

## LEA Application Part II

**ATTACHMENT III**

**SAMPLE SCHOOL APPLICATION**

SCHOOL IMPROVEMENT GRANT - 1003(g)

FY 2010 - 2011

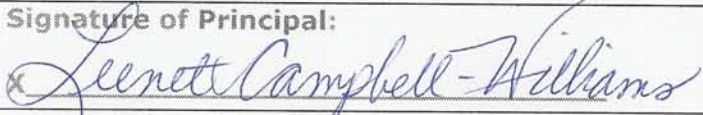
**The LEA must provide evidence of a comprehensive needs assessment and the thought process that it engaged in to formulate each school plan. The following form serves as a guide in the thought process. Please submit this form with the application.**

School Name and code Holmes, 165	District Name and Code Detroit, 82-010
Model for change to be implemented: TURNAROUND	

School Mailing Address: 8950 Crane Street, Detroit, MI 48213-2273	
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<b>Contact for the School Improvement Grant:</b>  Name: Leenet Campbell-Williams  Position: Principal  Contact's Mailing Address: Telephone: 313.866.5644 Fax: (313) 866-2299 Email address: leenet.campbell-williams@detroitk12.org
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Principal (Printed Name): Leenet Campbell-Williams	Telephone: 313.866.5644
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Signature of Principal: 	Date: 8-12-2010
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The School, through its authorized representatives, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District/School receives through this application.

## SECTION I: NEED

The school must provide evidence of need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data and Process Profile Summary report.

1. Explain how subgroups within the school are performing and possible areas to target for improvement. (The following charts contain information available in the school Data Profile and Analysis).

Subgroup performance shows that the total population data mirror the African American Population and the Economically Disadvantaged population. The population of Students with Disabilities is approximately 30 points lower than the school wide averages. Test data indicates that students within all subgroups struggle to meet state standards on reading and math assessments. Female students perform slightly higher than their male peers but all students at A.L. Holmes in grades 3-8 performed well below the district and state averages for the 2009-10 MEAP assessment. Students with disabilities scored in the 20<sup>th</sup> percentile for both reading and math assessments. The process for identifying struggling learners and providing early interventions must be refined.

Consistently, data shows that students with disabilities perform at lower levels than other student subgroups in the school. To remediate this concern, the partner provider includes a comprehensive look at teaching and learning among special needs students. The team is trained to review IEPs, take a careful look at instruction, study the reevaluation process and determine if IEP goals are first addressed and secondly met. Once the concerns have been documented in the Capacity Building Plan, the Provider will bring in necessary assistance and guidance to remediate the concern through the recommendations listed in the plan. As the School Improvement Plan was developed by the previous administration, an evaluation of the SIP will also be completed and, if necessary, amended.

In comparing the school data with state and district performance, Holmes School data is lower than district data in both reading and math in all grade levels and in the combined scores. The data indicates a need for rigorous intervention strategies to address huge deficits in relationship to teaching and learning. Intense professional development for staff on intervention, differentiated instruction and creating individualized learning programs will be necessary along with cutting edge, creative approaches to teaching 21<sup>st</sup> century learners.

From the data provided by the state and the district, in consultation with the newly appointed principal, the leadership team and district leadership, the school has developed an Action Plan for School Improvement. This plan looks at current areas of need and reflects a comprehensive approach to accelerate the improvement and meet or exceed state averages in Reading and Math. The school will focus on three areas: Professional Development, Data-Driven Instruction & Technology Integration.

