



# **School Improvement Plan**

Holden Elementary School

Warren Consolidated Schools

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## **Introduction**

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

# **Executive Summary**

## **Introduction**

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

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

## **Description of the School**

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

Holden Elementary is located in the city of Sterling Heights, Michigan. Sterling Heights is a large suburb north of Detroit. In 2011, 129,693 people lived in the city. Sterling Heights is home to several automotive factories and assembly plants. Holden sits in the southwestern most corner of Sterling Heights and is part of the Warren Consolidated Schools District.

Holden Elementary for the past three years has had stable student numbers - ranging from 350 to 380. The community we serve has become increasingly poorer with more parents being immigrants.

In 2010 Holden had 70% of its students identified as economically disadvantaged (ED), in 2013 we had 83%, now in 2015 we have 94%. In 2005, Holden had 41% ED - the past ten years has seen a major recession and slow economic growth. During the same ten years Holden has become more diversified and seen an increase in students that have a primary home language other than English (PHLOTE). There are many challenges associated with poor and English Language Learner families. First, the American schooling system is very different than what most immigrant parents experienced. Second, the parents have limited resources and limited abilities to help their children with the school work. Finally, the parents primary focus is survival (day to day needs), so school is a lower priority.



## **School's Purpose**

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

**Vision Statement:**

To create productive citizens who will become successful in life.

The Holden staff believes that our ultimate end result is a citizen that participates in all areas of the American dream and leads a financially, emotionally and socially rich life.

**Mission Statement:**

Students will be empowered to achieve academic success. Students will secure foundational skills to become lifelong learners and contribute to society. As an elementary school staff, we are dedicated to teaching the foundational skills needed for advanced learning and citizenship.

**Beliefs Statement**

The Holden staff and community believes -

1. It takes all of the Holden community to ensure all students meet high achievement standards.
2. Learning through challenging activities creates the longest lasting learning.
3. Utilizing technology daily motivates and sustains our visual learners.
4. Every student can learn when given developmentally appropriate lessons.
5. Interventions provided at various levels of students' needs ensure student success in the general education program.
6. Developing student ownership of their learning and behaviors is a skill for life.

We expect all students to work hard every day. We provide support programs to ensure all students have success in the general education curriculum.

## **Notable Achievements and Areas of Improvement**

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

Holden Elementary is very proud of its relationships with parents and local businesses. As our population has become poorer, we have needed to find ways to assist them. Charity and business partners have provided donated books, home items, student clothing, student glasses, student medications and general school supplies.

We are proud that even though our population is increasingly ELL, our scale scores on the MEAP/IOWA in all content areas showed considerable improvement this spring. We also take pride in the parent survey data showing how welcomed they feel at Holden.

Over the next three years, we know we must continue to make academic gains in light of the new Common Core State Standards/Smarter Balance/M-STEP assessments. We must find ways to accelerate our most at risk students.

## **Additional Information**

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

Holden Elementary would like to thank Lowe's Home Improvement, Operation Kid Equip, Michigan Friends of Education, the Sterling Heights Lions Club, Kohl's of Sterling Heights, RSVP Volunteers, Story Tellers Guild, Check 'N Go and Target for all the generosity towards are students and school.

We would also like to mention the following points of pride:

- Read At Home program including RAH Family Nights
- Math At Home program including MAH Family Nights
- Student Leadership Team
- Talent Show
- Field trips to Detroit Institute of Art Museum, Plays, Deneweth Garden Center, Detroit Zoo, Warren Symphony, Independence Oaks, Morley Candy Factory, Wolcott Mill, etc.
- Philanthropic Activities: American Diabetes Association, St. Jude Children's Hospital, Multiple Sclerosis, Leukemia Research, Gleaner's Food Bank collection
- Whole school "In School Field Trip" for March is Reading Month with Lifetime Gym in Troy, Michigan
- Balanced Literacy instruction
- Student Service Team
- Schoolwide Post Office Service Project for sending Valentines
- XtraMath lunchtime program
- Morning Math
- Green School Recognition - top[ Green School in Macomb County
- Cross grade level Book Buddies
- Interactive technology in all classrooms
- Academic school assemblies
- Arts, Beats and Eats showcase evening event

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

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

## **Improvement Planning Process**

### Improvement Planning Process

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

The Holden school improvement team was composed of teachers, one parent and the principal.

The teachers were elected by their peers - Melanie Reyes-Mudd, Kindergarten, Tanya Norkiewicz, 3rd grade, Kristen Setlak, 4th grade, Jennifer Pisha-Rude, 2nd grade, and Rose Petty, Title I. The parent representatives were Mr. and Mrs. Khoury and they attended several of the Holden SIP meetings.

Meetings were scheduled in advance by central administration with sub release time for teachers. The parent volunteer and principal attended as much as possible. To keep all members and staff informed, the SIP team sent out an email at the end of each meeting updating all.

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

Parents, staff and students were represented in creating the plan. Surveys from all stakeholders were tabulated and analyzed to determine which goals, strategies and activities in the plan needed to remain, be removed or added.

Each stakeholder group was responsible for providing honest feedback and input. During parent and staff meetings ideas were solicited as information was shared regarding student academic achievement, school demographics, and the SIP process.

SIP team members sent out emails at the end of each SIP day updating the entire staff. Parents were kept up to date with reports given at their monthly PTPO meetings.

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

The final school improvement plan is copied for all staff and given to them at the opening week's staff meeting. The plan is reviewed so all staff members can utilize the plan when working on SMART Goals. The plan is also shared at the Fall Title I Parent Meeting, Open House event, and September PTPO meeting. During monthly staff meetings staff are updated on the progress and at monthly PTPO meetings the parents are updated.

# School Data Analysis

## **Introduction**

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.



## Demographic Data

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

### Student Demographic Data

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

Over the past several years, enrollment at Holden Elementary has remained fairly consistent with between 350 and 380 students. This past year, enrollment slightly increased due to the addition of sixth grade as part of the Year Round School initiative. For the 2015-2016 school year, there are 367 students enrolled.

Enrollment data percentages are similar to past years:

	2013-2014	2014-2015	2015-2016
Total	322	363	367
Native American	0	0	0
Asian American	30	42	42
Black	20	13	18
Pacific Islander	0	0	0
White	264	303	298
Latino	3	3	4
Multi-Racial	3	2	5

Class sizes were average this past school year - not exceeding contractual class max. For the 2015-16 SY Holden had 14 homeroom teachers with half-time specials teachers, full time Learning Disabled Resource Room teacher, full time Title I Intervention Teacher, full time Language Acquisition Teacher and part time SLI and SSW.

No challenges were identified in enrollment data or how enrollment may impact staffing.

### Student Demographic Data

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

Holden students have steady attendance. For the past three years: 2011-12 daily attendance was 89.9%; 2012-13 daily attendance was 89.7%; 2013-14 daily attendance was 87.3%; 2014-15 daily attendance was 96.3%

Current year data not available.

Holden has identified no challenges with daily attendance.

### Student Demographic Data

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

Holden has minimal suspensions each year and never has there been an expulsion.

2012-2013 11 boys and 1 girl were suspended

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2013-2014 12 boys and 4 girls were suspended

2014-2015 8 boys and 0 girls were suspended

2015-2016 16 boys and 0 girls were suspended

### Student Demographic Data

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

Holden has identified no challenges - therefore no actions need to be taken.

### Teacher/School Leader(s) Demographic Data

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

Holden's administrator and teaching staff has been stable over the past several years. The administrator has been with the school for ten school years and most of the teaching staff has been teaching over 11 years. We perceive this to have a positive impact on the students' learning.

### Teacher/School Leader(s) Demographic Data

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

##### Classroom Teaching Experience

0-5 Years 1 staff

6-10 Years 5 staff

11-20 Years 8 staff

Holden's teachers are experienced and knowledgeable. Most of the staff have formed strong grade level teams this school year which enhanced academic learning by the students.

### Teacher/School Leader(s) Demographic Data

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

The school administrator was out several days for professional development and other administrator responsibilities. The administrator was also out for various medical issues throughout year for weeks at a time. Having strong teacher leaders assist when the principal is at meetings and on medical leave lead us to see no impact on student achievement.

### Teacher/School Leader(s) Demographic Data

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

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### Teacher Absences

This school year Holden has had two teachers out on leave for extended periods of time. One of these teachers was the resource room teacher and a highly qualified substitute was placed in her classroom. The second teacher is a classroom teacher and a highly qualified teacher was placed in the classroom so that the students would keep pace with their grade mates.

The remaining staff had minimal absences.

### Teacher/School Leader(s) Demographic Data

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

At this time we see no identified challenges.

