students. With 68% of our students LEP, the SIOP strategies for Tier 2, content area goals and integrated curriculum strategies will promote vocabulary development and connections across content areas. All the goals, strategies and activities are aligned to our conclusions

Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.

The following research-based strategies in the school wide plan focus on helping all students reach the State's standards:

Reading

- Tier I: Guided Reading Groups, SIOP, CCSS
- Tier II: strategic intervention provided by classroom teachers, Title I teachers, EL teachers, Special Education staff, and EL paraprofessionals using various programs - Read Naturally, Corrective Reading, Reading Mastery, Moby Max, FrontrowEd, vocabulary builder games, books on CD/electronics
- Tier III: pull out intensive instruction with intervention teachers
- Extended Year learning
- Technology integration
- Family Engagement

Math

- Tier I: Guided Math groups, SIOP, CCSS
- Tier II: strategic intervention provided by classroom teachers, Title I teachers, EL teachers, Special Education staff, and EL paraprofessional utilizing MobyMax, math games, small group direct instruction, math rotations, Number Talks, Add+ Math
- Tier III: pull out intensive instruction with intervention teachers
- Extended Year learning
- Technology integration
- Family Engagement

Writing

- Tier I: Writers Workshop, CCSS, SIOP, Writing Pathways, Lucy Calkins Writing
- Tier II: strategic intervention provided by classroom teachers, Title I teachers, EL teachers, Special Education staff, and EL paraprofessionals using Step Up to Writing and Thinking Maps
- Tier III: pull out intensive instruction with intervention teachers
- Extended Year learning
- Technology integration
- Family Engagement

Social Studies

- Tier I: integration of curriculum/thematic units, GLCEs, SIOP
- Tier II: strategic intervention provided by Title I teachers, EL teachers, Special Education staff,
- Extended Day learning
- Technology integration
- Family Engagement

Science

- Tier I: integration of curriculum/thematic units, NGSS, SIOP
- Tier II: strategic intervention provided by Title I teachers, EL teachers, Special Education staff
- Extended Year learning
- Technology integration
- Family Engagement

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Besides focusing on Tier I and Tier II instruction, teachers will receive professional development on the following research based programs Read Naturally, Corrective Reading, Reading Mastery, SIOP, CITW, SUTW, and Add+Math

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).

Holden is implementing the following research-based methods and strategies:

MTSS - multi tiered system of support which catches students that may be at risk

This will allow students to access core content through different teaching styles. Students will receive instruction from classroom teachers, support staff, aides, and volunteers based on their at risk criteria. Qualitatively, students who are at risk will receive a double dose of instruction in the core content area(s).

CITW - Classroom Instruction That Works strategies - nine strategies that should be occurring in all classrooms daily

From McRel's Classroom Instruction that Works, our strategy of all teachers using non-linguistic representations will allow students to access core content through more than just the written word. Students will receive instruction that includes the use of pictures, charts, graphs, manipulatives, graphic organizers. Qualitatively, students will interact with this content visually and concretely, prior to interacting with it textually and abstractly. This will enrich the educational experience for both at-risk students, and non-at-risk students as instruction becomes more visually oriented and concrete, in all content areas.

Balanced Literacy -

From Balanced Literacy, our strategies of providing appropriate whole group, small group, individual reading/writing time, word work time, fluency instruction, comprehension instruction and student self-monitoring instruction, will allow students to access a variety of texts at their various reading levels. Students will receive instruction that is on their instructional reading level.

Qualitatively, students will have various experiences with different types of text, such as Readers' Theater, poetry, fiction, non-fiction, etc.

Guided Math Groups -

From Differentiated Math Groups, our strategy of differentiated math instruction for all students based on their ability levels and learning styles will allow students to access math content at their various math levels. Students will receive instruction that is on their instructional math level. Qualitatively, students will have various math experiences with different types of manipulatives, problem solving techniques, vocabulary, math tasks, math strategies, etc.

Our strategy of Extended Day/Year instruction will give students additional time to receive supplemental support in all core content areas. Students will receive supplemental support, above and beyond their core-content instruction that allows them additional time to practice and apply strategies through before school, lunchtime or after school intervention times or intercession weeks guided by a highly-qualified teacher, for various amounts of time depending on the activity. Before and after school programs are 1 hour in length and Intercession participants attend 4-5 days for 6 hours daily. Quantitatively, this will accelerate progress in all students who attended.

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

All align to the findings in the CNA. Holden will implement all research-based strategies in the school wide plan to assist all students and families.

MTSS - for at risk students

CITW - for all students

Balanced Literacy - for all students

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Guided Math Groups - for all students

Technology Integration - for all students

SIOP - for LEP students

Extended Day/Year instruction - for all students

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.

Students that need the most support will receive:

MTSS services from intervention staff and classroom teachers

Balanced Literacy Instruction with developmentally appropriate reading, speaking, listening and writing interventions

Guided Math Groups and intensive Tier 3 math instruction from intervention staff

Technology Integration of content to engage minds in differentiated instruction

SIOP strategies to allow for learning to be accessible to students

Extended Day/Year instruction

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

The school uses multiple assessments to determine if the needs of students are being met. All students are given district assessments such as NWEA, DRA2, district writing assessments, pre and post district math tests and common grade level science and social studies assessments. Based on these assessments students are then grouped in Tiers 1, 2, or 3. Tier 1 students are on or above grade level expectations and may require enrichment instruction. Tier 2 students receive intervention/double dose instruction in the classroom by the classroom teacher or through push in support staff. Tier 3 students receive pull out intensive intervention services by Title I teachers, EL teachers and RR teachers.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	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? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes		

Label	Assurance	Response	Comment	Attachment
	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? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes		

Component 4: Strategies to Attract Highly Qualified Teachers

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

During the 2016-17 school year, Holden Elementary had 22 returning teachers and one new hire - Music.

For the 2015-16 school year Holden Elementary had 21 returning teachers and four transferred teachers. Of the transferred teachers two were part time special education staff and two were classroom teachers. All transferred teachers came with years of experience. During the 2014-15 school year Holden Elementary had 15 classroom teachers with 9 "specials" teachers (two art, two PE, one media, two music and two Spanish) and 3 special education teachers (resource room, speech and social work). Holden Elementary has average class sizes - between 20-25 for grades Kindergarten through fifth. Holden's sixth grade was large with 30 students most of the school year. Holden became a Year Round School during the 2013-2014 school year. Only two of the 14 classroom teachers left to work at a traditional calendar school. During the 2014-2015 school year sixth grade was added to the school. A middle school teacher was placed at Holden to teach the sixth grade students. Holden will be losing a staff member this summer to retirement and "specials" teachers due to district reassignments and position changes.

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

Holden key teaching staff are experienced and the majority have worked at Holden for several years.

Classroom teachers

0-5 years teaching experience= 6 staff (Rappold, Michael, Manning, Ejubovic, Wezner, Chunn)

6-10 years teaching experience= 8 staff (Fox, Piscopink, Petty, Franklin, Pisha-Rude, Zoia, Dushaj)

11-15 years teaching experience = 7 staff (Petracci, Kuhn, Reyes-Mudd, Blair, Norkiewicz, Hines, Setlak)

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

Despite the movement of staff due to staffing re allocations throughout the district, Holden staff who are able to stay--stay. Holden staff and administrator have built a climate of supportive care that all stakeholders appreciate.

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

Assurance Statement

Warren Consolidated Schools identifies prospective candidates for hire through an on-line application system which includes a Ventures Self Assessment and Ventures Interview results. Candidates who meet the job qualifications are selected and building principals determine the candidates for interview. An interview team will make recommendation for hire to the Human Resources Dept. and the Superintendent.

Warren Consolidated offers the following to attract prospective candidates:

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1. District Wide Accreditation by AdvancEd
2. Fifteen Blue Ribbon Schools (2 National Blue Ribbon Schools)
3. District Mentoring System
4. New Teacher Academy provided by Macomb Intermediate School District (MISD) and district-level training (3 sessions)
5. Curriculum Steering Committee funding staff development for teachers
6. Competitive Salary and Benefits package
7. Classroom computer, interactive whiteboard projector system, MediaCast, and email for each staff member
8. Curriculum Specialists to support classroom teachers
9. Positive School Climate-shared decision-making through the Professional Learning Communities (PLC) Model of School Improvement
10. Opportunities for teacher leadership: Building Policy Committee, School Improvement Committee, District Curriculum committees, Teacher Leader Academy at (MISD), Teacher Union leadership
11. Media centers with media specialists in each building; distance learning programs
12. Full-time Instructional Technology department and tech support
13. School Counselors
14. Newly renovated schools
15. District and School-level 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 school teacher turnover is due to retirement, District budget cuts and the District/Union bump and bid process

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.

Staff have received the following professional development that aligns with the CNA and goals of the SIP either during Friday Half Day PD or through sub release time to attend workshops at other locations.

