School Improvement Plan

Holmes Elementary School

Spring Lake Public Schools

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SPRING LAKE, MI 49456-2406

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2015 School Improvement Plan

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?

Holmes Elementary school is located within the village of Spring Lake in Ottawa county, Michigan. Lake Michigan is just a few miles to the west and Grand Rapids is 30 miles to the east. Holmes school is within walking distance to the heart of the village, its spectacular public library.

The current enrollment is 480 students in grades Kindergarten through 4th. A large number of students belong to second and and third generation Holmes families. The curriculum is based on the Common Core State Standards. In addition to the core content areas, students participate in art, music, technology, and physical education/health. Support services are available for reading and special education.

The Holmes motto is "See. Believe. Achieve.". The school has met AYP annually and has MEAP scores ranked near the top of Ottawa and Kent counties. This year we were honored as a "Reward School". The district motto " Large enough to challenge, small enough to care" promises that each child will receive a high quality educational experience while a student in Spring Lake.

The Holmes motto is "See. Believe. Achieve.". The school has met AYP annually and has MEAP scores ranked near the top of Ottawa and Kent counties. This year we were honored as a "Reward School". Spring Lake High School has received the prestigious the Silver Medal status from the US News and World Report ranking the past four years. The entire Spring Lake school system has set high expectations within a nurturing environment. The district motto " Large enough to challenge, small enough to care" promises that each child will receive a high quality educational experience while a student in Spring Lake.

For 2014-15 Holmes Elementary is in the top 5% of all Michigan schools on the
Top to Bottom Ranking or in the top 5% for student growth over time in the tested
subjects. While we are pleased to have reached this important goal, we are
continuously working to improve. We appreciate the continued support of parents,
staff and our community in this effort. Spring Lake has two K-4 elementary schools.

There is a certain amount of fluidity and flexibility in the assignment of schools based on parent preference and availability of space.
Approximately 21% of Holmes students are non-residents of the district.
Spring Lake Public Schools adhere to the state curriculum and is now in progress of
aligning with the Common Core State Standards. The core curriculum standards in
all content areas are available from the Curriculum Director or building principal.

98% of our students were represented by at least one parent/guardian at both the
fall and spring Parent Teacher conferences. Holmes continues to enjoy a strong
positive relationship with parents and the larger community. Volunteer hours
exceed 1,800 annually.

Some Spring Lake Public Schools students who are identified as having one or more

handicaps are able to receive educational services at specialized schools and centers. The programs are operated by the Ottawa Area Intermediate School District and/or Spring Lake Public Schools. The decision to place a student in any special education program is made by an Individualized Educational Plan Committee (IEPC) which includes at least one of the student's parents, a teacher, diagnostic personnel, and a school administrator. The goal of all specialized programs is to facilitate a student's educational growth to the maximum extent possible. Many of these programs are available from infancy through early adulthood. These programs include: Autism, Severely Emotionally Impaired, Cognitively Impaired, Severely Multiply Impaired, Infant, and Total Communication Program.

Spring Lake students' performance continues to exceed state standards in every assessed area, yet we raise the bar as goals are met. Frequent evaluation of practice along with focus on rigor and relevance yields the desired results. We appreciate our community's expectation for excellence and its partnership in producing the students' high levels of achievement.

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.

Mission Statement

Educating and inspiring each student to live, learn, and lead with excellence.

Vision Statement

In partnership with our community, Spring Lake Public Schools will prepare students to build a world that doesn't exist. We will ensure exceptional and global learning opportunities by being world leaders in student achievement, curriculum, and teacher excellence.

Spring Lake Public Schools has set high standards for its students. It is our mission to ensure that all students meet these standards. Whether it is a pre-school program preparing children for kindergarten, after-school and in-school tutoring programs, technology training, or support for families and parent education, we are here for the children. The common thread that unifies all of our services and programs is the commitment to assist every student to achieve success. The strength of this district lies in a resourceful and responsive staff that works in partnership with students, parents, and community organizations to meet the needs of all SLPS children.