## **Process Data**

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

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

Based on the Interim Self Assessment Holden teachers rated Standard 2: Governance and Leadership as our strongest standard with an overall rating of 3.33 The next strongest Standards are Standard 1: Purpose and Direction with a 3 rating and Standard 4: Resources and Support Systems with a rating of 3.

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

The Holden staff rated the following standards as a the lowest: Standard 3: Teaching and Assessing for Learning and Standard 5: Using Results for Continuous Improvement.

### **12. How might these challenges impact student achievement?**

All of these challenges impact student achievement. When staff feel unprepared, unorganized and unsupported student learning suffers. Standard 5: Using Results for Continuous Improvement

Not receiving data in a timely manner from our assessments (IOWA, M-Step) is a challenge for staff. Data is out of date and teachers are unable to use to guide instruction.

Standard 3: Teaching and Assessing for Learning

The district does not have all of our curriculum aligned with National Standards (Common Core, NGSS, Social Studies Standards). The efforts to train teachers is very minimal. The amount of time the board approves programs is too long and information is already out of date.

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

Actions that could be incorporated into the School Improvement Plan to meet the challenges -

- 1) Grade level common assessments linked to Common Core and scored collectively
- 2) Increase student access to technology through grant funds
- 3) Plan additional support/workshops/coaching opportunities with district and county curriculum staff.
- 4) Allow time/subs for teachers to be able to meet with Interventionists and other grade level teachers to discuss data and curriculum.

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

Student data is monitored throughout the year during the PLC process, grade-level meetings, MTSS meetings and school improvement meetings. The building administrator, Intervention staff, special education staff, and general education staff examine a variety of student-level data.

From Data Director, reports are available which contain State Assessments, Iowa, and DRA, data. This is supplemented with classroom grades accessible through power school. All of this data is available for export to an Excel spreadsheet, and, as such, data analysis is a regular part of regularly scheduled PLC meetings where intervention staff, special education staff and general staff come together to determine which students are at risk, and plan appropriate interventions, allowing all students access to the full array of intervention programs available.

This year a school wide Excel sheet was created to store all of our assessment data: Math Pre/Post scores, DRA Benchmark, DRA/DIEBELS progress monitoring, District Writing and Common Assessments for Math. These Excel lists are monitored throughout the year and compared to "entrance" and "exit" criteria in order to continue to provide services for the "most at-risk."

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

Holden Elementary offered several Extended Learning Opportunities during the 2015-16 school year.

Morning Math - provided 45 minutes of tutoring, enrichment, on line games and practice, higher order thinking skills, problem solving and oral language experiences for students in all grades. This was a before school walk-in program that ran during the months of October.

Lunch Time Computer Lab - students in grades 3-6 daily had access to the computer lab for homework help, math fact practice and reading comprehension practice.

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

For Morning Math all students were invited and parents notified through flyers that were sent home. The administrator also made robo calls to all the families.

Lunch Time Computer Lab - this was open to all students (student choice) and often teachers would send students to the lab for assistance.

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

Holden teachers meet at the beginning of each school year to plan out their implementation of the Warren Consolidated Schools curriculum which is aligned to the state content standards. Teachers also meet weekly during their grade level PLC prep time (horizontal alignment) to

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ensure instruction and student learning stays on target.

In the fall, grade levels met with the interventionists to review in ELA and Math pacing calendars, IOWA scores and Tier II/III students.

Teachers complete weekly lesson plans. Teachers post which standards are being taught daily on their boards and students discuss the day's learning targets with the teachers.

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

N/A

## Achievement/Outcome Data

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

### 19a. Reading- Strengths

Strengths Holden Elementary has a strong guided reading program that is evident in all classrooms. Students experience whole groups, small group and often one on one assistance in reading. Approximately 60% of our students receive reading support from either the resource room teacher, Title I teacher, EL teacher, Title I paraprofessional or EL paraprofessionals. All students are part of the Read at Home program - where they take home leveled readers to practice. Parents attend Family Reading Nights where they learn tips on how to help their students at home and receive free books. The school has a culture which supports and encourages reading. The parent group provides bi-monthly reward activities for students that have completed their home reading, RSVP sends volunteers to help students with reading during the school day, local high school students come and read to the students throughout the school year, the staff plans engaging March is Reading Month events and prizes.

Student Reading Data:

#### IOWA Spring 2014 to Spring 2016 Reading NPR

	2014	2015	2016
Kdg	30%	NA	NA
1st	30%	34%	71%
2nd	27%	32%	66%
3rd	21%	24%	52%
4th	32%	30%	57%
5th	37%	37%	57%
6th	NA	35%	60%

Developmental Reading Assessment:

% of Students on Level Spring 2014 to Spring 2016 -

	2014	2015	2016
Kdg	82%	91%	75%
1st	76%	68%	62%
2nd	50%	63%	70%
3rd	89%	49%	64%
4th	85%	59%	58%

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5th	65%	47%	NA
6th	NA	55%	58%

### 19b. Reading- Challenges

Per Data Director, approximately \*\*\*\*\* of Holden students are reading on grade level or above. This means that\*\*\*\*\* are reading below level and require support to meet the state standards. A challenge for Holden staff is providing direct instructional support for large number of students needing interventions. Scheduling, monitoring, assessing, having adequate instructional materials for approximately \*\*\*\*\* students is difficult. Holden intervention staff meet multiple times throughout the school year to determine students for support based on data.

### 19c. Reading- Trends

Based on Spring IOWA NPR reading scores for the past four years

2015-2016

1st - 71%

2nd - 66%

3rd - 52%

4th - 57%

5th - 57%

6th - 60%

2014-2015

1st - 34%

2nd - 32%

3rd - 24%

4th - 30%

5th - 37%

6th - 35%

2013-2014

1st - 30%

2nd- 27%



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3rd - 21%

4th- 32%

5th- 37%

2012-2013

1st - 29%

2nd - 29%

3rd - 29%

4th - 32%

5th - 29%

Holden students had consistently scored in the bottom 33% of the nation from 2012-2015. However, the 2016 data has shown a huge shift in trend data with all grade levels scoring over 50% NPR.

### 19d. Reading- Summary

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

Holden's challenge of providing adequate and comprehensive support to the 28% of third graders, 53% of fourth graders, 29% of fifth graders, and 30% of sixth graders that are below state standards (based on Spring of 2015 M-STEP data) will be addressed in the School Improvement Plan by

1. using Title I funds to provide for a full time intervention teacher
2. using district funds to provide for a full time EL intervention teacher
3. using Title III funds to provide for a full time EL paraprofessional
4. using Title I funds to provide for teacher professional development in the area of reading instruction
5. having special education staff provide interventions using Corrective Reading, Reading Mastery and Story Champs

### 20a. Writing- Strengths

Based on IOWA assessments Holden students are most proficient in written expression overall. Extended Reasoning and Essential Competencies are also strong areas for our students. Staff report students are interested in writing and like share their thoughts and ideas. Students write in across all content areas. Students write in math journals, science journals, reading response journals, on performance tasks, written reports, posters, etc.

**20b. Writing- Challenges**

Based on the IOWA assessments students students largest challenge is in the area of vocabulary, with some grade levels scoring as low as the 30% percentile. The School Improvement Team believes this is a direct link to high EL demographic.

**20c. Writing- Trends**

2016 Spring District Writing Assessment percent proficient: NA

2015 Spring District Writing Assessment percent proficient:

- K 85%
- 1 71%
- 2 33%
- 3 56%
- 4 40%
- 5 62%
- 6 74%

For previous years the School Improvement Team would review MEAP trend data - however that data does not correlate with the new M-Step assessment. Reviewing IOWA assessments in writing Holden students remain below the 50th percentile in all grades. This is however the strongest subject since Holden students are above the 30th percentile.

2014-2015

- 3rd - 38%
- 4th - 38%
- 5th - 43%
- 6th - 40%

2013-2014

- 3rd - 28%
- 4th - 46%
- 5th - 40%

**20d. Writing- Summary**

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

The Holden School Improvement Team has strategies in the School Improvement Plan to address the large EL demographic and their needs for vocabulary support. The plan identifies Sheltered Instruction Observation Protocol (SIOP) as the primary daily practice for teachers to use when designing lessons. The team is also planning for next year to implement a consistent writing structure in all grades - Step Up to Writing.

### 21a. Math- Strengths

Using the IOWA data we have seen for the past three years Holden students are strongest in Math Computation.

2014-2015

1st - 54%

2nd - 82%

3rd - 40%

4th - 45%

5th - 42%

6th - 37%

2013-2014

1st - 36%

2nd - 59%

3rd - 35%

4th - 41%

5th - 29%

2016

1st 66%

2nd 83%

3rd 67%

4th 69%

5th 81%

6th 71%

Overall Holden's Math Totals from the IOWA increased from spring 2014 to spring 2016

	2014	2015	2016
1st -	26%	41%	46%
2nd	33%	46%	78%

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3rd	29%	32%	55%
4th	32%	30%	48%
5th	28%	38%	57%
6th			46%

### 21b. Math- Challenges

Across all math areas Holden students are scored lowest on Conceptual Understanding and Extended Reasoning. Teachers perceive vocabulary and multiple step procedures as a challenge in problem solving.