For All Content Areas

Professional Learning Community (PLC) Fridays

Classroom Instruction that Works (CITW)

Sheltered Instruction Observation Protocol (SIOP)

Data Analysis

Math

Math Common Core (MCSS) workshop

Math Application workshop

Math on line resources for teachers (Envision, XtraMath, Cool Math, Sum Dog, MobyMax, FrontrowEd, CBM, etc)

WCS CITS Technology Integration - classroom laptops and tablets

WCS CITS Math Journals and Performance Tasks

WCS CITS Math Talks/Problem Solving

MISD Add+Vantage Math workshop

Balanced Literacy Program

ELA on line resources (Bookflix, Stars, Books A-Z)

ELA Common Core workshop

Guided Reading/Differentiation workshops

WCS CITS Writing Clinics

ELA Performance Tasks

WCS CITS Writing Conferencing

Reading Intervention Workshops

Reading/Story Champs

Oral Language and Retelling Workshops

Read Naturally

Corrective Reading

Reading Mastery

Step Up to Writing

Science Curriculum Work - integrating science informational reading and writing across all grades

Social Studies Curriculum Work - integrating social studies information/historical fiction reading and writing across the grades

Parent Workshop/Engagement Training

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

Professional development is sustained and ongoing through PLC meetings, regularly scheduled staff meetings and the district's commitment SY 2017-2018

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to long term PSD.

Staff receives ongoing and sustained professional development that is aligned with the comprehensive needs assessment and with the goals of the school improvement plan.

Through the use of Title I funds and District funds teachers receive training yearly on the State's standards and District curriculum expectations.

Title I funds gave all staff two opportunities throughout the school year to share in teacher learning experiences through conversations/observations of balanced literacy, Common Core, differentiated math groups, daily routines, cross curricular lessons/planning, etc.

District funds provided all staff opportunities in a Common Core math overview, Technology Integration Training, and ELA training by the District specialists. Some staff were also trained in CITW strategies at the MISD.

The district will continue to support the PLC model for 2015-2016, ELA Balanced Literacy PSD, CITW training, SIOP training, Math PSD, Science PSD, Administrator PSD, 6 Keys to Parent Engagement, Student Response Systems, and on line teacher planning and resources.

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

Component 6: Strategies to Increase Parental Involvement

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

Holden had a parent representative on the SIP team that helped in the development of the school wide plan. This parent also provided updates to other parents through the PTPO meetings. Parent input collected throughout the school year also led to changes in our parent workshops and family engagement strategies in the SIP plan.

Holden reaches out to parents to gain their ideas and input several ways -

1. Parent surveys following each parent event
2. Parent workshops focusing on areas determined by the parent surveys
3. Title I Fall and Spring parent meetings seeking parent input on Title I student programming, parent workshops, and parent needs
4. Parent input in Title I School wide plan gathered at PTPO meetings and from Parent representative on SIP team
5. Parent input at monthly PTPO meetings allows for changes throughout the school year
6. Teachers share Parent Compact twice a year at Parent/Teacher conferences where parents are asked to provide feedback on any subject related to the school.

Parents are crucial to a student's success and they help implement Holden's SIP plan when they have their children read at home, use our online subscriptions at home, and attend family engagement events.

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

Parents are involved in the implementation of the school wide plan -

1. they ensure their students are reading at home - RAH logs
2. they allow their students to go online and access on line subscriptions provided by Holden Title I funds for reading and math support
3. attend family engagement events
4. when they attend parent/teacher conferences
5. during PTPO meetings - with parent rep updates, student achievement data presented, workshop information shared
6. reading their child's Iowa or MEAP results
7. attending a parent workshop regarding academic testing and grade level expectations
8. filling out a survey - providing information on needs, wants, strengths, weaknesses, etc.
9. brainstorming ideas at a Title I meeting - ideas for parents, students, programs
10. completing an evaluation of Title I programs and services
11. attending a 7 Habits parent workshop
12. returning their student's folder emptied of all papers, report cards, etc.

After each event/activity, parents complete surveys so that staff can gain knowledge of their future needs and desires for additional activities.

Component 2-

Component 3-

Parents are informed each year of the status of the staff being highly qualified.

Component 4-

Component 5-

Parents are informed of professional development activities that teachers attend

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Component 6-

Parents are encouraged to attend RAH, MAH and parent workshops through flyers and phone calls by staff.

Component 7-

Parents are encouraged to attend the Spring Pre-School transition meeting.

Component 8-

Component 9-

Parents are aware of the extra support provided to their child through Title I, EL and parapro services.

Component 10-

Parents attend multiple federal, state and local workshops.

Parents assist at RAH/MAH events by leading their child through the learning activities.

Parents provide input throughout the year so that adjustments can be made that will increase additional parent involvement.

3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

Parents are important stakeholders. They need to understand why we are doing what we are doing. At the fall open house parents are presented with giant boards that outline each goal. The principal explains the data behind each goal. At the following fall Title I parent meeting the principal again outlines the goals and why each goal was developed. Parents throughout the year are reminded of these goals and in the spring complete an evaluation following the March Parent Teacher conferences and Spring Title I meeting. Holden parents were given multiple opportunities to provide feedback regarding the schoolwide plan. These include - fall and spring Title I meetings, fall and spring parent surveys, and at PTPO meetings where the plan is discussed.

Holden's Family Engagement Team is responsible for evaluating each Parent/Family activity.

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		

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

Holden's Parent Involvement policy and plan addresses all ESEA Section 1118(c) through (f) requirements.

1118 (e) Building Capacity for Involvement

1. Provide assistance to parents to understand content standards, assessments, Title I programming, monitoring child's progress and how to work with educators Sec 1118 (e) (1)

The District webpage, under the Parent Resources tab, provides information on: Michigan's Grade Level Content Expectations and Common Core State Standards; K-12 IOWA Assessments (webpage and PowerPoint) and district assessment calendar; a video on understanding the revised M-Step/MME cut scores; and how to access and monitor students' grades in "Parent Portal" (parent log-in to check student attendance, overall grades, and class grade progress) and through the classroom teachers welcome packet.

2. Provide materials and training for parents. Sec 1118 (e)(2)

District webpage link to parent resources is available through various websites, and content-specific video tutorial sites; Summer preschool program provides training and materials on reading to young children. Parent workshops and family engagement events.

3. Training for school staff Sec 1118 (e) (3) Joyce Epstein's "School Family Community Partnerships" Training. Counselor and Social Worker

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provide training during PLC

4. Coordinate with parent involvement in other programs. Sec 1118 (e) (4) District Boosters and PTPO meetings, GSRP/World of Fours Program, CARE

5. Provide information in a format that is understandable to parents. Sec 1118 (e)(5) WCS provides information to parents in a variety of formats to meet the needs of our diverse population. Interpreters (bilingual and hearing impaired) are available to provide translation services during fall and spring conferences and throughout the year at parent meetings. All staff may use Language Line, a real-time translator phone service, as a mode of communication. Each school and classroom may access Language Line at any time. A video tutorial for accessing the service is available for staff use. IOWA assessment results are explained in parent friendly language in a PowerPoint with oral presentation that is available under the "Parent Resources" section of our district webpage.

Staff share results with parents during conferences or informal discussions, phone calls, emails and newsletters using parent friendly/nonacademic language. Holden has a translated brochure that informs parents about school procedures, rules, times, and expectations.

Provide other reasonable support as requested Sec 1118 (e) (14) To provide parental support, staff regularly makes accommodations.

Parent teacher conferences are scheduled with flexibility; including before and after school, and during prep periods to accommodate parent schedules. We also have assisted parents with food, clothing, furniture and school supplies at home.

Sec 1118 (f) Accessibility for disabled parents, LEP parents, parents of migratory children Parents of students with disabilities and limited English proficiency are provided opportunities for full participation in the education of their children. Parents are encouraged to participate in all school events, including parent teacher conferences, progress reports, report cards, IEP progress reports and translation services. All WCS buildings are handicapped accessible. A Title III Family Resource Assistant, bilingual interpreters and hearing-impaired interpreters are available to assist parents during school functions. The WCS website has the ability for information to be translated immediately upon input. "Language Line", an on-demand phone interpretation service is available in all school offices and administration building. Homeless families may utilize transportation resources upon request.

1. Help parents understand the State Standards and Assessments and how to monitor their child's progress -District webpage provides a video on understanding the new cut scores; "Parent Portal" information (parents log-in to check student attendance, overall grades, and class grade progress) Holden provides a fall parent workshop regarding MEAP, a Meet the Teacher Night in September that allows teachers time to discuss State Standards and Assessments, various parent workshops throughout the year present to parents information on State Standards, and at Spring Parent/Teacher conferences teachers again share with parents if their child is meeting the State Standards.

2. Provide materials and training to help parents work with their children. The district webpage links to parent resources available through various websites, and offers content-specific video tutorials. Summer preschool program provides training and materials on reading to young children. Holden - at the many parent workshops and RAH and MAH events, parents are provided materials to take home and use with their students. Parents are also shown how to utilize the Holden website for additional home practice in reading and math. Parents are also taught ways of questioning their students following their on-line practice to ensure long term learning.

3. Train staff to build effective parent involvement. The District has provided Joyce Epstein's "School Family Community Partnerships" training. Holden - The District has on line power points that are used for training at the buildings. Counselors and Social Workers provide training during PLC time.

4. Collaborate with other programs to coordinate parent involvement. Holden - collaborates with Operation KidEquip to provide take home materials for parents and students, other District schools, GSRP/World of Fours Program, District Title I Summer Reading Kit Program, and Macomb CARE parent workshops.