Sub Group Academic Data Analysis

Group- All Students	Reading			Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Social Economic Status (SES)			56.5%			36.5%
Race/Ethnicity			56.1%			36.7%
Students with Disabilities			29.0%			22.2%
Limited English Proficient (LEP)						
Homeless						
Neglected & Delinquent						
Migrant						
Gender						
Male			49.6%			33.6%
Female			62.0%			39.7%
Aggregate Scores						
State						

Percent of Sub-group meeting State Proficiency Standards

Group – Grade 3	Reading			Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10

Social Economic Status (SES)	36.1%	46.7%	42%	41.7%	38.3%	37%
Race/Ethnicity:						
American Indian or Alaskan Native		100%				
Black or African American	42.5%	50%	42%	42.5%	41.7%	59%
Students with Disabilities		100%			100%	
Limited English Proficient (LEP)		6.7%			100%	
Homeless						
Neglected & Delinquent						
Migrant						
Gender						
Male	40%	42.9%		48%	37.1%	33.4%
Female	46.7%	57.5%		33.3%	45%	39%
Aggregate Scores	43.4%	50.2%	72%	30%	41%	37%
State	87%	86%	86%	87%	90%	91%

Group – Grade 4	Reading			Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Social Economic Status (SES)	38.6%	45.7%	45%	31.8%	43.5%	53%
Race/Ethnicity:						
American Indian or Alaskan Native						
Black or African American	41.3%	44.6%	43%	32.6%	44.6%	53%
Students with Disabilities						
Limited English Proficient (LEP)		50%				
Homeless						
Neglected & Delinquent						
Migrant						
Gender						
Male	37.5%	45.5%	33%	29.2%	31.8%	39%

Female	43.5%	42%	50%	34.8%	51.4%	64%
Aggregate Scores	40.5%	43.8%	41%	32%	41.6%	51.5%
State	83%	84%	83%	82%	86%	88%

Group – Grade 5	Reading			Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Social Economic Status (SES)	63.6%	38.9%	48%	22.7%	14.8%	26%
Race/Ethnicity:						
American Indian or Alaskan Native	100%					
Black or African American	64%	35.9%	50%	42.5%	41.7%	59%
Students with Disabilities		50%			100%	
Limited English Proficient (LEP)		33.3%			100%	
Homeless						
Neglected & Delinquent						
Migrant						
Gender						
Male	60%	36.4%	42%	48%	37.1%	26%
Female	72.7%	36.4%	54%	33.3%	45%	25%
Aggregate Scores	66.4%	36.3%	48%	40.7%	41%	26%
State	80%	82%	82%	73%	74%	77%

Group – Grade 6	Reading			Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Social Economic Status (SES)	25%	44.4%	31%	41.7%	38.3%	37%
Race/Ethnicity:						
American Indian or Alaskan Native		100%				
Black or African American	25.6%	39.6%	31%	42.5%	41.7%	59%

Students with Disabilities		100%			100%	
Limited English Proficient (LEP)		6.7%			100%	
Homeless						
Neglected & Delinquent						
Migrant						
Gender						
Male	21.1%	32.1%		48%	37.1%	33.4%
Female	27.3%	48%		33.3%	45%	39%
Aggregate Scores				30%	41%	37%
State				87%	90%	91%

Group – Grade 7	Reading			Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Social Economic Status (SES)	48.5%	34.2%		24.2%	28.9%	
Race/Ethnicity:						
American Indian or Alaskan Native						
Black or African American	47.4%	31.3%		21.1%	27.1%	
Students with Disabilities	100%			100%		
Limited English Proficient (LEP)		12.5%			12.5%	
Homeless						
Neglected & Delinquent						
Migrant						
Gender						
Male	54.5%	25%		22.7%	29.2%	
Female	41.2%	36%		23.5%	24%	
Aggregate Scores	43.4%	50.2%	72%	30%	41%	37%
State	87%	86%	86%	87%	90%	91%

Sub Group Non-Academic Analysis

Year: 2009-2010

Group	# Students	# of Absences		# of Suspension		# of Truancies	# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out*			In*	Out*
SES									
Race/Ethnicity									
Disabilities									
LEP									
Homeless									
Migrant									
Gender									
Male	246								
Female	263								
Totals	509								

Year: 2009-2010

Group	# of Students	# of Retentions	# of Dropouts	# promoted to next grade	Mobility	
					Entering	Leaving
SES						
Race/Ethnicity						
Disabilities						
LEP						
Homeless						
Migrant						
Gender						
Male	246					
Female	263					
Totals	509	18		491		