### 21c. Math- Trends

Holden's SIP team has found that our math national percentile ranking scores in overall math achievement are increasing.

Overall Holden's Math Totals from the IOWA increased from spring 2014 to spring 2016

	2014	2015	2016
1st -	26%	41%	46%
2nd	33%	46%	78%
3rd	29%	32%	55%
4th	32%	30%	48%
5th	28%	38%	57%
6th		46%	46%

### 21d. Math- Summary

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

The Holden School Improvement Plan has strategies to improve student math achievement through linking math to all content areas, extended day learning, extended year learning, family events, SIOP, using math journals and performance tasks. By providing students with these opportunities and support instruction we expect the continued growth in math.

**22a. Science- Strengths**

Holden students actively participate in the district provided hands on science instruction and activities. The students enjoy field trips and presenters related to the district curriculum. Science instruction supports reading, writing and math skills. The School Improvement Team has no assessment data showing any strengths in science. Perception data shows students enjoy science instruction.

**22b. Science- Challenges**

From 2012 to 2014 science was one of Holden's least proficient academic areas on the MEAP. 2015 M-STEP Data shows the same results indicating science as one of our students least proficient academic areas. This school year we are awaiting results from the M-Step. From 2012 to 2015 IOWA data confirmed that science is a area of academic concern for our students. Holden students were below the 50th percentile. This past year the district opted out of the science portion of the IOWA.

2016 Science Data

	Earth	Physical	Life
K	93%	94%	99%
1st	77.5%	82.5%	NA
2nd	81%	85%	NA
3rd	87%	82.5%	72.5%
4th	77%	83.5%	NA
5th	79.5%	NA	NA
6th	NA	81%	76.5%

M-STEP DATA

	2014	2015
4th	4.1%	4.1%

Fall 2014 IOWA

- 1st - NA
- 2nd - 43%
- 3rd - 30%
- 4th - 28%
- 5th - 29%
- 6th - 30

Fall 2013 IOWA

- 1st - NA
- 2nd - 24 %
- 3rd - 33%

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4th - 36%

5th - 27%

Fall 2012 IOWA

1st - NA

2nd - 21%

3rd - 40%

4th - 36%

5th - 29%

### 22c. Science- Trends

IOWA assessments from 2012-2014 show Holden students were consistently scoring below the 50th percentile. M-STEP Data shows most of our students are still not proficient in science. However, our science unit pre and post test data show that our students start with very limited knowledge and end up showing great gains.

### 22d. Science- Summary

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

The Holden SIP plan addresses science achievement deficits through integrated instruction (ELA and math), SIOP lesson designs, extended year programming, real world experiences, and presenters. Using Title I funds leveled science reading materials are purchased and used by classroom and intervention teachers. For the coming year, the SIP team plans to use Title I funds to purchase technology and STEM materials to support science instruction and student achievement.

### 23a. Social Studies- Strengths

Holden students actively participate in the district provided social studies curriculum and activities. The students enjoy field trips and presenters related to the district curriculum. Social Studies instruction supports reading, writing and math skills. The School Improvement Team has no assessment data showing any strengths in social studies. Perception data shows students enjoy social studies instruction.

### 23b. Social Studies- Challenges

From 2012 to 2014 social studies was one of Holden's least proficient academic areas on the MEAP. 2015 M-STEP Data shows the same

## School Improvement Plan

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results indicating social studies as an area of non proficiency. This school year we are awaiting results from the M-STEP. From 2012 to 2015 IOWA data confirmed that social studies is an area of academic concern for our students. Holden students were below the 50th percentile. This past year the district opted out of the social studies portion of the IOWA.

### Social Studies Unit Assessment Averages 2016

K- 96%

1st- 76%

2nd- 81%

3rd- 85%

4th- 84%

5th- 87%

6th- 85%

### M-STEP DATA

2014 - 2015

5th 5.8%

### Fall 2012 IOWA

1st - 19%

2nd - 21%

3rd - 31%

4th - 31%

5th - 40%

### Fall 2013 IOWA

1st - 26%

2nd - 25%

3rd - 29%

4th - 36%

5th - 32%

### Fall 2014 IOWA

1st - NA

2nd - 36%

3rd - 28%

4th - 24%

5th - 36%

6th - 27%

**23c. Social Studies- Trends**

IOWA assessments from 2012-2014 show Holden students were consistently scoring below the 50th percentile. M-STEP Data shows most of our students are still not proficient in social studies. However, our social studies unit pre and post test data show that our students start with very limited knowledge and end up showing great gains.

**23d. Social Studies- Summary**

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

The Holden SIP plan addresses social studies achievement deficits through integrated instruction (ELA and math), SIOP lesson designs, extended year programming, real world experiences, and presenters. Using Title I funds leveled social studies reading materials are purchased and used by classroom and intervention teachers.



## **Perception Data**

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

### **24a. Student Perception Data**

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

313 out of 351 students took the survey:

98% of the students selected "my teachers expect me to follow school rules" always.

94% of the students selected "my teachers expect me to always do my personal best" always.

### **24b. Student Perception Data**

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

313 out of 351 students took the survey:

69% of students selected "I enjoy coming to school at Holden" as always.

81% of students selected "I feel safe at Holden" as always.

### **24c. Student Perception Data**

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

The school will again complete a Fall, 2016 student survey to inquire about what would make school more enjoyable and to help them feel safer at Holden.

### **25a. Parent/Guardian Perception Data**

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

77 out of 79 families feel "welcome at Holden Elementary." This is important as many of our students are LEP and come from a different country and often feel that they are the minority when it comes to their child's education/life.

76 out of 79 families feel "Holden is a safe and positive place to be". This is important as many of our families are worried about the safety of  
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their students and even have a hard time letting them walk a few blocks to school due to their fear of danger.

### 25b. Parent/Guardian Perception Data

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

The overall lowest level of satisfaction among parents/guardians was that 58 out of 79 families feel they " have a clear understanding of (their) child's academic performance" and 21 families chose sometimes. This is due to the fact that many of our families are 2 or 3 language households and they have issues with the English language.

### 25c. Parent/Guardian Perception Data

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

We will continue to offer multiple types of student interventions and offer workshops to provide parents with academic and assignment expectations and ways for them to help support learning at home. We will also continue to send home items translated in their home language.

### 26a. Teacher/Staff Perception Data

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

93% of the staff reported Holden has a continuous improvement process based on data, goals, actions, and measures for growth, as well as, our school leaders expecting staff members to hold all students to high academic standards.

### 26b. Teacher/Staff Perception Data

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

The classroom teachers are most frustrated and challenged by this year's changes in PLC process and delivery. They feel that the PLC time that was set aside by the district was used in full by the district mandates of different initiatives, power points, and the District Turn Around program and missed time to look at student data/work and meet with grade levels.

### 26c. Teacher/Staff Perception Data

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

PLC time was dictated by the district for 2015-16. It is our hope that they take our concerns seriously and give teams the time to work together/plan/collect data as PLC was intended to be.

**27a. Stakeholder/Community Perception Data**

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

Stakeholders indicate that they feel welcome and safe while visiting/volunteering at Holden.

The following comments support their satisfaction:

- I love the teachers and their passion for their jobs.
- That it is an all year around school and it helps my child keep retain what they learned throughout the year.
- I like the fact that it is a small school and everyone (teachers and parent helpers).
- I'm impressed with how actively involved the principal is with her students. Staff is always friendly.
- That they do their best to help my children.
- Holden Elementary is very safe.

**27b. Stakeholder/Community Perception Data**

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

In the Fall, 2015, 86% of families selected always when asked they have "a clear understanding of my child's academic performance". This percentage dropped during the school year when asked again in the Spring, 2016 to 73%.

**27c. Stakeholder/Community Perception Data**

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

Since the stakeholder perception has dropped 13% since the beginning of the school year, the following actions will take place:

- \* Parents will continue to receive a school-created form that will explain what intervention services their child is receiving and the areas being supported.
- \* Teachers will continue put in the "comment" area of each trimester the services being received and the quantity of time spent with intervention specialists.

## Summary

### 28a. Summary

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

Holden Elementary has many strengths and challenges.

#### Demographic Strengths

1. Stable student enrollment - with slight growth
2. Stable parent engagement programming due to consistent Title I teacher and School Improvement Team members
3. Access by School Improvement Team to multiple data sources - Data Director, Data Manager (IOWA), M-STEP, BAA, MiSchooldata.org, PowerSchool, Gradebook, etc.