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.

For 2014-15, Holmes Elementary made Adequate Yearly Progress (AYP) in the tested subjects (mathematics, reading, science). Holmes has achieved Adequate Yearly Progress each year since the standards were established. We hold the letter grade "A." While we are pleased to have reached this important goal, we are continuously working to improve. We appreciate the continued support of parents, staff and our community in this effort.

For 2014-15 Holmes Elementary is in the top 5% of all Michigan schools on the Top to Bottom Ranking or in the top 5% for student growth over time in the tested subjects. While we are pleased to have reached this important goal, we are continuously working to improve. We appreciate the continued support of parents, staff and our community in this effort.

98% of our students were represented by at least one parent/guardian at both the fall and spring Parent Teacher conferences. Holmes continues to enjoy a strong positive relationship with parents and the larger community. Volunteer hours exceed 1,800 annually.

Holmes Elementary has also been recognized in the state of Michigan for "Beating the Odds" by outperforming other schools in the state with similar demographics. We appreciate the continued support of parents, staff and our community in order to achieve this accomplishment.

Our main area of improvement few the next few years will be in the area of math. Our third grade MEAP scores have shown a decline over the past five years to where we are now at the state average. Historically our district has performed well above the state average in both reading and math. This rapid decline in math has caused grave concern.

Additional Information

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

NA

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Our process is a yearly process for all staff. We have staff members, parents, and a Board Member on our large school improvement team. We also have a representative from the OAISD that provides staff training for us. We meet monthly to look at the school improvement plan, implementation and progress on goals, and to review data. Sometimes smaller groups will meet to discuss specific subject areas and will report back to the larger group. When the time came to complete a new school improvement plan, the larger group met, we reviewed the previous plan to get on the same page. From there, staff, parents, and our Board member met in smaller academic groups and a perception group to review current data, talk about the "so what" and begin to make a new plan or adjust the old plan. Each time the group met separately, we would get back together with the larger group and share out findings. When the whole plan was complete, we met to discuss future goals. We will start the 2014-15 year with a review of the new plans, strategies, and activities that we plan to implement. The process has been growing year after year. We are still working on using the data and collecting the right data to help us with this process. We have all come to a place where we know that we all own this plan and we all have a responsibility to carry it out, discuss it, and develop new ideas about student achievement.

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

We have all staff (teachers, specialists, interventionists, and special ed.), parents, and a Board Member on our School Improvement Team. We also have a smaller group that meets regularly to help guide the larger group. When we begin work on the new plan, we have "academic groups" and a "perception" group that meets to look at specific data, talk about it, and create a new or revised plan. They share out with the whole group after each meeting.

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

As in any process, this is the area that we will improve on this year. Our School Improvement plan is shared on our website and anyone can read it. We will continue to work on continued communication on the implementation and successes of the plan. We meet monthly as a staff, so this is a logical step in the process. All staff members communicate with families about instruction and activities in their room. This is all included in our School Improvement Plan.

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?

We usually have more school of choice applicants than we do acceptances in our district. We wish we could accept all that apply, but we do not want to overgrow our buildings, facilities, and classrooms. With School of Choice acceptances, we have students that have different curriculum strengths and weaknesses.

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

Student attendance is not a grave concern. One of the biggest challenges we face is families pulling their children out of school for extended vacations.

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?

We have noticed an increase in discipline referrals and suspensions. Challenges identified have been creating and maintaining a learning environment for all students when a few students have more difficulty in a classroom and resources (people) to interact with and help these students.

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

Resources are allocated to the area of needs and the number of grade levels. We are able to control our numbers through schools of choice, we remain consistent with the amount of resources we need from year to year.

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?

It has a great impact. Our staff and administrators have worked together for a consistent amount of time and this allows our buildings and district to make long term and short term decisions based on data over time and expertise.