5. Provide information in a format and language that parents can understand WCS provides information to parents in a variety of formats to meet the needs of our diverse population. In addition, interpreters (bilingual and hear impaired) are available to provide translation services during fall and spring conferences and throughout the year at parent meetings. The District also uses Language Line, a real-time translator phone service. Included on the District webpage are video tutorials for accessing the service and the site is translatable by selecting a language scrolled at the bottom.

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14. Provide other reasonable support for parent involvement as parents may request to provide parental support, staff regularly makes accommodations. Parent teacher conferences are scheduled with flexibility; including before and after school, and during prep periods to accommodate parent schedules. Parents often request email communication weekly as well.

Provide full opportunities for participation of parents with Limited English Proficiency or with disabilities and for parents of migratory children- Parents of students with disabilities and Limited English Proficiency are provided opportunities for full participation in the education of their children. Parents are encouraged to participate in all school events, including parent teacher conferences, progress reports, report cards, IEP progress reports and translation services.

All WCS buildings are handicapped accessible. A Title III Family Resource Assistant, bilingual interpreters and hearing-impaired interpreters are available to assist parents during school functions. The WCS website has the ability for information to be translated immediately upon input. Language Line, an on demand phone interpretation service, is available in all school offices and administration building. Homeless families have transportation resources upon request.

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

The parent involvement component is evaluated throughout the school year as we complete each part. How we provide assistance to parents and gain their input/feedback continues to change as our parents change.

This school year parents provided more verbal feedback on what they wanted and less paper surveys. Teachers are flexible in gaining all feedback for evaluation purposes.

7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

This school year, we have conducted 2 parent surveys, 1 staff survey, 2 student surveys, and have kept data on the number of parents and students attending RAH/MAH nights and parent workshops. RAH nights continue to be well attended and we are seeing student gains in the area of reading throughout the building. Parents particularly comment on the many strategies modeled for them that they use at home and appreciate the books provided. The MAH night was well attended. Parent surveys showed the parents did appreciate the many math centers provided and the take home materials. Students report that they enjoy attending the evening events with their parents and the after school programming.

8. Describe how the school-parent compact is developed.

The parent representative on the SIP team assists in revising the School-Parent Compact after the Spring Title I Parent Meeting each year. The compact is then posted on the Holden web site and shared with parents several times during the following school year. The School-Parent Compact is discussed at the September PTPO meeting, at November Parent/Teacher conferences, at Spring Parent/Teacher conferences and reviewed at the Spring Title I Parent meetings.

9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

The compact is shared with parents and students at registration and at Open House in August. All parties are asked to sign the compact. A copy of the compact is on display in all classrooms and is referenced periodically by staff. Staff reviews the compact at Fall Parent-

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TeachersConferences in November and again at Spring Parent-Teachers Conferences. Parents are asked for input regarding the compact and have ample room to write any comments or suggestions.

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

The compact is shared with parents and students at registration and at Open House in August. All parties are asked to sign the compact. A copy of the compact is on display in all classrooms and is referenced periodically by staff. Staff reviews the compact at Fall Parent-Teachers Conferences in November.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		Parent-student-teacher compact

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

WCS provides information to parents in a variety of formats to meet the needs of our diverse population. Interpreters (bilingual and hearing impaired) are available to provide translation services during fall and spring conferences and throughout the year at parent meetings. All staff may use Language Line, a real-time translator phone service, as a mode of communication. Each school and classroom may access Language Line at any time. Staff share results with parents during conferences or informal discussions, phone calls, emails and newsletters using parent friendly/nonacademic language.

At Holden, academic results are shared primarily at Parent/Teacher conferences in writing and orally. ELL paraprofessionals are available to translate for parents as needed in addition to providing parents to clarify any information with our Family Resource Assistant. When a student is in need of additional academic support, parents are notified by phone calls through Language Line. Teacher concerns are always shared with parents in a fashion that best meets the needs of the parents.

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?

This year, in March 2017 Holden Elementary opened a Title I PreK classroom. This classroom instructs 20 four year olds four days per week. The PreK students and their families are involved in all school events and activities.

In addition, The District provides many preschool opportunities - World of Fours, Head Start, ECSE, half day preschool and full day preschool. The District keeps preschool parents informed regarding Kindergarten registration and the academic/social and emotional developmental requirements for Kindergarten. The District began in the 2015-16 SY a Transitional Kindergarten program for students needing additional time to meet the demands of Kindergarten. A District wide informational meeting is held on two evenings. Parents are invited through District mailings and through pre-school programs to the building level Kindergarten round-up events that occur each spring. All Kindergarten registration information is available on the District web page and in elementary school offices. Registration is available daily and during scheduled evening dates at our Administration building. Interpreters are available to assist non-English speaking families. Holden provides a Kindergarten Orientation in either May/June for incoming families. During August 2016 and 2017 Holden Kindergarten teachers administer a short academic screener prior to the student starting school.

Holden 5th and 6th graders to Middle School

Middle school counselors and principals visit Holden during the spring. Students are able to ask any questions during their visits. In May the students visit the Middle School and have lunch there. Parents are invited to the middle school for a spring informational meetings and for another visit in August for orientation. Transition meetings for special needs and 504 students are held.

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?

At Holden all preschool parents are invited to attend family reading and math nights. PreK teachers meet during PLC time with each other and with K teachers where assessments, pedagogy, lesson, standards and such are learned.

A district-level informational meeting is held on two evenings for parents of incoming kindergartners. Parents are invited through district mailings and through pre-school programs. Building level Kindergarten round-up events occur each spring after the informational meeting. Our district offers literacy and oral language training to pre-school parents three times per year and at the summer ELL/at-risk pre-school program, and at year-long programs at elementary school sites. Parents are invited to participate in the Ages and Stages program at all preschool and GSRP sites. Teachers provide parents assistance on how to complete the document.

Holden offers pre-school parents literacy workshops that help parents understand what the academic expectations are for their children once they reach Kindergarten. At registration parents are given a survey on Kindergarten readiness skills their children should know by the fall of the year. Holden hosts a May Kindergarten orientation that also addresses what students should know and be able to do independently.

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?

Teachers provide input into school based assessment decisions during PLC, grade level and staff meetings. They work collaboratively with their teams to determine types of assessments to be used to monitor student learning: student identification for Tier II/III interventions, creating flexible small groups for individualized instruction/re-teaching.

Decisions about curriculum, instruction, and assessments are made with the help of all stakeholders here at Holden. The School Improvement Planning team, in conjunction with the staff, are involved in making decisions that help derive the direction of our school. At the building, teachers work in weekly PLC (Professional Learning Communities) meetings to create and/or select formative assessments using data that is continuously recorded and used to determine student needs and instructional practices.

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

Teachers analyze student achievement data individually and collectively during PLC, grade level and staff meetings. All staff has direct access to Data Director, the district data warehouse system, to pull a variety of reports: class aggregate reports, item analysis reports, individual analysis reports etc. Through analysis and discussion, teachers identify deficit areas which require re-teaching and /or Tier II intervention support. Child Study teams also review the data to determine additional intervention needs or possible testing for special education services.

The Holden Staff works together to analyze data during our Professional Learning Communities (PLC) meetings. Our district provides half day Fridays for staff to meet throughout the school year. Sub release time is also provided for MTSS meetings and grade level meetings. Common planning time for grade level teachers also allows for data analysis and planning. All team members collaborate with their grade level groups, as well as cross grade level groups

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.

Throughout the school year Holden students are given multiple assessments that span the curriculum. These formative, summative and standardized assessments provide key information that allows the staff to quickly identify which students are not mastering the State's academic achievement assessments.

The data provides proof our Tier I instruction must be delivered using multiple strategies. Timely and additional assistance is crucial. Holden's Title I and Language Acquisition teachers worked with students that were more than a year behind. Collaboratively with the grade level teachers students were assessed and identified for additional instructional supports:

English Language Arts

Reading

Grade Span: PreK - 5

Identification/Criteria for Selection:

Teachers assess students' DRA2 levels, NWEA, Gold Assessment, MLPP and meet with intervention teachers and decide on criteria for interventions.

Writing

Grade Span: PreK -5

Identification/Criteria for Selection:

Teachers assess students' district writing scores, Benchmark Literacy, Gold Assessment, MAISA units and formative assessments, meet with intervention teachers and decide on criteria for interventions.

Math

Grade Span: PreK-5

Identification/Criteria for Selection:

Teachers assess students' math using the district curriculum's unit tests, one on one assessments, NWEA and ADD+ Math materials. They meet with the Title I math intervention teacher and discuss students skills, abilities and needs.

Science

Grade Span: PreK-5

Identification/Criteria for Selection:

Teachers assess students' science using topic tests and M-Step.

Social Studies

Grade Span: PreK-5

Identification/Criteria for Selection:

Teachers assess students' social studies using topic tests and M-Step.

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?

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Each trimester, teachers assess their students in English Language Arts and math for the purpose of monitoring growth and identifying students for intervention groups. Often students are removed from intervention groups following the 10 week quarter. New students to Holden are assessed quickly in case they need to join an intervention group.

Reading

Grade Span: K-5

Interventions:

Title I, ESL, Resource Room, modification of classwork, additional time, one on one conferencing

Writing

Grade Span: K-5

Interventions:

Title I, ESL, Resource Room, modification of classwork, additional time, one on one conferencing

Math

Grade Span: K-5

Interventions:

Title I, ESL, Resource Room, modification of classwork, additional time, one on one conferencing

Science

Grade Span: K-5

Interventions:

Modification of classwork, additional time, one on one conferencing

Social Studies

Grade Span: K-5

Interventions:

Modification of classwork, additional time, one on one conferencing

Our additional assistance has shown strong student academic results. Throughout the school year students are moved in and out of intervention groups. Teachers work collaboratively to monitor student growth. Students that do progress with triple doses of instruction are referred to our child study team.