#### Demographic Challenges

1. Yearly increases in EL students with no prior English experiences
2. Yearly increases in ED students
3. Yearly increases in kindergarten students with no early childhood education experiences

#### Process Strengths

1. Holden's SIP team meets during the school day by SIP funds provided sub release time
2. District leadership provides direction for Holden SIP team
3. Holden's SIP team monitors teacher implementation three times per school year
4. Parent participation in the improvement process and at Title I Parent Meetings (fall and spring)

#### Process Challenges

1. Teacher data for spring assessments not required in Data Director until June
2. PLC time was ran by district and not building based/teacher ran
3. Ever changing AdvancED website and questions from fall to spring

#### Achievement/Outcomes Strengths

1. Strong guided reading program that ensures students are daily reading at their instructional level
2. Students receive academic support from Title I, EL and resource room teachers
3. Students give their personal best daily in the classroom since parents struggle with supporting them at home
4. IOWA assessments reveal reading as Holden's students' strongest academic area

#### Achievement/Outcomes Challenges

1. Students consistently score below the 50th percentile on M-STEP assessments of science and social studies
2. Rigor of Common Core standards for our students that are working below level
3. Reading across the curriculum - math, science, social studies
4. Writing across the curriculum - math, science, ELA and social studies
5. Providing support/intervention services to all below level students with limited staff

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### Perception Strengths

1. Parents feel welcome and take advantage of learning opportunities provided by Holden staff
2. Students report teachers have high expectations of them
3. Staff surveys show our school has a continuous improvement process based on data, goals, actions, and measures for growth
4. Parents can trust the staff to help their child
5. Parents feel the school is safe and teachers have high expectations for their children

### Perception Challenges

1. Parents want more support for their child when struggling
2. Teachers report additional intervention staff is needed to support the large number of below level students
3. Teacher survey results show Holden's literacy library is lacking in informational texts and in the very low or very high DRA levels

## 28b. Summary

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

#### Demographic Challenges

1. Yearly increases in EL students with no prior English experiences
2. Yearly increases in ED students
3. Yearly increases in kindergarten students with no early childhood education experiences

Academic Impact - students struggle to meet state standards when they are learning English, have limited prior learning experiences and have limited support at home

#### Process Challenges

1. Teacher data for spring assessments not required in Data Director until June
2. PLC time was ran by district and not building based/teacher ran
3. Ever changing AdvancED website and questions from fall to spring

Academic Impact - no impact on student achievement

#### Perception Challenges

1. Parents want more support for their child when struggling
2. Teachers report additional intervention staff is needed to support the large number of below level students
3. Teacher survey results show Holden's literacy library is lacking in informational texts and in the very low or very high DRA levels

Academic Impact - Holden's parents report that they are unable to provide the needed schoolwork support at home and wish the school could provide more. The staff report that they also feel students need more access to support as well. When all students are not having their academic needs met, they struggle and score poorly on formative and summative assessments.

### 28c. Summary

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

Holden SIP plans to:

1. continue extended day learning in math and ELA
2. continue to monitor student perception data twice a year instead of once
3. continue extended year learning in math and ELA
4. continue to document and provide for parents all the support their students are receiving during the school day from support/intervention staff (MTSS acknowledgement form)
5. continue parent workshops - with focus on grade level content
6. continue purchasing of leveled take home reading material due to high ED demographic
7. provide teacher professional development in needed areas

# **School Additional Requirements Diagnostic**

## **Introduction**

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



School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes		

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	We are K-6 building	

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

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

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Ms. Sharon Irvine Warren Consolidated Schools 31300 Anita Warren, Michigan 586-698-4099	

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Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		Parent Involvement

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

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

# **Title I Schoolwide Diagnostic**

## **Introduction**

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

## **Component 1: Comprehensive Needs Assessment**

### **1. How was the comprehensive needs assessment process conducted?**

The comprehensive needs assessment (CNA) process began in the fall of 2015 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, First 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, Data Manager, 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. 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 six times from August 2015-May 2016 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. 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.

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5. Parents were surveyed after each Title I event/workshop.
6. Students were surveyed fall and spring.
7. Staff were surveyed quarterly 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.
9. Parents attend a fall and spring Title I parent meeting where they are informed of programing 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 MEAP, IOWA and DRA 2 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. Mrs Muthanna and Mrs Jajou 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 90%
2. Holden has two major subgroups - Economically Disadvantaged 86.29% and LEP 44%
3. 49% of the students were male, 51% were female
4. The primary languages of Holden families are Arabic, Chaldean, English and Albanian
5. Discipline - 10 out of 363 (0.03%) students were suspended during the school year
6. Zero Native American Indian, 42 Asian American, 13 Black, 0 Pacific Islander, 303 White, 3 Latinos, and 2 Multiracial

Perceptions data: current year 2015-16

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 93% of parents and Spring conferences were held by invitation only.

Surveys were provided in both English and Arabic.

113 family surveys were completed in the fall and 95 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 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 2015. 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

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### Step Up to Writing

#### Math Problem Solving/Performance Tasks

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.

### 3. Students: current year

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

72% of the students selected they enjoy coming to school always

90% of the students selected "my teachers care about me" always

90% of the students selected "my principal cares about me" always

81% of the students selected "I feel safe at Holden" always

88% of the students selected the have "one friend" at school

"

For Program Process data: current year

Staff completed the annual AdvancEd Self Assessment

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 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:

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### 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 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. May 2015 data show the percentage of students on grade level

Kindergarten - 82%

1st - 76%

2nd - 50%

3rd - 89%

4th - 85%

5th - 65%

6th - 55%

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 M-Step data to use.

### 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%

Students in Kindergarten - Sixth Grade were administered the District Writing Assessment in January and May 2015. 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

Kindergarten - 44%

1st - 58.6%

2nd - 71.4%

3rd - 81.25%

4th - 71.4%

5th - 91%

6th - 76%

### Mathematics Achievement

Students in First - Sixth Grade were administered the Iowa Assessment in Fall 2014 and Spring 2015. This data showed academic growth for



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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 - 30%

### 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%

### 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%

6th - 27%

### 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.

#### 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.

#### 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.

#### 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.

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### Adequate Yearly Progress

Holden has made Adequate Yearly Progress for the past eight years.

What conclusions were drawn from the results?

Holden's demographics continue to change - the Economically Disadvantaged (ED) and Limited English Proficient (LEP) sub groups have steadily increased over the past four years. With this change has come academic challenges and a widening achievement gap -

On the Fall 2009 MEAP the gap between ED and those not was:

Reading

3rd - 26%

4th - 12%

5th - 21%

Math

3rd - 3%

4th - 18%

5th - 18%

The gap on the Fall 2012 MEAP was:

Reading

3rd - 13%

4th - 45%

5th - 53%

Math

3rd - 0%

4th - 20%

5th - 27%

The gap continues to grow also for LEP students. On the Fall 2009 MEAP the gap between the students identified as LEP and those not was

Reading

3rd - 4%

4th - 21%

5th - 8%

Math

3rd - 4%

4th - 1%

5th - 9%

On the Fall 2012 MEAPs, the gap was

Reading

3rd - 40%

4th - 4%

5th - 62%

Math

3rd - 25%

4th - 8%

5th - 31%

On the Fall 2013 MEAP the gap between ED and those not was:

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### Reading

3rd - 0%

4th - 28%

5th - 0%

### Math

3rd - 41%

4th - 30%

5th - 0%

The gap on the Fall 2013 MEAP was:

### Reading

3rd - 34%

4th - 50%

5th - 48%

### Math

3rd - 41%

4th - 29%

5th - 24%

The poor achievement on the MEAP also matches poor achievement on the Iowa Assessments. However it does not match the SMART Goal or DRA2 data.

The following conclusions were drawn from reviewing the data:

1. Holden teachers need professional development on the State's expectations/standards for each grade level
2. Holden teachers need professional development on how to differentiate curriculum/instruction to keep students learning at their grade level standards
3. Sub group students require additional direct instruction to keep up with non ED and LEP peers in reading and math.
4. Holden teachers need training on ELL strategies to accelerate LEP students within the general education classroom

The school improvement team also noticed a mismatch between how teachers score student writing and Holden's Writing scores on the MEAP and Iowa. This led to the conclusion that:

1. Holden teachers need additional professional staff development on writing rubrics, instruction, and strategies.
2. Holden teachers need training on ELL strategies to accelerate LEP students within the general education classroom

The school improvement team observed NO correlation between a grade level's National Percentile Rank on the Iowa in reading to the rank also found in social studies and science. This led the team to conclude:

1. Student interest in a particular topic can accelerate a student's learning
2. Teachers need to use more social studies and science leveled readers during their guided reading and writing time

M-Step data is not currently available to compare with previous year's MEAP data.