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?

As before, the impact is great. We have a great combination of seasoned teachers and new staff. This allows great collaboration around student data and new ideas about teaching and learning, thus student achievement.

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?

Our school leaders do not have an attendance problem. They are attending professional learning out of school time as much as possible. It is a fine balance for all.

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?

Our teachers do not have an attendance problem and are committed to being at school with their students. They are attending professional learning out of school time as much as possible. It is a fine balance for all.

Teacher/School Leader(s) Demographic Data

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

We continue to evaluate staff and use that data to drive new learning opportunities.

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?

Teaching for Learning

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?

Assessment

12. How might these challenges impact student achievement?

We have some assessment pieces in place and continue to develop them. We are also working with staff on reading and analyzing data. The more we know, the better our student achievement will be.

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.

We are working on making sure our assessments, but formative and summative are right for our students and to drive teaching and learning.

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?

We run an RTI process that uses data to analyze and determine which students need what services. We provide reading, math, behavioral, speech, OT services.

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

Each of our rooms provide differentiated learning opportunities.

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

We identify students through our formative and summative assessments. Our teachers notify parents and share what they are doing in their classrooms.

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?

We have District summative assessments that we use and analyze. We use Fountas and Pinnell running records, Discovery Education testing, and Inquizit math screeners.

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

NA

Achievement/Outcome Data

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

19a. Reading- Strengths

Common District curriculum - alignment and assessment data to drive instruction

19b. Reading- Challenges

Providing quality tier 1 interventions - time needed

19c. Reading- Trends

Research shows that increased time of student exposure to a subject will increase their performance. We see a need for more time.

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.

We are going to align genres and provide explicit instruction. We are going to implement a reading coach that will push in to classrooms and provide tier 1 support to teachers.

20a. Writing- Strengths

Common, aligned curriculum for all teachers. Running a writing workshop.

20b. Writing- Challenges

More time and explicit instruction in writing. Teacher knowledge of conferring with students.

20c. Writing- Trends

Students do not like always enjoy writing. The harder content gets, the more they resist. Time constraints.

20d. Writing- Summary

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

Teachers with more knowledge in the area of writing helps in their guidance of students while writing. This increases student writing skills. We will continue to focus on providing professional development to teachers and helping find ways to engage children in writing.

21a. Math- Strengths

Common district curriculum and aligned assessments

21b. Math- Challenges

Time for explicit interventions

21c. Math- Trends

We have seen decline of math achievement scores over time.

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.

We will continue to talk vertically amongst grade levels to determine areas of needs and struggle. We will also use our summative and formative assessments to help determine areas of need.

22a. Science- Strengths

Interactive hands on curriculum

22b. Science- Challenges

Time to implement science

22c. Science- Trends

Scores remain about the same over time.

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.

We will continue to work among grade levels in order to add more time to science instruction. We have also adjusted curriculum and will do that in the future to provide the most explicit instruction.

23a. Social Studies- Strengths

Strengths at certain grade levels as the curriculum is more clear at those levels.

23b. Social Studies- Challenges

Not a clear set of standards or curriculum

23c. Social Studies- Trends

Grades are not high, but have not declined.

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.

We will work on graphs, maps, non-fiction reading in these areas.

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?

School Culture - safe and secure setting

24b. Student Perception Data

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

playground - we are under construction right now.

24c. Student Perception Data

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

Construction will be complete next school year.

25a. Parent/Guardian Perception Data

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

School culture

25b. Parent/Guardian Perception Data

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

Intervention/progress monitoring data shared

25c. Parent/Guardian Perception Data

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

We are working on ways to communicate student growth with interventions and who will provide that information to families.

26a. Teacher/Staff Perception Data

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

School Culture

26b. Teacher/Staff Perception Data

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

Staff collaboration time

26c. Teacher/Staff Perception Data

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

Staff meetings and PD will shift in order to have time for staff to collaborate and share.