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

Classwork is differentiated across the curriculum. Holden students have a wide range of abilities and past experiences. Teachers take into account students' religious, academic, social, and emotional needs when planning the day's learning activities. All students receive ELA and math instruction at their ability levels. Social Studies, Science, Music, Art, Spanish and PE are all modified to meet the student's needs and levels.

Students' individual needs are being addressed in a variety of ways such as:

- guided reading
- guided math groups
- guided writing groups
- parapro assistance
- modification of curriculum
- academic ability levels
- modification of time requirements
- visual/large print

- reading test aloud

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.

Warren Consolidated Schools employs an Administrator of State and Federal Programs (1.0 FTE Title I) to ensure services to eligible students are coordinated.

Our Title I teacher and paraprofessionals provide supplemental and timely instructional support to students during the school day. Title I staff work collaboratively with general education staff during regular weekly meetings to monitor and support students in meeting school-wide goals. Parent involvement activities are designed and implemented throughout the year. Parents have multiple opportunities for providing input into the school-wide SIP program during parent meetings, workshops and principal/SIP meetings. Title I provides evening academic opportunities such as Reading at Home and Math at Home.

Early childhood Federal and State grants, Headstart, and Great Start Readiness Program (WCS World of Fours Program), provide two classrooms of free, quality preschool programs at Holden. The program focuses heavily on building early literacy and math skills to support their success as they prepare for kindergarten. Parent involvement activities are regularly scheduled and an advisory group works cooperatively with early childhood and building staff.

Federal Grant, Title III, provides a family resource assistant who works directly with ELL families at meetings and by phone to support parents as they learn about the American School system, and our school works with the district's Department of Language Acquisition to plan and participate in after-school/summer programs to support ELL students.

Our Department of Nutrition Services provides Federally subsidized nutritious breakfast, lunch, and after school snacks during the school year and in the summer at no or low cost to eligible students.

Building-level budget: provides resources for additional instructional materials.

Blessings in a Backpack, is a district initiative whereby staff and community volunteers provide weekend backpacks of food for more than 300 eligible students. This program is supported 100% by donations.

Our district is not eligible for Section 31a, state grant for neither at-risk students nor other Title I grants.

We have community partnerships with Lowe's, Kohl's, Target, Meijer and RSVP.

Federal Resources: Title Ia, Title III, IDEA- (Intervention Teachers, Intervention Materials, Content Specialists, Professional Development, Special Education Staff); Nutrition/Breakfast-Lunch Program;

State Resources: State Per-Pupil Allowance (General Fund), GSRP (Great Start Readiness) - (K-12 Teachers, Counselors, Special Education Staff, World-of Fours Teachers).

Local Resources: WCS General Fund Building Budget, WCS School Improvement Building Allocation; WCS Curriculum Steering Committee and Professional Staff Development Funds; Community Volunteers, WCS Educational Foundation, Operation Kid-Equip, etc. All financial resources are coordinated into our district accounting system. District procedures are followed to ensure the accurate use of funds. The building principal is responsible for coordinating and overseeing the proper use of all funds with input from school staff and the School improvement Team as written in the school-wide plan and as part of the general operation of the school.

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.

1. Comprehensive Needs Assessment:

General Fund -

SY 2017-2018

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- Professional Learning Community meetings; SIP Team meetings;

2. School-wide Reform Strategies: General Fund -

- Professional Learning Communities model of school improvement (based on the work of Richard DuFour)

Title I A -

- Specific Title I Strategies: CAFE strategies, inferencing, decoding, making meaning/interpretation, guided reading

3. Highly Qualified Staff: All of the Holden teachers are highly qualified.

4. Attract and Retain Highly Qualified Staff General Fund -

- All staff (teacher and paraprofessionals meet the criteria for Highly Qualified

- District/School level mentoring system

- New teacher academy provided by the Macomb Intermediate School District (MISD)

- Curriculum Steering Committees

- Competitive Salary and Benefits package

- Classroom computer, e-mail system, interactive white boards in all classrooms

- Curriculum specialists to support classroom teachers

- Positive School Climate - shared decision making through the PLC model of School Improvement

- Opportunities for teacher leadership: Building Policy Committee, School Improvement Committee, District Curriculum Committee, PBS Committee, Teacher Leader Academy (MISD)

- Staffed media centers; distance learning capabilities, building WIFI

- Full time Instructional Technology Department

- School Counselors

5. Professional Development: General Fund -

- Curriculum Steering Committee funding opportunities available for Staff to Apply to various Professional Learning Opportunities

General Fund and Title II -

- District level job-embedded professional development in core areas (writers workshop, guided reading, DRA(2), science, math, social studies, Data Director, Differentiated Instruction, Classroom Instruction that Works, MTSS

Title III

- Differentiated Instruction for ELLs

- Oral Language Development (and assessment)

- Blueprint for Exceptional Writing

- SIOP (Sheltered Instruction Observational Protocol)

Title I -

- Professional Development for Title I Staff in Parent and Community Relationships (Joyce Epstein Model)

- Differentiated Instruction

- Reading and Vocabulary Intervention Strategies (Math, Science, and Social Studies Included)

- Math Intervention Strategies

6. Parental Involvement:

General Fund -

- District webpage with parent education sites; translation available in major languages

- ELL Tutor/translators available for parent meetings/communication

- ELL Parent Advisory Committee (meet 3x/year)

- ELL Parent Involvement Meetings (6-8x/year at different schools)

- Adult ESL classes

- ELL Parent Education DVDs

- "Language Line", on-demand interpretation service via phone system

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- Spring and Fall Parent-Teacher Conferences
- "PowerSchool" Program: online progress reports, lesson plans and grade book; Parent Portal
- Automated Phone Fan-out system;

Title I -

- Fall Title I Meeting and Parent-School Compact and Building Plan Review
- Spring Title I Evaluation Meeting
- Parent Focus / Survey Groups
- Joyce Epstein's Model of Parent Involvement training for building administrators and Title I staff

Volunteer/Community Services -

- Parent participation in School Improvement Process and Title I Evaluation;
- IEP meetings for Special Education students
- Classroom/media center volunteers/field trip/camp supervision;
- PTO/Boosters membership (school and district level)
- District American Education Week Poster Contest;
- Warren Consolidated Schools Health Council, Health Advisory Committee and District PTO Leadership; District School Improvement Team; GSRP and ELL Parent Advisory Committee

7. Preschool Transition:

IDEA, General Fund -

- PLC meetings with Kindergarten and Pre-School, GSRP and ECSE (early childhood special education) staff; IEP Meetings
- Kindergarten Orientations
- GSRP: World of Fours - preschool program for at-risk students

8. Assessment decisions:

General Fund -

- Professional Learning Community meetings
- SIP Team meetings
- District Curriculum/Assessment Committees

9. Timely & Additional Assistance:

- Title I Teachers
- Title I Aides
- Before/After-school Tutoring/Extended Programs--Title I, III
- Summer School Program (including, elementary level instructional DVDs in reading)--Title I, III
- Language Acquisition teachers, aides--General Fund
- Family Resource Assistant--Title III
- Resource Room Teachers--General Fund
- Teacher Consultants--General Fund

10. Coordination & Integration of Federal, State & Local Resources:

- Administrator of State and Federal Programs--Title I
- Central Office Administrators--General Fund
- Building Staff--General Fund
- Title I Staff--Title I

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.

Our school coordinates and integrates the Federal Nutrition program with our school programs. All students have the opportunity to receive breakfast and lunch on a daily basis. Our GSRP program receives a free daily snack. Our school does not participate in the adult education, vocational and technical education, and job training programs.

Evaluation:

1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.

Holden evaluates the implementation of the school-wide program through quarterly teacher monitoring sheets, completion of parent/family engagement planned events, and data collection. The SIP team leads the efforts to ensure all the strategies and activities in the school-wide plan are implemented with fidelity.

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 evaluate the implementation of the Title I plan through a continuous-cycle model of the AdvancED school improvement process. The staff use data from multiple sources--MEAP, Iowa, District and Building Common Assessments, and staff, parent and student perceptual and implementation surveys and focus groups to determine the level of progress being made on the school goals during our PLC meetings. Implementation of instructional strategies is monitored by the SIP team on a regular basis through a review of lesson plans and questionnaires to ensure strategies are being implemented with fidelity. Our staff has an opportunity to discuss the results' during PLC time. Students who continue to need additional academic support will be identified and provided supplemental instruction through extended learning programs. At risk students will be monitored a minimum of eight times per year by the intervention staff to determine the appropriateness and effectiveness of interventions utilized.

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.

Through data collection we monitor our most at risk students. These students receive the highest level of intervention and support. This school year, students that received a triple dose of reading interventions moved on average seven levels in 20 weeks. Teachers, parents, and students are very excited by the tremendous academic gains achieved this school year.

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?

The SIP team meets a minimum of three times per year to review and revise the plan as needed based on the four measures of data, and any progress monitoring data collected at that time. Parents serving on the SIP team and Parent-Teacher Organization (PTO) attend the SIP meetings and provide valuable input regarding student and family needs. Families are updated monthly on our progress through our school newsletter, website, and at PTO meetings.