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

### Demographic data conclusions

After analyzing the results of our demographic data, we have identified the following factors that contribute to our achievement gaps:

- need to implement instructional strategies that support and accelerate learning for LEP students
- need to continue to support our parents in their efforts to understand the learning expectations for the children
- need to continue to provide training for our parents on technology, reading strategies and math on line support programs (Envision and XtraMath)

### Perception data conclusions

## School Improvement Plan

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After analyzing the responses by parents, staff and students on surveys, we have identified the following factors that contribute to our achievement gaps:

- parents believe their students are doing well
- parents most often receive communication from the teacher by note/newsletter - it is possible parents are not understanding the expectations/achievement gaps for their own child due to language barriers
- more face to face conversations with parents about their child's academic achievement and areas needing improvement with access to a translator
- teachers will need to put renewed focus on ensuring all students are reading at home for fluency practice

Program Process data conclusions After analyzing our results on AdvancED Self Assessment the following factors contributed to our achievement gaps:

- large class sizes in Kindergarten
- concern for the lack of resources - both instructional and professional

After analyzing the student achievement data results previously shared, we have identified the following factors that contribute to our achievement gaps:

- need to differentiate instruction for all students in all classrooms across the content areas
- need to utilize targeted intervention strategies in all classrooms across the content areas
- need to use nonfiction texts to teach informational reading strategies
- need to implement the Benchmark/ELA curriculum
- need to follow the math curriculum
- need to integrate science and social studies in the ELA block
- need to monitor closer female/male gains across the curriculum
- need to adopt a school-wide writing curriculum

### **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 (MEAP, Iowa, 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 90% 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 over 53% of our students LEP, the SIOP strategies, 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 from the CNA.

## **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, FrontrowEd, 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

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 quickly**

From MTSS (Multi-Tiered System of Support), our strategy is all teachers use differentiated instruction to identify at risk students. 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 classroom 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.

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MTSS - for at risk students

CITW - for all students

Balanced Literacy - for all students

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 IOWA or 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	All instructional paraprofessionals meet the NCLB requirements for highly qualified.	

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	All teachers meet the NCLB requirements for highly qualified.	

## **Component 4: Strategies to Attract Highly Qualified Teachers**

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

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= 4 staff (More, Michael, Ejubovic, Wezner)

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

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

### **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 reallocations 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.

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Warren Consolidated offers the following to attract prospective candidates:

1. District Wide Accreditation by AdvancEd
2. Sixteen 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+ 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

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## 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 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	Holden's Professional Development focuses for the 2016-17 school year and reading, writing, math and technology. We are particularly focusing on how to provide the most effective and efficient interventions for our at risk students. Attached also is the district plan for 2016-17.	WCS 2016-17 PD

## **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 students 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.

Component 6-

SY 2016-2017

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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.

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

5. 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. This team consists of Faizah Muthanna and Mariane Jajou (parent representatives), Rose Petty (Title I Teacher), Tanya Norkiewicz (third grade teacher) and Melanie Reyes-Mudd (kindergarten teacher). The primary evaluation tool are parent surveys that follow each activity. Parent/family engagement activities are revised yearly to address how the parents have evaluated them.

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	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. Policy Sec 1118 (c) (1) Convene an annual Title I Meeting (c) (2) Offer flexible number of meetings (c) (3) involve parents in the planning	2016-17 Parent Involvement Plan

## 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 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 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. Holden - at the many parent workshops and RAH and MAH



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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.

14. Provide other reasonable support for parent involvement as parents may requestTo

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.

f. 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

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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-Teachers Conferences 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		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. 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.

At Holden, academic results are shared primarily at Parent/Teacher conferences in writing and orally. ELL paraprofessionals are available to  
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translate for parents as needed in addition to providing parents to clarify any information with our bilingual liaison, Khalida Kannu. 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?**

#### Preschool to Kindergarten

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. August 2016 Holden Kindergarten teachers will 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?**

A district-level informational meeting is held on two evenings for parents of incoming kindergarteners. 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) meets 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: K-6

Identification/Criteria for Selection:

Teachers assess students' DRA2 levels, MEAP, and IOWA, meet with intervention teachers and decide on criteria for interventions.

Writing

Grade Span: K-6

Identification/Criteria for Selection:

Teachers assess students' district writing scores, MEAP, IOWA and formative assessments, meet with intervention teachers and decide on criteria for interventions.

Math

Grade Span: K-6

Identification/Criteria for Selection:

Teachers assess students' math using the curriculum's topic test, one on one assessments, MEAP and IOWA, meet with intervention teachers and decide on criteria for interventions.

Science

Grade Span: K-6

Identification/Criteria for Selection:

Teachers assess students' science using topic tests, MEAP, and IOWA.

Social Studies

Grade Span: K-6

Identification/Criteria for Selection:

Teachers assess students' social studies using topic tests, MEAP and IOWA

### **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?**

Each trimester, teachers assess their students in English Language Arts and math for the purpose of monitoring growth and identifying

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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-6

Interventions:

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

### Writing

Grade Span: K-6

Interventions:

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

### Math

Grade Span: K-6

Interventions:

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

### Science

Grade Span: K-6

Interventions:

Modification of classwork, additional time, one on one conferencing

### Social Studies

Grade Span: K-6

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 2 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 Operation Kid Equip.

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:

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General Fund -

- 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

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6. Parental Involvement:

General Fund -

- District webpage with parent education sites; translation available in major languages
- ELL Tutor/translators available for parent meetings/communication

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- 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
- 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 eight 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.



# **2016-17 SIP plan**

## Overview

### Plan Name

2016-17 SIP 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: 2 Activities: 15	Academic	\$44800
2	All students at Holden Elementary School will meet or exceed State and local standards in English Language Arts.	Objectives: 1 Strategies: 2 Activities: 17	Academic	\$156800
3	Professional Learning Community	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0

## 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:

Strategy 1: CITW (Classroom Instruction That Works) - Teachers will lead students in mathematical discussions and/or writing assignments using the CITW strategies of :

Identifying Similarities and Differences

Cues, Questions and Advance Organizers

Quantity:

2/3 per week whole group instruction

Quality:

1. Staff will use Cues, Questions and Advance Organizers reflection survey from The Handbook for Classroom Instruction That Works on pg 101 to ensure quality implementation
2. Staff will use Teacher Rubric reflective rubric from The Handbook for Classroom Instruction That Works on pages 106-110 to ensure quality implementation
3. Staff will use Identifying Similarities and Differences reflection survey from The Handbook for Classroom Instruction That Works on pages 270-271
4. Staff will use Identifying Similarities and Difference reflective rubric from The Handbook for Classroom Instruction That Works on pages 265-267

Category: Mathematics

Research Cited: Topic: Advance Organizers

Ausubel , D. (1963). The Psychology of Meaningful Verbal Learning. New York : Grune & Stratton.

Ausubel , D. (1978). In defense of advance organizers: A reply to the critics. Review of Educational Research, 48, 251-257.

Ausubel , D., Novak, J., & Hanesian , H. (1978). Educational Psychology: A Cognitive View (2nd Ed.). New York : Holt, Rinehart & Winston.

Joyce, B. & Weil, M. (2000). Learning from Presentations. Models of Teaching (pp. 247-260). Needham Heights, MA: Allyn & Bacon.

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Rationale: Advanced Organizers and Graphic organizers are visual learning tools that help students see information visually to aid them in the understanding of particular lessons or material. David Ausubel writes that Advanced Organizers provide concepts and principles to the students directly; by allowing the student in on

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the process of learning the learning becomes meaningful. The Advanced organizer is a scaffold that helps to create that meaning.

Topic: Differentiated Instruction (Marzano)

Citation: Marzano, R.J., Pickering, D.J. and Pollock, J.E. (2001). Classroom instruction that works. Alexandria, VA: ASCD.

Summary: Researchers at Mid-continent Research for Education and Learning (McREL) have identified nine instructional strategies that have demonstrated positive effect sizes in improving student achievement across all content areas and across all grade levels. These strategies are: 1. Identifying similarities and differences; 2. Summarizing and note taking; 3. Reinforcing effort and providing recognition; 4. Homework and practice; 5. Nonlinguistic representations; 6. Cooperative learning; 7. Setting objectives and providing feedback; 8. Generating and testing hypotheses; 9. Cues, questions, and advance organizers.

The following is an overview of the research behind these strategies as well as some practical applications for the classroom.

### 1. Identifying Similarities and Differences

The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way. Teachers can either directly present similarities and differences, accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own. While teacher-directed activities focus on identifying specific items, student-directed activities encourage variation and broaden understanding, research shows. Research also notes that graphic forms are a good way to represent similarities and differences.