27a. Stakeholder/Community Perception Data

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

School Culture

27b. Stakeholder/Community Perception Data

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

Community involvement

27c. Stakeholder/Community Perception Data

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

Staff will explore ways to engage our school/students in more impactful ways.

Summary

28a. Summary

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

Overall, our staff, students, and community are satisfied with achievement and school culture. We are constantly analyzing all of our data to continue to improve what we do as a school building. We know that we cannot fix everything, but will remain focused on each area as we continue to make positive changes. All stakeholders will be involved or communicated as we move forward.

28b. Summary

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

With a continued focus on these areas and using data to drive decisions, student achievement will be impacted.

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?

As you read our SIP, you will see that we have addressed all of these areas in some capacity. We also have a plan for determining if our goals are making an impact.

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	School only goes to grade 4	

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

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	Arleen Cox 345 S. Hammond Spring Lake, MI 49456 616-846-5500	

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		

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

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

2015 School Improvement Plan

Overview

Plan Name

2015 School Improvement Plan

Plan Description

This is the Holmes Plan for 2015

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 Holmes Elementary will become proficient writers.	Objectives: 1 Strategies: 3 Activities: 4	Academic	$4700
2	All students at Holmes Elementary will become proficient readers.	Objectives: 1 Strategies: 2 Activities: 5	Academic	$8000
3	All students at Holmes Elementary will be proficient in science.	Objectives: 1 Strategies: 1 Activities: 2	Academic	$7000
4	All students at Holmes Elementary will become proficient in math.	Objectives: 1 Strategies: 2 Activities: 3	Academic	$13500
5	All students at Holmes Elementary will be proficient in social studies.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$2000
6	All staff will increase awareness and understanding of school climate in regards to socioeconomic status.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$1000

Goal 1: All students at Holmes Elementary will become proficient writers.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third and Fourth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in all writing standards in English Language Arts by 06/30/2018 as measured by local and state assessments..

Strategy 1:

Units of Writing - Staff will continue to implement units of writing by using provided curriculum and rubrics.

Category:

Research Cited: Lucy Calkins and Common Core

Tier: Tier 1

Activity - Staff Implementation of Writing Units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will work together in grade level teams to implement the units of writing curriculum and align with the Common Core. They will use the assessment/rubrics that is embedded in the curriculum. Grade levels will purchase mentor texts as noted in the units.	Direct Instruction	Tier 1	Implement	09/02/2014	06/30/2016	$1000	Other	All staff

Activity - Units of Writing Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be provided with on-going support and professional development in regards to writing units.	Professional Learning	Tier 1	Implement	09/02/2014	06/08/2017	$2500	Other	all staff

Strategy 2:

Checklist Implementation and Usage for Each Grade Level - Teachers will provide the checklists for each unit to promote self-assessment and reflection.

Category:

Research Cited: Lucy Calkins, Units of Study for Teaching Writing

Heinemann Publishing 2013

Tier: Tier 1

Activity - Checklist Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Staff will model the use of the checklists that correspond to each Unit of Writing as provided by the curriculum CD. Checklists could be differentiated by using the levels below or above as needed.	Direct Instruction	Tier 1	Implement	09/02/2014	06/30/2018	$0	No Funding Required	Grade level teachers

Strategy 3:

Align Grammar Curriculum - Staff will work to align grammar instruction and curriculum to the Common Core.

Category:

Research Cited: Lucy Calkins

Tier: Tier 1

Activity - Align Grammar Curriculum to Common Core	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade levels will work together and across grade levels to align the grammar curriculum (k-4) to the Common Core.	Direct Instruction	Tier 1	Implement	09/02/2014	06/08/2017	$1200	Other	Grade level literacy team representatives

Goal 2: All students at Holmes Elementary will become proficient readers.