2017-2018 School Improvement Plan

Overview

Plan Name

2017-2018 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	All students at Holden Elementary School will meet or exceed State and Local standards in mathematics.	Objectives: 1 Strategies: 3 Activities: 15	Academic	\$42300
2	All students at Holden Elementary School will meet or exceed State and local standards in English Language Arts.	Objectives: 1 Strategies: 2 Activities: 20	Academic	\$170800
3	Professional Learning Community	Objectives: 1 Strategies: 1 Activities: 6	Organizational	\$51000

Goal 1: All students at Holden Elementary School will meet or exceed State and Local standards in mathematics.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency of State and Local standards in Mathematics by 06/24/2022 as measured by State and Local assessments.

Strategy 1:

Quality Math Instruction - Teachers will lead students in quality mathematical instruction

Quantity:

4/5 days per week whole group/small group instruction

Quality:

1. Staff will use the district provided curriculum.

Category: Mathematics

Research Cited: Research can be provided by the district curriculum specialist for math.

Tier: Tier 1

Activity - Purchase Training and Implementation Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional materials will be purchased to implement quality math instruction. Supply purchases will include math manipulatives, math dictionaries, classroom supplies (notebooks, pencils, dry erase markers, etc.), flash cards, flip charts, easel pads, laminate, math games, Common Core Flip Charts, enVision Math, miscellaneous visuals/posters, printer ink, poster maker supplies, etc.	Supplemental Materials	Tier 1	Getting Ready	08/05/2013	06/22/2018	\$2000	General Fund	Classroom teachers and principal
Activity - Monitoring Math Vocabulary through Oral or Written Expression	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use grade level appropriate pre and post unit common assessments.	Direct Instruction	Tier 1	Implement	08/05/2013	06/22/2018	\$0	General Fund	Classroom Teachers

School Improvement Plan

Holden Elementary School

Activity - Science in Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will link CCSS Math with GLCE Science standards. For example, students will use mathematical concepts when measuring volume, mass, distance, charts, graphs, patterns, electricity, forces, motion, light and spectrum, etc.	Direct Instruction	Tier 1	Implement	08/05/2013	06/22/2018	\$0	General Fund	K-5 Teachers
Activity - Checklist for Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor and collect data from students and teachers. Analyze data in November, February, and May.	Monitor	Tier 1	Monitor	08/04/2014	06/22/2018	\$200	General Fund	Classroom Teachers, SIP Team and Principal
Activity - Evaluate for Impact	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evaluate data from common building/district assessments, M-STEP etc. Analyze for student achievement growth from August to May.	Monitor, Evaluation	Tier 1	Evaluate	08/04/2014	06/22/2018	\$300	General Fund	Classroom Teachers, Title I Teacher, EL Teacher, SIP Team, Principal
Activity - MAH Nights, Title I Parent Meetings, Day Parent Workshops	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and support staff will provide parent workshops, MAH nights, Numbers Day and Parent Portal training to assist parents in utilizing tools that students are using in school to reinforce math strategies. Kindles, tablets, V-tech and assorted other technology devices will be provided parents so that they can have students practice at home on line programming purchased by Title I.	Community Engagement, Parent Involvement, Extra Curricular	Tier 1	Implement	08/04/2014	06/22/2018	\$5000	General Fund	SIP Team, Classroom Teachers, Principal
Activity - Math Training/Workshops	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend trainings/workshops on how to effectively implement Common Core State Standards in mathematics.	Professional Learning	Tier 1	Getting Ready	08/08/2016	06/22/2018	\$10000	General Fund	K-5 Staff Principal CITS

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Activity - Social Studies in Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will link CCSS Math with GLCE Social Studies standards. For example, students will use mathematical concepts when using maps, charts, timelines, graphs, cause and effect, money, economics, trade, military, American historical facts, etc.	Direct Instruction	Tier 1	Implement	08/04/2014	06/22/2018	\$0	General Fund	K-5 Staff CITS
Activity - Extended Day Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided extended day learning programs in math to reinforce and remediate state curriculum.	Academic Support Program	Tier 1	Implement	07/31/2015	06/22/2018	\$15000	Title I Schoolwide	Classroom teachers Principal CITS Interested School Staff

Strategy 2:

Intensive Interventions - Teachers will lead students in intensive interventions using mathematical discussions, direct instruction of strategies, mathematical games, and/or writing assignments using appropriate vocabulary to fill in gaps in learning.

Quantity:

1-5 times per week small group instruction

Quality:

1. Staff will use Advantage Math programing, EnVision Math supplements, math centers, and math games to ensure quality instruction.

Category: Mathematics

Research Cited: Research can be provided by the district curriculum math specialist.

Tier: Tier 2

Activity - Purchase Implementation Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Holden Elementary School

Remedial instructional materials will be purchased to implement the intensive interventions. Supply purchases will include remedial instruction: math games, flash cards, graph paper, additional concrete objects (money, calculators, Mnemonic charts, clocks, etc.) shapes, counters, timelines, number lines, etc.).	Supplemental Materials	Tier 2	Getting Ready	08/05/2013	06/22/2018	\$2000	Title I Schoolwide	Title I Support Staff Language Acquisition Support Staff Classroom Teachers Building Principal
Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training for Classroom Teachers, Title I Teachers, Title I paraprofessionals, Language Acquisition Teacher and paraprofessionals will be provided on ways to implement small group instruction at students' ability level.	Professional Learning	Tier 2	Getting Ready	08/05/2013	06/22/2018	\$3000	Title I Schoolwide	Teachers and Principal and Contracted Persons
Activity - Peer to Peer Observations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided substitute release time to observe peers teach and discuss lessons with intensive intervention strategies.	Professional Learning	Tier 2	Implement	08/04/2014	06/22/2018	\$2000	Title I Schoolwide	Classroom Teachers, Title I Teacher, EL Teacher, Principal, All staff
Activity - Evaluate for Impact	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evaluate data from common building/district assessments, M-STEP etc. Analyze for student achievement growth from August to May.	Monitor, Evaluation	Tier 2	Evaluate	08/04/2014	06/22/2018	\$300	Title I Schoolwide	Classroom Teachers Title I Teacher ELL Teacher CITS SIP Team Principal

Strategy 3:

Intensive Math Intervention - Title I Math Intervention Teacher

SY 2017-2018

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School Improvement Plan

Holden Elementary School

Category: Mathematics

Tier: Tier 2

Activity - Teacher Math Intervention Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers working with Tier 3 math students will attend MISD math workshops	Getting Ready, Professional Learning	Tier 3	Getting Ready	08/08/2016	06/22/2018	\$1000	Title I School Improvement (ISI)	Title I math intervention teacher Principal Classroom teachers
Activity - Intensive Math instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in tiers 2 and 3 for math intervention will receive intensive small group remedial instruction using manipulatives, games, direct instruction, number talks, math tasks, math journals and vocabulary development.	Materials, Implementation, Academic Support Program, Supplemental Materials	Tier 3	Getting Ready	08/08/2016	06/22/2018	\$1500	Title I School Improvement (ISI)	Title I math intervention teacher, classroom teachers, principal

Goal 2: All students at Holden Elementary School will meet or exceed State and local standards in English Language Arts.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency of meeting the State Standards in English Language Arts by 06/24/2022 as measured by State Assessments.

Strategy 1:

Balanced Literacy Instruction - Teachers will lead students in balanced literacy instruction

Quantity:

4/5 days per week whole group/small group instruction

Quality:

SY 2017-2018

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School Improvement Plan

Holden Elementary School

1. Staff will use the district provided curriculum.

Category: English/Language Arts

Research Cited: Research can be provided by the district curriculum specialist.

Tier: Tier 1

Activity - Purchase Training and Implementation Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training and instructional materials will be purchased to implement balanced literacy instruction strategies. Teachers will participate in training to assist them in using the balanced literacy strategies. Supply purchases will include post its, notebooks, leveled books, read aloud materials, markers, pencils, paper, construction paper, highlighters, flashcards, dry erase markers, flip charts, easel pads, Common Core flipcharts, laminate, visual posters, printer ink, poster-maker supplies etc.	Materials	Tier 1	Getting Ready	08/05/2013	06/22/2018	\$18000	General Fund	Holden staff members District Support Staff Principal
Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will guide whole group, small group and one-on-one instruction based on students individual reading/writing levels.	Direct Instruction	Tier 1	Implement	08/04/2014	06/22/2018	\$3000	General Fund	School Improvement Team Interested Classroom Teachers District OCl Support Staff Principal
Activity - Literacy Effort & Recognition Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Holden Elementary School

Students will partake in various activities to recognize effort and encourage reading/writing practice at home such as: March is Reading Month, Moby Max, Reading A to Z, learning experiences, author visits, etc.	Academic Support Program	Tier 1	Monitor	08/04/2014	06/22/2018	\$3000	General Fund	School Improvement Team Classroom Teachers Media Specialist District OCl Support Staff Principal
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Activity - Parent Literacy Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The SIP team, with support from staff, will create and implement family friendly literacy events that will provide modeling for parents on how to: 1. read/write along with their child(ren) 2. ask appropriate comprehension questions 3. select "good fit" books with your child 4. utilize the on-line subscriptions by providing take home assorted electronic devices 5. assist their child in becoming an independent reader/writer 6. Parent Portal training to assist parents in monitoring student academic progress 7. technology days for parents to learn on line programs and electronic devices	Community Engagement, Parent Involvement, Academic Support Program, Extra Curricular	Tier 1	Implement	08/04/2014	06/22/2018	\$8000	General Fund, Title I Schoolwide	School Improvement Team Interested Classroom Teachers District OCl Support Staff Principal