Applications:

\* Use Venn diagrams or charts to compare and classify items.

\* Engage students in comparing, classifying, and creating metaphors and analogies.

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 the CITW strategies. Supply purchases will include math manipulatives, math dictionaries, classroom supplies (notebooks, pencils, dry erase markers, etc.), flash cards, supplies, 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	06/23/2017	\$2000	General Fund	Classroom teachers and principal

Activity - CITW Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will participate in training (peer to peer, MISD, CITS, District, book study, etc.) to assist them in the implementation of the CITW strategies.	Professional Learning	Tier 1	Getting Ready	08/05/2013	06/23/2017	\$3000	General Fund	WCS Administration, Curriculum Leadership and Principal
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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	06/23/2017	\$0	General Fund	Classroom Teachers

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	06/23/2017	\$0	General Fund	K-6 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	06/23/2017	\$200	General Fund	Classroom Teachers, SIP Team and Principal

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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.	Evaluation, Monitor	Tier 1	Evaluate	08/04/2014	06/23/2017	\$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 at home programming and tools that students are using in school to reinforce the CITW strategies.	Parent Involvement, Extra Curricular, Community Engagement	Tier 1	Implement	08/04/2014	06/23/2017	\$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	06/23/2017	\$10000	General Fund	K-6 Staff Principal CITS

Activity - Social Studies in Math	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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	06/23/2017	\$0	General Fund	K-6 Staff CITS
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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	06/23/2017	\$15000	Title I Schoolwide	Classroom teachers Principal CITS Interested School Staff

### Strategy 2:

Strategy 2: Tier II: SIOP - Teachers will lead students in mathematical discussions and/or writing assignments using SIOP strategies of:

Building Background

Review and Assessment

Quantity:

1-5 times per week small group instruction

Quality:

1. Staff will use the Building Background reflection rubric from Making Content Comprehensible for English Learners: The SIOP Model on pg 60 to ensure quality implementation
2. Staff will use the Review and Assessment Teacher Rubric reflective rubric from Making Content Comprehensible for English Learners: The SIOP Model on pg 154 to ensure quality implementation

Category: Mathematics

Research Cited: Using the SIOP Model to Improve Middle School Science Instruction

Jennifer Himmel and Deborah J. Short, Center for Applied Linguistics

Catherine Richards and Jana Echevarria, California State University, Long Beach

### Research Cited:

#### Building Background Knowledge-

Many teachers already use content objectives to ensure that standards-based curricular concepts are covered in their lessons, but they are less likely to include objectives that support the linguistic development of English language learners. Here are some steps teachers can take to create language objectives. (For further information, see Echevarria, Vogt, & Short, 2008, chapter 2.)

1. Decide what key vocabulary, concept words, and other academic words students will need to know in order to talk, read, and write about the topic of the lesson. Those words might be taught as a language objective. They should include technical terms, such as ecosystem, and terms like distribution that have different meanings across content areas. Other terms to highlight are those that English language learners may know in one context, such as family (as in parents, siblings, etc.), but that have a different use in science (e.g., family of elements in the periodic table).
2. Think about the language skills necessary for students to accomplish the lesson's activities. Will the students be reading a textbook passage to identify the stages of mitosis? Are they able to read a text passage to find specific information? Will students be reporting what they observe during a scientific demonstration to a peer? Do they know how to report observations orally? Acquiring the skills needed to carry out these tasks might be the focus of a language objective.
3. Identify grammar or language structures common to the content area. For example, many science textbooks use the passive voice to describe processes. Additionally, students may have to use comparative language to analyze two related concepts. Writing with the passive voice or comparative phrases might be a language objective.
4. Consider the tasks that the students will complete and the language that will be embedded in those assignments. If students are working on a scientific investigation together, will they need to explain the steps of the procedure to one another? The language objective might focus on how to explain procedures aloud.

#### Emphasis on Key Vocabulary

A consistent finding in reading research is the positive correlation between a learner's vocabulary knowledge and reading comprehension ability (Baumann, Kame'enui, & Ash, 2003). For example, students must be able to understand

90% of the words in a passage to comprehend the passage independently (Nagy & Scott, 2000). Given this, it is important that teachers include activities and opportunities for English language learners to develop their academic English vocabulary in specific content areas.

We suggest that teachers focus on approximately five vocabulary words per lesson. It is important to list vocabulary words for students to see and to include activities where the students can interact with the words in multiple ways. For example, students can create Four Corners vocabulary cards for all the new terms (see example below). In this activity, students divide a piece of paper into four quadrants, in which they do the following:

#### Review and Assessment-

Although the emphasis in education is often on summative assessment (i.e., end-of-year or end-of-unit assessments that determine to what extent learners have mastered specific competencies), formative assessments (i.e., daily, ongoing monitoring through observations, questioning, and informal assessments) help teachers know when they need to modify instruction. Formative assessments may indicate lesson concepts that are not clearly understood or identify specific topics that students do not understand, which allows teachers to adjust their instructional plan accordingly.

#### Tier: Tier 2

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Activity - SIOP 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 SIOP strategies. Opportunities for teachers to learn about ways to increase students' comprehension of mathematical skills and vocabulary instruction will be provided using various sources - workshops, conferences, peer to peer observations/meetings, etc.	Professional Learning	Tier 2	Getting Ready	08/05/2013	06/23/2017	\$2000	Title I Schoolwide	WCS Administration, Curriculum Leadership and Principal All Staff CITS

Activity - Purchase Implementation Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Remedial instructional materials will be purchased to implement the SIOP strategies. Supply purchases will include remedial instruction: math games, flash cards, graph paper, additional concrete objects (money, calculators, Mnemonic charts, clocks, shapes, counters, timelines, number lines, etc.).	Supplemental Materials	Tier 2	Getting Ready	08/05/2013	06/23/2017	\$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	06/23/2017	\$3000	Title I Schoolwide	Teachers and Principal and Contracted Persons



**School Improvement Plan**

Holden Elementary School

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 SIOP strategies.	Professional Learning	Tier 2	Implement	08/04/2014	06/23/2017	\$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.	Evaluation, Monitor	Tier 2	Evaluate	08/04/2014	06/23/2017	\$300	Title I Schoolwide	Classroom Teachers Title I Teacher ELL Teacher CITS SIP Team 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.

## School Improvement Plan

Holden Elementary School

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### Strategy 1:

Strategy I: CITW (Classroom Instruction That Works) - Teachers will lead students in English Language Arts discussions and/or writing assignments using the CITW strategies of:

Identifying Similarities and Differences

Cues, Questions and Advance Organizers

Quantity:

3/4 per week whole group instruction

Quality:

1. Staff will use Cues, Questions and Advance Organizer reflection survey from The Handbook for Classroom Instruction That Works on pg 101 to ensure quality implementation
2. Staff will use Teacher Rubric reflective rubric from The Handbook for Classroom Instruction That Works on pages 106-110 to ensure quality implementation
3. Staff will use Identifying Similarities and Differences reflection survey from The Handbook for Classroom Instruction That Works on pages 270-271
4. Staff will use Identifying Similarities and Difference reflective rubric from The Handbook for Classroom Instruction That Works on pages 265-267

Category: English/Language Arts

Research Cited: Topic: Advance Organizers

Ausubel , D. (1963). The Psychology of Meaningful Verbal Learning. New York : Grune & Stratton.

Ausubel , D. (1978). In defense of advance organizers: A reply to the critics. Review of Educational Research, 48, 251-257.

Ausubel , D., Novak, J., & Hanesian , H. (1978). Educational Psychology: A Cognitive View (2nd Ed.). New York : Holt, Rinehart & Winston.

Joyce, B. & Weil, M. (2000). Learning from Presentations. Models of Teaching (pp. 247-260). Needham Heights, MA: Allyn & Bacon.

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Rationale: Advanced Organizers and Graphic organizers are visual learning tools that help students see information visually to aid them in the understanding of particular lessons or material. David Ausubel writes that Advanced Organizers provide concepts and principles to the students directly; by allowing the student in on the process of learning the learning becomes meaningful. The Advanced organizer is a scaffold that helps to create that meaning.

Topic: Differentiated Instruction (Marzano)

Citation: Marzano, R.J., Pickering, D.J.and Pollock, J.E. (2001). Classroom instruction that works. Alexandria, VA: ASCD.

Summary: Researchers at Mid-continent Research for Education and Learning (McREL) have identified nine instructional strategies that have demonstrated positive effect sizes in improving student achievement across all content areas and across all grade levels. These strategies are: 1. Identifying similarities and differences; 2. Summarizing and note taking; 3. Reinforcing effort and providing recognition; 4. Homework and practice; 5. Nonlinguistic representations; 6. Cooperative learning; 7. Setting objectives and providing feedback; 8. Generating and testing hypotheses; 9. Cues, questions, and advance organizers.