Measurable Objective 1:

85% of All Students will demonstrate a proficiency in reading in English Language Arts by 06/10/2016 as measured by local and state assessments increasing by 3% in third grade from a baseline of 94.1% and increasing in fourth grade by 3% from a baseline of 87.8%..

Strategy 1:

Students will increase skills in the area of comprehension in fiction. - Staff will teach strategies of comprehension in fiction. Teachers will continue to work on higher level DOK thinking skills to go above and beyond the text. (Fiction: making inferences) Teachers will use individual conferring and skill groups as an integral part of their workshop approach. Teachers will continue to differentiate instruction daily based on student need through assessment opportunities.

Category:

Research Cited: Lucy Calkins, Fountas and Pinnell, and Richard Allington.

Tier: Tier 1

Activity - Inferencing fiction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Staff will have PD around the instruction of making inferences. This will help drive higher level DOK thinking skills in reading fiction. | Direct Instruction | Tier 1 | Implement | 09/01/2014 | 06/08/2017 | $2000 | General Fund | All teaching staff, reading specialist, curriculum director. |

Activity - Summarizing fiction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will have PD around the instruction of summarizing. This will help drive higher level DOK thinking skills for students in reading fiction.	Direct Instruction	Tier 1	Implement	09/01/2014	06/08/2017	$2000	General Fund	All teaching staff, reading specialist

Activity - Discovery Education Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will receive training on the Discovery Education Assessment in regards to how it can aid in interventions, progress monitoring, developing future probes or interim assessments, etc. This will allow staff to utilize and break down data for grouping and intervention purposes.	Academic Support Program	Tier 1	Implement	09/01/2014	06/08/2017	$1500	Title II Part A	Classroom teachers, special education teachers, reading specialist, math interventionist

Strategy 2:

Students will increase in comprehension skills in nonfiction. - Staff will teach strategies of comprehension in nonfiction. Teachers will continue to work on higher level DOK thinking skills to go above and beyond the text. (Nonfiction: main idea and supporting details) Teachers will use individual conferring and skill groups as an integral part of their workshop approach. Teachers will continue to differentiate instruction daily based on student need through assessment opportunities.

Category:

Research Cited: Lucy Calkins, Fountas and Pinnell, and Richard Allington.

Tier: Tier 1

Activity - Summarizing nonfiction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will have PD around the instruction of summarizing. This will help drive higher level DOK thinking skills for students in reading nonfiction.	Direct Instruction	Tier 1	Implement	09/02/2014	06/08/2017	$2000	General Fund	Classroom teachers and reading specialist

Activity - Research, purchase, provide and teach Genre Posters	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement genre instruction through the use of posters by each teacher.	Direct Instruction	Tier 1	Implement	09/08/2014	06/08/2017	$500	General Fund	All teaching staff and reading specialist

Goal 3: All students at Holmes Elementary will be proficient in science.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third and Fourth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency on district and state assessments increasing by 3% from a baseline of 33%. in Science by 06/08/2016 as measured by MEAP or nationally normed assessment.

Strategy 1:

Implementation of Battle Creek Science Units Kits - All General Education teachers will continue to implement the Battle Creek Science Units in their classroom. They will assess each unit and develop strategies to develop deeper understanding during their science time and STEM.

Category:

Research Cited: Battle Creek Science

Tier:

Activity - Deeper Understanding of Science Material	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will increase the amount and quality of informational text students are exposed to and are reading. The Common Core states that students should be spending 50% of their reading time in nonfiction text. Staff will need an increased amount of nonfiction reading material.	Curriculum Development	Tier 1	Implement	09/03/2013	06/08/2016	$5000	Other	All teaching staff

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be exposed to different types of teaching methods and standards within the science curriculum. They will learn about STEM, inquiry Based Learning, and the new NGSS when the District and ISD roll those out.	Professional Learning			09/03/2013	06/08/2017	$2000	Other	All teaching staff

Goal 4: All students at Holmes Elementary will become proficient in math.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third and Fourth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in all math standards in Mathematics by 06/30/2018 as measured by the state level assessments..