Activity - Read at Home (RAH) Reading Logs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete Read at Home reading logs and monitor their progress of reading at home (numbers of books read/minutes read each night).	Academic Support Program	Tier 1	Monitor	08/04/2014	06/22/2018	\$3000	General Fund	School Improvement Team Interested Classroom Teachers District OCl Support Staff Principal

Activity - Science in Reading/Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will link CCSS Language Arts with GLCE Science standards. For example, students will read leveled Science books in small guided reading groups on measuring volume, mass, distance, charts, graphs, patterns, electricity, forces, motion, light and spectrum, and will use written language to explain, compare, contrast, investigate and report on their learning in the three Science content areas: -Physical -Animal -Life	Direct Instruction	Tier 1	Implement	08/04/2014	06/22/2018	\$0	General Fund	K-5 Teachers
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Activity - Social Studies in Reading/Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will link CCSS Language Arts with GLCE Social Studies standards. For example, students will read Social Studies leveled books in small, guided reading groups on concepts such as: using maps, charts, timelines, graphs, cause and effect, money, economics, trade, military, American historical facts, etc. and will use written language to explain, compare, contrast, investigate and report on their learning in the following area: - Economics - History - Democratic Core Values - Social Sciences - Community - Government - Patriotic Symbols - Careers	Direct Instruction	Tier 1	Implement	08/04/2014	06/22/2018	\$0	General Fund	K-5 Teachers

Activity - Checklist for Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor and collect data from students and teachers. Analyze data in November, February, and May.	Monitor	Tier 1	Monitor	08/04/2014	06/22/2018	\$200	General Fund	Classroom Teachers SIP Team Principal

Activity - Evaluate for Impact	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Holden Elementary School

Evaluate data from state testing, DRA 2, MLPP, district writing assessments, NWEA etc. Analyze for student achievement growth from August to May.	Monitor, Evaluation	Tier 1	Evaluate	08/04/2014	06/22/2018	\$300	General Fund	Classroom Teachers Title I Teacher EL Teacher SIP Team Principal
Activity - Writing Scoring Clinics/Workshops with Monitor writing through oral and written expression	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend training on how to score oral and written student work in writing. Writing Instruction will be based on data using pre and post writing assessments.	Direct Instruction, Professional Learning	Tier 1	Implement	08/04/2016	06/22/2018	\$3000	General Fund	Classroom Teachers title 1 support staff language acquisition

Strategy 2:

Intensive Intervention - The Support team (Title I teacher, ELL teacher, Resource Room teacher) will lead students in small, intensive intervention guided literacy lessons using balanced literacy strategies.

Quantity:

3-5 times per week small group instruction

Quality:

1. Staff will use Corrective Reading, Reading Mastery, Road to the Code, Explode the Code, K-PALS, Mondo, Story Champs, and LLI to provide intensive intervention and fill in gaps in learning.

Category: English/Language Arts

Research Cited: Research can be provided by district curriculum ELA and MTSS specialists.

Tier: Tier 2

Activity - Extended Day Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Holden Elementary School

Certified Staff will provide extended day direct, intensive literacy instruction to students.	Direct Instruction	Tier 2	Implement	08/05/2013	06/22/2018	\$10000	Title III	School Improvement Team Interested Classroom Teachers District OCI Support Staff Principal
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Activity - Purchase Replacement Take Home Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School will replace take home books and writing materials as they become aware that they are unusable.	Materials	Tier 2	Implement	08/05/2013	06/22/2018	\$10000	Title I Schoolwide	Teachers Principal Office Secretary Administrator of State and Federal Programs

Activity - Intensive Intervention Balanced Literacy Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in training to assist them in the implementation of balanced literacy strategies. Opportunities for teachers to learn about ways to increase students' comprehension skills, vocabulary instruction, and students' writing will be provided using various sources - workshops, conferences, peer to peer observations, etc.	Professional Learning	Tier 2	Getting Ready	08/04/2014	06/22/2018	\$5000	Title III, Title I Schoolwide	School Improvement Team Interested Classroom Teachers District OCI Support Staff Principal

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Holden Elementary School

All staff involved will guide whole group, small group and one-on-one instruction based on students individual literacy levels.	Direct Instruction	Tier 2	Implement	08/04/2014	06/22/2018	\$3000	Title I Schoolwide	School Improvement Team All Classroom Teachers Intervention Staff District OCI Support Staff Principal
Activity - Evaluate for Impact	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evaluate data from state testing, DRA 2, MLPP, District Writing, NWEA, etc. analyze for student achievement growth from August to May.	Monitor, Evaluation	Tier 2	Monitor	08/04/2014	06/22/2018	\$300	Title I Schoolwide	Classroom Teachers Title I Teacher EL Teacher SIP Team Principal
Activity - Double Dose Guided Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will meet with an intervention teacher for an additional time for guided literacy instruction based on student need. This will occur above and beyond the guided literacy happening in the general classroom.	Academic Support Program	Tier 2	Implement	08/04/2014	06/22/2018	\$90000	Title I Schoolwide	classroom teachers SIP team CITS personnel Title 1 teacher school principal
Activity - Step Up to Writing Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will be trained on the SUTW intervention program and strategies.	Getting Ready, Academic Support Program, Supplemental Materials	Tier 2	Getting Ready	08/08/2016	06/22/2018	\$8000	Title I Schoolwide	Instructional staff and principal

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Activity - Read Naturally Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will be trained in the Read Naturally program to use with their Tier 2 students.	Direct Instruction, Getting Ready, Academic Support Program, Supplemental Materials	Tier 2	Getting Ready	08/08/2016	06/22/2018	\$2500	Title I Schoolwide	Instructional teachers and principal
Activity - Corrective Reading and Reading Mastery Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
For the students where tier 2 interventions have not worked, we will utilize CR and RM intervention programs.	Direct Instruction, Getting Ready, Professional Learning, Academic Support Program, Supplemental Materials	Tier 3	Getting Ready	08/08/2016	06/22/2018	\$1000	Title I Schoolwide	Intervention teachers and principal
Activity - Purchase intervention student materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All necessary student materials for at risk students will be purchased in order to support the Read Naturally, SUTW, CR and RM programs.	Materials, Getting Ready, Academic Support Program, Supplemental Materials	Tier 2	Getting Ready	08/08/2016	06/22/2018	\$2500	Title I Schoolwide	Principal

Goal 3: Professional Learning Community

Measurable Objective 1:

School Improvement Plan

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collaborate to as a professional learning community to strengthen the vertical and horizontal alignment between curriculum, instruction and assessment practices in all core and elective content areas by 06/22/2018 as measured by Administrator/Peer Observations/Walkthroughs, Sign in sheets/agendas and minutes, Common assessment review using rubric, pre and post staff PLC survey analysis .

Strategy 1:

District Release Time and After School PLC Time - Warren Consolidated Schools will provide nine half day releases for teachers to meet in PLCs. Staff are also to attend six-thirteen after school PLCs. At these PLCs staff will be guided by the PLC framework:

- Staff will align instruction (lesson planning) with district curriculum and pacing guides.
- Staff will increase understanding of utilizing high-leverage, research-based instructional strategies in order to improve the impact of effective instruction on student achievement.
- Staff will create, implement and analyze building and district-level common assessments' results to drive instruction.
- Staff will implement a MTSS process (plan for in-class and school-level intervention/enrichment) to ensure all students' growth in achievement and behavioral success.
- Staff will monitor and analyze the impact of adult implementation of instructional strategies and activities on student achievement.

Category: Other - Professional Development

Research Cited: Teaching and Teacher Education

Volume 24, Issue 1, January 2008, Pages 80–91

The teachers in studies by Strahan (2003), Hollins et al. (2004), and Englert and Tarrant (1995) all had an underlying focus of improving student literacy. Bolam et al. (2005) found that in effective PLCs the “pupil learning was the foremost concern” (p. 146) and that PLCs at higher levels of development had stronger linkages between student achievement and teachers' professional learning. Similarly, two overlapping studies (Supovitz, 2002; Supovitz & Christman, 2003) powerfully demonstrated the importance of focus in teachers' collaborative actions. In their report about reform efforts in both Cincinnati and Philadelphia, the authors state that teachers who participated on teams or in small communities that focused on instructional practice reported changes in instructional culture. The teachers who reported that they did not use designated meeting times to focus on teaching practice did not report changes in the instructional culture. These findings reinforce the importance of persistently pursuing an instructional focus as teachers engage in their work in learning communities.

Professional Learning Communities at Work, R. DuFour (1998); Whatever It Takes, R. DuFour (2004); Learning by Doing, T. Many (2012); Results NOW, M. Schmoker,.

Tier I: The Forgotten Tier, J. Allain (2011); Visual Learning, J. Hattie (2009); Common Formative Assessment, Bailey and Jakicic (2014).