The following is an overview of the research behind these strategies as well as some practical applications for the classroom.

SY 2016-2017

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## School Improvement Plan

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### 1. Identifying Similarities and Differences

The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way. Teachers can either directly present similarities and differences, accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own. While teacher-directed activities focus on identifying specific items, student-directed activities encourage variation and broaden understanding, research shows. Research also notes that graphic forms are a good way to represent similarities and differences.

Applications:

- \* Use Venn diagrams or charts to compare and classify items.
- \* Engage students in comparing, classifying, and creating metaphors and analogies.

Tier: Tier 1

Activity - CITW 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 the CITW strategies.	Professional Learning	Tier 1	Getting Ready	08/05/2013	06/23/2017	\$16000	General Fund	School Improvement Team Interested Classroom Teachers District OCl Support Staff Principal

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 the CITW 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, postermaker supplies etc.	Materials	Tier 1	Getting Ready	08/05/2013	06/23/2017	\$2000	General Fund	Holden staff members District Support Staff Principal

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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	06/23/2017	\$3000	General Fund	School Improvement Team Interested Classroom Teachers District OCl Support Staff Principal

Activity - CITW Effort & Recognition Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	06/23/2017	\$3000	General Fund	School Improvement Team Classroom Teachers Media Specialist District OCl Support Staff Principal

Activity - Parent Literacy Involvement	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

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 5. assist their child in becoming an independent reader/writer 6. Parent Portal training to assist parents in utilizing at home programming	Parent Involvement, Academic Support Program, Extra Curricular, Community Engagement	Tier 1	Implement	08/04/2014	06/23/2017	\$8000	General Fund, Title I Schoolwide	School Improvement Team Interested Classroom Teachers District OCI Support Staff Principal
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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	06/23/2017	\$3000	General Fund	School Improvement Team Interested Classroom Teachers District OCI Support Staff Principal

Activity - Science 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 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	06/23/2017	\$0	General Fund	K-6 Teachers

## School Improvement Plan

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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: <ul style="list-style-type: none"> <li>- Economics</li> <li>- History</li> <li>- Democratic Core Values</li> <li>- Social Sciences</li> <li>- Community</li> <li>- Government</li> <li>- Patriotic Symbols</li> <li>- Careers</li> </ul>	Direct Instruction	Tier 1	Implement	08/04/2014	06/23/2017	\$0	General Fund	K-6 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	06/23/2017	\$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
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## School Improvement Plan

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Evaluate data from state testing, DRA 2, MLPP, district writing assessments, etc. Analyze for student achievement growth from August to April.	Evaluation, Monitor	Tier 1	Evaluate	08/04/2014	06/23/2017	\$300	General Fund	Classroom Teachers Title I Teacher EL Teacher SIP Team Principal
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Activity - Writing Schoring 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. Wring Instruction will be based on data using pre and post writing assessments.	Direct Instruction, Professional Learning	Tier 1	Implement	08/04/2016	06/23/2017	\$3000	General Fund	Classroom Teachers title 1 support staff language acquisition

### Strategy 2:

Strategy 2: SIOP (Sheltered Instruction Observation Protocol) - The Support team (Title I teacher, ELL teacher, Resource Room teacher) will lead students in small, guided literacy lessons using SIOP strategies of:

Building Background

Review and Assessment

Quantity:

3-5 times per week small group instruction

Quality:

1. Staff will use the Building Background reflection rubric from Making Content Comprehensible for English Learners: The SIOP Model on pg 60 to ensure quality implementation
2. Staff will use the Review and Assessment Teacher Rubric reflective rubric from Making Content Comprehensible for English Learners: The SIOP Model on pg 154 to ensure quality implementation

Category: English/Language Arts

Research Cited: Using the SIOP Model to Improve Middle School Science Instruction

Jennifer Himmel and Deborah J. Short, Center for Applied Linguistics  
Catherine Richards and Jana Echevarria, California State University, Long Beach

### Research Cited:

#### Building Background Knowledge-

Many teachers already use content objectives to ensure that standards-based curricular concepts are covered in their lessons, but they are less likely to include objectives that support the linguistic development of English language learners. Here are some steps teachers can take to create language objectives. (For further information, see Echevarria, Vogt, & Short, 2008, chapter 2.)

1. Decide what key vocabulary, concept words, and other academic words students will need to know in order to talk, read, and write about the topic of the lesson. Those words might be taught as a language objective. They should include technical terms, such as ecosystem, and terms like distribution that have different meanings across content areas. Other terms to highlight are those that English language learners may know in one context, such as family (as in parents, siblings, etc.), but that have a different use in science (e.g., family of elements in the periodic table).
2. Think about the language skills necessary for students to accomplish the lesson's activities. Will the students be reading a textbook passage to identify the stages of mitosis? Are they able to read a text passage to find specific information? Will students be reporting what they observe during a scientific demonstration to a peer? Do they know how to report observations orally? Acquiring the skills needed to carry out these tasks might be the focus of a language objective.
3. Identify grammar or language structures common to the content area. For example, many science textbooks use the passive voice to describe processes. Additionally, students may have to use comparative language to analyze two related concepts. Writing with the passive voice or comparative phrases might be a language objective.
4. Consider the tasks that the students will complete and the language that will be embedded in those assignments. If students are working on a scientific investigation together, will they need to explain the steps of the procedure to one another? The language objective might focus on how to explain procedures aloud.

#### Emphasis on Key Vocabulary

A consistent finding in reading research is the positive correlation between a learner's vocabulary knowledge and reading comprehension ability (Baumann, Kame'enui, & Ash, 2003). For example, students must be able to understand

90% of the words in a passage to comprehend the passage independently (Nagy & Scott, 2000). Given this, it is important that teachers include activities and opportunities for English language learners to develop their academic English vocabulary in specific content areas.

We suggest that teachers focus on approximately five vocabulary words per lesson. It is important to list vocabulary words for students to see and to include activities where the students can interact with the words in multiple ways. For example, students can create Four Corners vocabulary cards for all the new terms (see example below). In this activity, students divide a piece of paper into four quadrants, in which they do the following:

#### Review and Assessment-

Although the emphasis in education is often on summative assessment (i.e., end-of-year or end-of-unit assessments that determine to what extent learners have mastered specific competencies), formative assessments (i.e., daily, ongoing monitoring through observations, questioning, and informal assessments) help teachers know when they need to modify instruction. Formative assessments may indicate lesson concepts that are not clearly understood or identify specific topics that students do not understand, which allows teachers to adjust their instructional plan accordingly.



**School Improvement Plan**

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Tier: Tier 2

Activity - Extended Day Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Certified Staff will provide extended day direct, intensive literacy instruction to students.	Direct Instruction	Tier 2	Implement	08/05/2013	06/23/2017	\$10000	Title III	School Improvement Team Interested Classroom Teachers District OCl Support Staff Principal

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	06/23/2017	\$10000	Title I Schoolwide	Teachers Principal Office Secretary Administrator of State and Federal Programs

Activity - SIOP Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

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Teachers will participate in training to assist them in the implementation of SIOP 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	06/23/2017	\$5000	Title I Schoolwide, Title III	School Improvement Team Interested Classroom Teachers District OCl Support Staff Principal
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Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	06/23/2017	\$3000	Title I Schoolwide	School Improvement Team All Classroom Teachers Intervention Staff District OCl 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, etc. analyze for student achievement growth from August to April.	Evaluation, Monitor	Tier 2	Monitor	08/04/2014	06/23/2017	\$300	Title I Schoolwide	Classroom Teachers Title I Teacher EL Teacher SIP Team Principal

## School Improvement Plan

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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 30 minutes of guided literacy, daily, above and beyond the guided literacy happening in the general classroom.	Academic Support Program	Tier 2	Implement	08/04/2014	06/23/2017	\$90000	Title I Schoolwide	classroom teachers SIP team CITS personnel Title 1 teacher school principal

## Goal 3: Professional Learning Community

### Measurable Objective 1:

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 06/10/2016 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.