Strategy 1:

Math Expressions - Staff will continue to implement the Common Core Math Expressions program in their classrooms. They will use the assessments to continue to

drive instruction and intervention groups.

Category:

Research Cited: Math Expressions Program

Tier: Tier 1

Activity - Cumulative Math Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will add math review and give more exposure to the basic skills at 3rd and 4th grade.	Supplemental Materials	Tier 1	Getting Ready	09/02/2014	06/08/2017	$0	No Funding Required	3rd and 4th grade teachers, interventionists, upper elementary special ed.

Strategy 2:

Data System for Three-Tiered Model of Instruction - Administrators and teachers will implement a system of data collection and analysis and data based decision

making to support a three-tiered model of instructional intervention.

Category:

Research Cited: Response to Intervention Model

Tier: Tier 1

Activity - Data Collection Analysis and Dialogue-Universal Screening	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Staff will conduct benchmark universal screeners (Discovery Ed, Interim Assessments, InQuizit). Data will be inputted into data warehouse and appropriate reports will be prepared for data analysis. All staff responsible for math will meet two times a year as a grade level after each benchmark data collection to review and analyze the data to identify students who need Tier 2 and Tier 3 support. | Academic Support Program | Tier 1 | Implement | 09/02/2014 | 06/08/2017 | $12000 | Section 31a | teaching staff and math interventionist |

Activity - Discovery Education Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive professional development on how to use Discovery Education reports and resources to support the general curriculum, add tier 1 interventions, create probes for progress monitoring and more.	Academic Support Program	Tier 1	Implement	09/01/2014	06/08/2017	$1500	Title II Part A	Teaching staff, special education teachers, interventionists

Goal 5: All students at Holmes Elementary will be proficient in social studies.

Measurable Objective 1:

85% of Kindergarten, First, Second, Third and Fourth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in all standards in Social Studies by 06/08/2017 as measured by district and state assessments increasing by 3% from baseline of 50% (6th grade MEAP data)..

Strategy 1:

Interpreting Graphic Data and Maps - Students will use graphic data, maps, and other sources to analyze information.

Category:

Research Cited: ISD curriculum

Tier:

Activity - Working with Maps, Charts, and Graphs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given opportunities to read, discuss, and respond to maps, charts, and graphs in all subject areas. They will use Scholastic News or Time for Kids as a main resource.	Implementation			09/03/2013	06/08/2015	$2000	General Fund	All teaching staff

Goal 6: All staff will increase awareness and understanding of school climate in regards to socioeconomic status.

Measurable Objective 1:

collaborate to learn more about strategies and interventions that are best for our economically disadvantaged students by 06/09/2016 as measured by State and Local Assessments.

Strategy 1:

Staff Development - Staff will receive training to learn more about the strategies and interventions that are successful for economically disadvantaged students.

Category:

Research Cited: Trends in our data

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be given PD time to review and analyze data to make decisions about next steps for students.	Behavioral Support Program, Academic Support Program	Tier 1	Monitor	09/08/2015	06/09/2016	$1000	Title II Part A	Principal, Teachers, and Interventionists

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Checklist Instruction	Staff will model the use of the checklists that correspond to each Unit of Writing as provided by the curriculum CD. Checklists could be differentiated by using the levels below or above as needed.	Direct Instruction	Tier 1	Implement	09/02/2014	06/30/2018	$0	Grade level teachers
Cumulative Math Skills	Staff will add math review and give more exposure to the basic skills at 3rd and 4th grade.	Supplemental Materials	Tier 1	Getting Ready	09/02/2014	06/08/2017	$0	3rd and 4th grade teachers, interventionists, upper elementary special ed.