Tier: Tier 1

Activity - Readiness Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Holden Elementary School

Teachers will be trained and guided in the many facets of a PLC: how to be a part of a PLC, how to focus on student learning, assessments to guide instruction and key questions asked in PLC teams, etc. Pre PLC Survey and Data Analysis/Dialogue training	Direct Instruction, Getting Ready, Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	08/08/2016	06/22/2018	\$0	General Fund	All instructional staff
Activity - Implementation Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in timely PLC/DSIT meetings utilizing district framework and monitoring tools, continue implementation of MTSS Process and intervention team meetings, create, implement, analyze results of common assessments	Direct Instruction, Implementation, Curriculum Development, Academic Support Program, Teacher Collaboration, Behavioral Support Program	Tier 2	Implement	08/08/2016	06/22/2018	\$0	General Fund	All instructional staff
Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrator/Peer Observations/Walkthroughs Sign in sheets/agendas and minutes Quarterly Rpts to BOE, MDE Common assessment review using rubric	Direct Instruction, Communication, Monitor, Implementation, Walkthrough, Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1	Monitor	08/08/2016	06/22/2018	\$0	General Fund	All instructional staff

School Improvement Plan

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Activity - Analyze and Evaluate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data analysis of common and state assessments, perception, process and demographic data Complete AdvancED Interim Self- Assessment and Parent, Student and Staff Survey Conduct Post-PLC Staff Survey and analysis	Evaluation	Tier 1	Evaluate	08/08/2016	06/22/2018	\$0	General Fund	School Improvement Team with cooperation from instructional staff and support from DSIT
Activity - Book Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. Book Study on Leverage: Using PLCs to Promote Lasting Improvement in Schools by Susan K. Sparks-Many and Thomas W. Many 2. Various book studies related to social/emotional strategies and programs (i.e. Leader in Me, 7 Habits of Highly Effective People, Mindfulness, etc.) 3. Introductory workshops in PLC implementation and social/emotional programs	Behavioral Support Program	Tier 1	Getting Ready	08/01/2017	06/22/2018	\$1000	General Fund	Any interested staff
Activity - Investigation of Social Emotional Supports and Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1. Investigate programs that would support social emotional learning and develop a plan for a self regulation/mindfulness mentor/coach. 2. Teacher team attending workshops on Leader in Me and self regulation strategies/mindfulness 3. Teacher team work time to investigate community resources to assist students in self regulation/mindfulness or mentoring 4. Surveys of students, parents and staff to determine social/emotional needs of students and families	Materials, Community Engagement, Professional Learning, Teacher Collaboration, Behavioral Support Program	Tier 1	Getting Ready	08/01/2017	06/22/2018	\$50000	General Fund	Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Purchase Replacement Take Home Materials	School will replace take home books and writing materials as they become aware that they are unusable.	Materials	Tier 2	Implement	08/05/2013	06/22/2018	\$10000	Teachers Principal Office Secretary Administrator of State and Federal Programs
Purchase intervention student materials	All necessary student materials for at risk students will be purchased in order to support the Read Naturally, SUTW, CR and RM programs.	Materials, Getting Ready, Academic Support Program, Supplemental Materials	Tier 2	Getting Ready	08/08/2016	06/22/2018	\$2500	Principal
Corrective Reading and Reading Mastery Training	For the students where tier 2 interventions have not worked, we will utilize CR and RM intervention programs.	Direct Instruction, Getting Ready, Professional Learning, Academic Support Program, Supplemental Materials	Tier 3	Getting Ready	08/08/2016	06/22/2018	\$1000	Intervention teachers and principal

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Intensive Intervention Balanced Literacy Training	Teachers will participate in training to assist them in the implementation of balanced literacy strategies. Opportunities for teachers to learn about ways to increase students' comprehension skills, vocabulary instruction, and students' writing will be provided using various sources - workshops, conferences, peer to peer observations, etc.	Professional Learning	Tier 2	Getting Ready	08/04/2014	06/22/2018	\$3000	School Improvement Team Interested Classroom Teachers District OCI Support Staff Principal
Evaluate for Impact	Evaluate data from common building/district assessments, M-STEP etc. Analyze for student achievement growth from August to May.	Monitor, Evaluation	Tier 2	Evaluate	08/04/2014	06/22/2018	\$300	Classroom Teachers Title I Teacher ELL Teacher CITS SIP Team Principal
Evaluate for Impact	Evaluate data from state testing, DRA 2, MLPP, District Writing, NWEA, etc. analyze for student achievement growth from August to May.	Monitor, Evaluation	Tier 2	Monitor	08/04/2014	06/22/2018	\$300	Classroom Teachers Title I Teacher EL Teacher SIP Team Principal
Parent Literacy Involvement	The SIP team, with support from staff, will create and implement family friendly literacy events that will provide modeling for parents on how to: 1. read/write along with their child(ren) 2. ask appropriate comprehension questions 3. select "good fit" books with your child 4. utilize the on-line subscriptions by providing take home assorted electronic devices 5. assist their child in becoming an independent reader/writer 6. Parent Portal training to assist parents in monitoring student academic progress 7. technology days for parents to learn on line programs and electronic devices	Community Engagement, Parent Involvement, Academic Support Program, Extra Curricular	Tier 1	Implement	08/04/2014	06/22/2018	\$5000	School Improvement Team Interested Classroom Teachers District OCI Support Staff Principal
Small Group Instruction	Training for Classroom Teachers, Title I Teachers, Title I paraprofessionals, Language Acquisition Teacher and paraprofessionals will be provided on ways to implement small group instruction at students' ability level.	Professional Learning	Tier 2	Getting Ready	08/05/2013	06/22/2018	\$3000	Teachers and Principal and Contracted Persons

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Peer to Peer Observations	Teachers will be provided substitute release time to observe peers teach and discuss lessons with intensive intervention strategies.	Professional Learning	Tier 2	Implement	08/04/2014	06/22/2018	\$2000	Classroom Teachers, Title I Teacher, EL Teacher, Principal, All staff
Double Dose Guided Literacy	Students will meet with an intervention teacher for an additional time for guided literacy instruction based on student need. This will occur above and beyond the guided literacy happening in the general classroom.	Academic Support Program	Tier 2	Implement	08/04/2014	06/22/2018	\$90000	classroom teachers SIP team CITS personnel Title 1 teacher school principal
Differentiated Instruction	All staff involved will guide whole group, small group and one-on-one instruction based on students individual literacy levels.	Direct Instruction	Tier 2	Implement	08/04/2014	06/22/2018	\$3000	School Improvement Team All Classroom Teachers Intervention Staff District OCI Support Staff Principal
Extended Day Learning	Students will be provided extended day learning programs in math to reinforce and remediate state curriculum.	Academic Support Program	Tier 1	Implement	07/31/2015	06/22/2018	\$15000	Classroom teachers Principal CITS Interested School Staff
Purchase Implementation Materials	Remedial instructional materials will be purchased to implement the intensive interventions. Supply purchases will include remedial instruction: math games, flash cards, graph paper, additional concrete objects (money, calculators, Mnemonic charts, clocks, etc.) shapes, counters, timelines, number lines, etc.).	Supplemental Materials	Tier 2	Getting Ready	08/05/2013	06/22/2018	\$2000	Title I Support Staff Language Acquisition Support Staff Classroom Teachers Building Principal

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Step Up to Writing Training	All instructional staff will be trained on the SUTW intervention program and strategies.	Getting Ready, Academic Support Program, Supplemental Materials	Tier 2	Getting Ready	08/08/2016	06/22/2018	\$8000	Instructional staff and principal
Read Naturally Training	Classroom teachers will be trained in the Read Naturally program to use with their Tier 2 students.	Direct Instruction, Getting Ready, Academic Support Program, Supplemental Materials	Tier 2	Getting Ready	08/08/2016	06/22/2018	\$2500	Instructional teachers and principal

Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Intensive Intervention Balanced Literacy Training	Teachers will participate in training to assist them in the implementation of balanced literacy strategies. Opportunities for teachers to learn about ways to increase students' comprehension skills, vocabulary instruction, and students' writing will be provided using various sources - workshops, conferences, peer to peer observations, etc.	Professional Learning	Tier 2	Getting Ready	08/04/2014	06/22/2018	\$2000	School Improvement Team Interested Classroom Teachers District OCI Support Staff Principal
Extended Day Learning	Certified Staff will provide extended day direct, intensive literacy instruction to students.	Direct Instruction	Tier 2	Implement	08/05/2013	06/22/2018	\$10000	School Improvement Team Interested Classroom Teachers District OCI Support Staff Principal

Title I School Improvement (ISI)

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Math Intervention Training	Teachers working with Tier 3 math students will attend MISD math workshops	Getting Ready, Professional Learning	Tier 3	Getting Ready	08/08/2016	06/22/2018	\$1000	Title I math intervention teacher Principal Classroom teachers
Intensive Math instruction	Students in tiers 2 and 3 for math intervention will receive intensive small group remedial instruction using manipulatives, games, direct instruction, number talks, math tasks, math journals and vocabulary development.	Materials, Implementation, Academic Support Program, Supplemental Materials	Tier 3	Getting Ready	08/08/2016	06/22/2018	\$1500	Title I math intervention teacher, classroom teachers, principal