## School Improvement Plan

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(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
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	Teacher Collaboration, Direct Instruction, Professional Learning, Getting Ready	Tier 1	Getting Ready	08/08/2016	06/23/2017	\$0	General Fund	All instructional staff

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

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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	Teacher Collaboration, Direct Instruction, Academic Support Program, Implementation, Behavioral Support Program, Curriculum Development	Tier 2	Implement	08/08/2016	06/23/2017	\$0	General Fund	All instructional staff
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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	Teacher Collaboration, Direct Instruction, Professional Learning, Communication, Walkthrough, Implementation, Curriculum Development, Monitor	Tier 1	Monitor	08/08/2016	06/23/2017	\$0	General Fund	All instructional staff

Activity - Analyze and Evaluate	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

<p>Data analysis of common and state assessments, perception, process and demographic data</p> <p>Complete AdvancED Interim Self- Assessment and Parent, Student and Staff Survey</p> <p>Conduct Post-PLC Staff Survey and analysis</p>	<p>Evaluation</p>	<p>Tier 1</p>	<p>Evaluate</p>	<p>08/08/2016</p>	<p>06/23/2017</p>	<p>\$0</p>	<p>General Fund</p>	<p>School Improvement Team with cooperation from instructional staff and support from DSIT</p>
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## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended Day Learning	Certified Staff will provide extended day direct, intensive literacy instruction to students.	Direct Instruction	Tier 2	Implement	08/05/2013	06/23/2017	\$10000	School Improvement Team Interested Classroom Teachers District OCI Support Staff Principal
SIOP Training	Teachers will participate in training to assist them in the implementation of SIOP 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	06/23/2017	\$2000	School Improvement Team Interested Classroom Teachers District OCI Support Staff Principal

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Purchase Training and Implementation Materials	Instructional materials will be purchased to implement the CITW strategies. Supply purchases will include math manipulatives, math dictionaries, classroom supplies (notebooks, pencils, dry erase markers, etc.), flash cards, supplies, 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	06/23/2017	\$2000	Classroom teachers and principal

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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"> <li>- Economics</li> <li>- History</li> <li>- Democratic Core Values</li> <li>- Social Sciences</li> <li>- Community</li> <li>- Government</li> <li>- Patriotic Symbols</li> <li>- Careers</li> </ul>	Direct Instruction	Tier 1	Implement	08/04/2014	06/23/2017	\$0	K-6 Teachers
CITW Training	Teachers will participate in training to assist them in the implementation of the CITW strategies.	Professional Learning	Tier 1	Getting Ready	08/05/2013	06/23/2017	\$16000	School Improvement Team Interested Classroom Teachers District OCl Support Staff 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: <ol style="list-style-type: none"> <li>1. read/write along with their child(ren)</li> <li>2. ask appropriate comprehension questions</li> <li>3. select "good fit" books with your child</li> <li>4. utilize the on-line subscriptions</li> <li>5. assist their child in becoming an independent reader/writer</li> <li>6. Parent Portal training to assist parents in utilizing at home programming</li> </ol>	Parent Involvement, Academic Support Program, Extra Curricular, Community Engagement	Tier 1	Implement	08/04/2014	06/23/2017	\$3000	School Improvement Team Interested Classroom Teachers District OCl Support Staff Principal
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 at home programming and tools that students are using in school to reinforce the CITW strategies.	Parent Involvement, Extra Curricular, Community Engagement	Tier 1	Implement	08/04/2014	06/23/2017	\$5000	SIP Team, Classroom Teachers, Principal



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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	06/23/2017	\$0	K-6 Staff CITS
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	06/23/2017	\$200	Classroom Teachers SIP Team Principal
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	06/23/2017	\$10000	K-6 Staff Principal CITS
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	06/23/2017	\$200	Classroom Teachers, SIP Team and Principal
Purchase Training and Implementation Materials	Instructional materials will be purchased to implement the CITW 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, postermaker supplies etc.	Materials	Tier 1	Getting Ready	08/05/2013	06/23/2017	\$2000	Holden staff members District Support Staff Principal
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	06/23/2017	\$3000	School Improvement Team Interested Classroom Teachers District OCl Support Staff Principal
CITW Training	Teachers will participate in training (peer to peer, MISD, CITS, District, book study, etc.) to assist them in the implementation of the CITW strategies.	Professional Learning	Tier 1	Getting Ready	08/05/2013	06/23/2017	\$3000	WCS Administration, Curriculum Leadership 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	06/23/2017	\$0	Classroom Teachers

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Writing Schoring 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. Wring Instruction will be based on data using pre and post writing assessments.	Direct Instruction, Professiona l Learning	Tier 1	Implement	08/04/2016	06/23/2017	\$3000	Classroom Teachers title 1 support staff language acquisition
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	06/23/2017	\$3000	School Improve nt Team Interested Classroom Teachers 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	06/23/2017	\$0	K-6 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	Teacher Collaborati on, Direct Instruction, Professiona l Learning, Getting Ready	Tier 1	Getting Ready	08/08/2016	06/23/2017	\$0	All instructiona l staff
Evaluate for Impact	Evaluate data from common building/district assessments, M-STEP etc. Analyze for student achievement growth from August to May.	Evaluation, Monitor	Tier 1	Evaluate	08/04/2014	06/23/2017	\$300	Classroom Teachers, Title I Teacher, EL Teacher, SIP Team, Principal

# School Improvement Plan

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Monitoring	Administrator/Peer Observations/Walkthroughs Sign in sheets/agendas and minutes Quarterly Rpts to BOE, MDE Common assessment review using rubric	Teacher Collaboration, Direct Instruction, Professional Learning, Communication, Walkthrough, Implementation, Curriculum Development, Monitor	Tier 1	Monitor	08/08/2016	06/23/2017	\$0	All instructional staff
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	06/23/2017	\$0	K-6 Teachers
CITW 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	06/23/2017	\$3000	School Improvement Team Classroom Teachers Media Specialist District OCI Support Staff Principal
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	Teacher Collaboration, Direct Instruction, Academic Support Program, Implementation, Behavioral Support Program, Curriculum Development	Tier 2	Implement	08/08/2016	06/23/2017	\$0	All instructional staff

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Evaluate for Impact	Evaluate data from state testing, DRA 2, MLPP, district writing assessments, etc. Analyze for student achievement growth from August to April.	Evaluation, Monitor	Tier 1	Evaluate	08/04/2014	06/23/2017	\$300	Classroom Teachers Title I Teacher EL Teacher SIP Team Principal
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	06/23/2017	\$0	School Improvement Team with cooperation from instructional staff and support from DSIT

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	06/23/2017	\$3000	Teachers and Principal and Contracted Persons
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	06/23/2017	\$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	06/23/2017	\$15000	Classroom teachers Principal CITS Interested School Staff

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SIOP Training	Teachers will participate in training to assist them in the implementation of SIOP strategies. Opportunities for teachers to learn about ways to increase students' comprehension of mathematical skills and vocabulary instruction will be provided using various sources - workshops, conferences, peer to peer observations/meetings, etc.	Professional Learning	Tier 2	Getting Ready	08/05/2013	06/23/2017	\$2000	WCS Administration, Curriculum Leadership and Principal All Staff CITS
Evaluate for Impact	Evaluate data from common building/district assessments, M-STEP etc. Analyze for student achievement growth from August to May.	Evaluation, Monitor	Tier 2	Evaluate	08/04/2014	06/23/2017	\$300	Classroom Teachers Title I Teacher ELL Teacher CITS SIP Team Principal
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	06/23/2017	\$10000	Teachers Principal Office Secretary Administrator of State and Federal Programs
Double Dose Guided Literacy	Students will meet with an intervention teacher for an additional 30 minutes of guided literacy, daily, above and beyond the guided literacy happening in the general classroom.	Academic Support Program	Tier 2	Implement	08/04/2014	06/23/2017	\$90000	classroom teachers SIP team CITS personnel Title 1 teacher school 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 5. assist their child in becoming an independent reader/writer 6. Parent Portal training to assist parents in utilizing at home programming	Parent Involvement, Academic Support Program, Extra Curricular, Community Engagement	Tier 1	Implement	08/04/2014	06/23/2017	\$5000	School Improvement Team Interested Classroom Teachers District OCI Support Staff Principal

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Evaluate for Impact	Evaluate data from state testing, DRA 2, MLPP, District Writing, etc. analyze for student achievement growth from August to April.	Evaluation, Monitor	Tier 2	Monitor	08/04/2014	06/23/2017	\$300	Classroom Teachers Title I Teacher EL Teacher SIP Team Principal
SIOP Training	Teachers will participate in training to assist them in the implementation of SIOP 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	06/23/2017	\$3000	School Improvement Team Interested Classroom Teachers District OCl Support Staff Principal
Purchase Implementation Materials	Remedial instructional materials will be purchased to implement the SIOP strategies. Supply purchases will include remedial instruction: math games, flash cards, graph paper, additional concrete objects (money, calculators, Mnemonic charts, clocks, shapes, counters, timelines, number lines, etc.).	Supplemental Materials	Tier 2	Getting Ready	08/05/2013	06/23/2017	\$2000	Title I Support Staff Language Acquisition Support Staff Classroom Teachers Building Principal
Peer to Peer Observations	Teachers will be provided substitute release time to observe peers teach and discuss lessons with SIOP strategies.	Professional Learning	Tier 2	Implement	08/04/2014	06/23/2017	\$2000	Classroom Teachers, Title I Teacher, EL Teacher, Principal, All staff