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Units of Writing Professional Development	Staff will be provided with on-going support and professional development in regards to writing units.	Professional Learning	Tier 1	Implement	09/02/2014	06/08/2017	$2500	all staff
Professional Development	Teachers will be exposed to different types of teaching methods and standards within the science curriculum. They will learn about STEM, inquiry Based Learning, and the new NGSS when the District and ISD roll those out.	Professional Learning			09/03/2013	06/08/2017	$2000	All teaching staff
Deeper Understanding of Science Material	Teachers will increase the amount and quality of informational text students are exposed to and are reading. The Common Core states that students should be spending 50% of their reading time in nonfiction text. Staff will need an increased amount of nonfiction reading material.	Curriculum Development	Tier 1	Implement	09/03/2013	06/08/2016	$5000	All teaching staff

Align Grammar Curriculum to Common Core	Grade levels will work together and across grade levels to align the grammar curriculum (k-4) to the Common Core.	Direct Instruction	Tier 1	Implement	09/02/2014	06/08/2017	$1200	Grade level literacy team representatives
Staff Implementation of Writing Units	Staff will work together in grade level teams to implement the units of writing curriculum and align with the Common Core. They will use the assessment/rubrics that is embedded in the curriculum. Grade levels will purchase mentor texts as noted in the units.	Direct Instruction	Tier 1	Implement	09/02/2014	06/30/2016	$1000	All staff

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Collection Analysis and Dialogue-Universal Screening	Staff will conduct benchmark universal screeners (Discovery Ed, Interim Assessments, InQuizit). Data will be inputted into data warehouse and appropriate reports will be prepared for data analysis. All staff responsible for math will meet two times a year as a grade level after each benchmark data collection to review and analyze the data to identify students who need Tier 2 and Tier 3 support.	Academic Support Program	Tier 1	Implement	09/02/2014	06/08/2017	$12000	teaching staff and math intervention ist

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Inferencing fiction	Staff will have PD around the instruction of making inferences. This will help drive higher level DOK thinking skills in reading fiction.	Direct Instruction	Tier 1	Implement	09/01/2014	06/08/2017	$2000	All teaching staff, reading specialist, curriculum director.
Research, purchase, provide and teach Genre Posters	Implement genre instruction through the use of posters by each teacher.	Direct Instruction	Tier 1	Implement	09/08/2014	06/08/2017	$500	All teaching staff and reading specialist
Summarizing nonfiction	Staff will have PD around the instruction of summarizing. This will help drive higher level DOK thinking skills for students in reading nonfiction.	Direct Instruction	Tier 1	Implement	09/02/2014	06/08/2017	$2000	Classroom teachers and reading specialist

Working with Maps, Charts, and Graphs	Students will be given opportunities to read, discuss, and respond to maps, charts, and graphs in all subject areas. They will use Scholastic News or Time for Kids as a main resource.	Implementation			09/03/2013	06/08/2015	$2000	All teaching staff
Summarizing fiction	Staff will have PD around the instruction of summarizing. This will help drive higher level DOK thinking skills for students in reading fiction.	Direct Instruction	Tier 1	Implement	09/01/2014	06/08/2017	$2000	All teaching staff, reading specialist

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Staff will be given PD time to review and analyze data to make decisions about next steps for students.	Behavioral Support Program, Academic Support Program	Tier 1	Monitor	09/08/2015	06/09/2016	$1000	Principal, Teachers, and Interventionists
Discovery Education Training	Staff will receive professional development on how to use Discovery Education reports and resources to support the general curriculum, add tier 1 interventions, create probes for progress monitoring and more.	Academic Support Program	Tier 1	Implement	09/01/2014	06/08/2017	$1500	Teaching staff, special education teachers, interventionists
Discovery Education Training	All staff will receive training on the Discovery Education Assessment in regards to how it can aid in interventions, progress monitoring, developing future probes or interim assessments, etc. This will allow staff to utilize and break down data for grouping and intervention purposes.	Academic Support Program	Tier 1	Implement	09/01/2014	06/08/2017	$1500	Classroom teachers, special education teachers, reading specialist, math interventionist