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Evaluate for Impact	Evaluate data from common building/district assessments, M-STEP etc. Analyze for student achievement growth from August to May.	Monitor, Evaluation	Tier 1	Evaluate	08/04/2014	06/22/2018	\$300	Classroom Teachers, Title I Teacher, EL Teacher, SIP Team, Principal
Purchase Training and Implementation Materials	Instructional materials will be purchased to implement quality math instruction. Supply purchases will include math manipulatives, math dictionaries, classroom supplies (notebooks, pencils, dry erase markers, etc.), flash cards, flip charts, easel pads, laminate, math games, Common Core Flip Charts, enVision Math, miscellaneous visuals/posters, printer ink, poster maker supplies, etc.	Supplemental Materials	Tier 1	Getting Ready	08/05/2013	06/22/2018	\$2000	Classroom teachers and principal
Checklist for Monitoring	Monitor and collect data from students and teachers. Analyze data in November, February, and May.	Monitor	Tier 1	Monitor	08/04/2014	06/22/2018	\$200	Classroom Teachers SIP Team Principal

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Writing Scoring Clinics/Workshops with Monitor writing through oral and written expression	Teachers will attend training on how to score oral and written student work in writing. Writing Instruction will be based on data using pre and post writing assessments.	Direct Instruction, Professional Learning	Tier 1	Implement	08/04/2016	06/22/2018	\$3000	Classroom Teachers title 1 support staff language acquisition
Literacy Effort & Recognition Program	Students will partake in various activities to recognize effort and encourage reading/writing practice at home such as: March is Reading Month, Moby Max, Reading A to Z, learning experiences, author visits, etc.	Academic Support Program	Tier 1	Monitor	08/04/2014	06/22/2018	\$3000	School Improvement Team Classroom Teachers Media Specialist District OCI Support Staff Principal
Science in Reading/Writing	Teachers will link CCSS Language Arts with GLCE Science standards. For example, students will read leveled Science books in small guided reading groups on measuring volume, mass, distance, charts, graphs, patterns, electricity, forces, motion, light and spectrum, and will use written language to explain, compare, contrast, investigate and report on their learning in the three Science content areas: -Physical -Animal -Life	Direct Instruction	Tier 1	Implement	08/04/2014	06/22/2018	\$0	K-5 Teachers
Math Training/Workshops	Teachers will attend trainings/workshops on how to effectively implement Common Core State Standards in mathematics.	Professional Learning	Tier 1	Getting Ready	08/08/2016	06/22/2018	\$10000	K-5 Staff Principal CITS
Monitoring	Administrator/Peer Observations/Walkthroughs Sign in sheets/agendas and minutes Quarterly Rpts to BOE, MDE Common assessment review using rubric	Direct Instruction, Communication, Monitor, Implementation, Walkthrough, Professional Learning, Curriculum Development, Teacher Collaboration	Tier 1	Monitor	08/08/2016	06/22/2018	\$0	All instructional staff

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Checklist for Monitoring	Monitor and collect data from students and teachers. Analyze data in November, February, and May.	Monitor	Tier 1	Monitor	08/04/2014	06/22/2018	\$200	Classroom Teachers, SIP Team and Principal
Monitoring Math Vocabulary through Oral or Written Expression	Teachers will use grade level appropriate pre and post unit common assessments.	Direct Instruction	Tier 1	Implement	08/05/2013	06/22/2018	\$0	Classroom Teachers
Analyze and Evaluate	Data analysis of common and state assessments, perception, process and demographic data Complete AdvancED Interim Self- Assessment and Parent, Student and Staff Survey Conduct Post-PLC Staff Survey and analysis	Evaluation	Tier 1	Evaluate	08/08/2016	06/22/2018	\$0	School Improvement Team with cooperation from instructional staff and support from DSIT
Book Study	1. Book Study on Leverage: Using PLCs to Promote Lasting Improvement in Schools by Susan K. Sparks-Many and Thomas W. Many 2. Various book studies related to social/emotional strategies and programs (i.e. Leader in Me, 7 Habits of Highly Effective People, Mindfulness, etc.) 3. Introductory workshops in PLC implementation and social/emotional programs	Behavioral Support Program	Tier 1	Getting Ready	08/01/2017	06/22/2018	\$1000	Any interested staff
Read at Home (RAH) Reading Logs	Students will complete Read at Home reading logs and monitor their progress of reading at home (numbers of books read/minutes read each night).	Academic Support Program	Tier 1	Monitor	08/04/2014	06/22/2018	\$3000	School Improvement Team Interested Classroom Teachers District OCI Support Staff Principal
Investigation of Social Emotional Supports and Programs	1. Investigate programs that would support social emotional learning and develop a plan for a self regulation/mindfulness mentor/coach. 2. Teacher team attending workshops on Leader in Me and self regulation strategies/mindfulness 3. Teacher team work time to investigate community resources to assist students in self regulation/mindfulness or mentoring 4. Surveys of students, parents and staff to determine social/emotional needs of students and families	Materials, Community Engagement, Professional Learning, Teacher Collaboration, Behavioral Support Program	Tier 1	Getting Ready	08/01/2017	06/22/2018	\$50000	Principal

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Purchase Training and Implementation Materials	Training and instructional materials will be purchased to implement balanced literacy instruction strategies. Teachers will participate in training to assist them in using the balanced literacy strategies. Supply purchases will include post its, notebooks, leveled books, read aloud materials, markers, pencils, paper, construction paper, highlighters, flashcards, dry erase markers, flip charts, easel pads, Common Core flipcharts, laminate, visual posters, printer ink, poster-maker supplies etc.	Materials	Tier 1	Getting Ready	08/05/2013	06/22/2018	\$18000	Holden staff members District Support Staff Principal
Science in Math	Teachers will link CCSS Math with GLCE Science standards. For example, students will use mathematical concepts when measuring volume, mass, distance, charts, graphs, patterns, electricity, forces, motion, light and spectrum, etc.	Direct Instruction	Tier 1	Implement	08/05/2013	06/22/2018	\$0	K-5 Teachers
Readiness Activities	Teachers will be trained and guided in the many facets of a PLC: how to be a part of a PLC, how to focus on student learning, assessments to guide instruction and key questions asked in PLC teams, etc. Pre PLC Survey and Data Analysis/Dialogue training	Direct Instruction, Getting Ready, Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	08/08/2016	06/22/2018	\$0	All instructional staff
MAH Nights, Title I Parent Meetings, Day Parent Workshops	Teachers and support staff will provide parent workshops, MAH nights, Numbers Day and Parent Portal training to assist parents in utilizing tools that students are using in school to reinforce math strategies. Kindles, tablets, V-tech and assorted other technology devices will be provided parents so that they can have students practice at home on line programming purchased by Title I.	Community Engagement, Parent Involvement, Extra Curricular	Tier 1	Implement	08/04/2014	06/22/2018	\$5000	SIP Team, Classroom Teachers, Principal
Differentiated Instruction	Teachers will guide whole group, small group and one-on-one instruction based on students individual reading/writing levels.	Direct Instruction	Tier 1	Implement	08/04/2014	06/22/2018	\$3000	School Improvement Team Interested Classroom Teachers District OCl Support Staff Principal

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Implementation Activities	Teachers will participate in timely PLC/DSIT meetings utilizing district framework and monitoring tools, continue implementation of MTSS Process and intervention team meetings, create, implement, analyze results of common assessments	Direct Instruction, Implementation, Curriculum Development, Academic Support Program, Teacher Collaboration, Behavioral Support Program	Tier 2	Implement	08/08/2016	06/22/2018	\$0	All instructional staff
Social Studies in Reading/Writing	Teachers will link CCSS Language Arts with GLCE Social Studies standards. For example, students will read Social Studies leveled books in small, guided reading groups on concepts such as: using maps, charts, timelines, graphs, cause and effect, money, economics, trade, military, American historical facts, etc. and will use written language to explain, compare, contrast, investigate and report on their learning in the following area: <ul style="list-style-type: none"> - Economics - History - Democratic Core Values - Social Sciences - Community - Government - Patriotic Symbols - Careers 	Direct Instruction	Tier 1	Implement	08/04/2014	06/22/2018	\$0	K-5 Teachers
Social Studies in Math	Teachers will link CCSS Math with GLCE Social Studies standards. For example, students will use mathematical concepts when using maps, charts, timelines, graphs, cause and effect, money, economics, trade, military, American historical facts, etc.	Direct Instruction	Tier 1	Implement	08/04/2014	06/22/2018	\$0	K-5 Staff CITS

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Parent Literacy Involvement	The SIP team, with support from staff, will create and implement family friendly literacy events that will provide modeling for parents on how to: 1. read/write along with their child(ren) 2. ask appropriate comprehension questions 3. select "good fit" books with your child 4. utilize the on-line subscriptions by providing take home assorted electronic devices 5. assist their child in becoming an independent reader/writer 6. Parent Portal training to assist parents in monitoring student academic progress 7. technology days for parents to learn on line programs and electronic devices	Community Engagement, Parent Involvement, Academic Support Program, Extra Curricular	Tier 1	Implement	08/04/2014	06/22/2018	\$3000	School Improvement Team Interested Classroom Teachers District OCl Support Staff Principal
Evaluate for Impact	Evaluate data from state testing, DRA 2, MLPP, district writing assessments, NWEA etc. Analyze for student achievement growth from August to May.	Monitor, Evaluation	Tier 1	Evaluate	08/04/2014	06/22/2018	\$300	Classroom Teachers Title I Teacher EL Teacher SIP Team Principal