Enrollment and Graduation Data – All Students

Year: 2009-2010

Grade	# of Students	# Students enrolled in a Young 5's program	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropout	# promoted to next grade
K	45						45
1	36						36
2	45					6	39
3	30					1	29
4	36						
5	37					5	32
6	35					6	31



7	34					3	31
8	34					2	32
9							
10							
11							
12							

Number of Students enrolled in Extended Learning Opportunities

Year: 2009-2010

Number of Students in Building by grade	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Courses	# of Students in Dual Enrollment	# of Students in CTE/Vocational Classes	Number of Students who have approved/reviewed EDP on file
6					
7					
8					
9					
10					
11					
12					

2. Identify the resources provided to the school (in particular, other state and federal funds) to support the implementation of the selected model.

A.L. Holmes is a PreK-8 school with an enrollment of 509 students. 501 of the students are African American, 471 are economically disadvantaged and 110 are identified as students with disabilities. The attendance rate as of the 2008-09 school year was 93%. The rate has improved over the last year.

Holmes is in School Improvement under NCLB AYP guidelines and must offer choice and transportation. Their Ed Yes! Grade has consistently been a D". They did not make AYP this past year due to Participation rates in ELA for All Students, Black Students, Students with Disabilities, and Economically Disadvantaged students. In Math the participation rate was not met in the sub group of Students with Disabilities. Students with disabilities did not make AYP proficiency levels in ELA or in attendance

rates.

Holmes is in School Improvement under NCLB AYP guidelines and must offer choice and transportation. The Ed Yes! Grade has consistently been a D". Holmes did not make AYP this past year due to Participation rates in ELA for All Students, Black Students, Students with Disabilities, and Economically Disadvantaged students. In Math the participation rate was not met in the sub group of Students with Disabilities. Students with disabilities did not make AYP proficiency levels in ELA or in attendance rates.

A.L. Holmes receives Title 1 Funds and 31A funds. Title 1 funds have been used and can be used to finance the school improvement plan on a small scale. However, the major overhaul needed to show substantial growth and improvement will require additional funding.

Combined grade MEAP scores show that there has been an increase in reading scores from 2009 to 2010. Scores went from 37.8% to 58.9%. Math scores have shown a steady increase over time. Currently 36.7% are meeting or exceeding performance levels. Science scores have shown a significant decline from the previous year and social science scores have fluctuated during this period.

Included in the plan are the following needs which are currently not being met:

1. TEACHING FOR LEARNING

- a. Extended learning opportunities
- b. Rigorous grade level, standards based instruction in reading and math
- c. Increased targeted use of technology to enhance the instructional program
- d. Additional supports that address the social, behavior and emotional needs of the students

2. LEADERSHIP

- a. The new principal will be guided through a process of developing and implementing inclusive school leadership processes

3. PERSONNEL AND PROFESSIONAL LEARNING

- a. Principal and staff will be replaced
- b. Base line quality review will provide needed information to begin the process of developing a school improvement plan, a professional

development plan that emphasizes job embedded PD

- c. Processes will be developed to ensure that the PD does not negatively impact the school instructional program or instructional day
- d. Base line quality review will provide needed information to begin the process of developing a school improvement plan, a professional development plan that emphasizes job embedded PD

#### 4. SCHOOL COMMUNITY RELATIONS

- a. Additional opportunities will be provided to increase parent participation
- b. Additional efforts will target attendance improvement to meet AYP guidelines currently not being met

#### 5. DATA AND INFORMATION MANAGEMENT

- a. School staff, faculty and leadership will be trained to effectively use data as an instructional tool.

The Detroit School District has developed a system of support for these schools based primarily through the effective targeted use of state and federal dollars.

Following is a listing of the support services that the district is offering at this school for the upcoming year, all developed to accelerate school performance. These priorities are aligned the enclosed Holmes Action Plan.

The services include:

##### 1. District ARRA

- a. Netbooks in 6<sup>th</sup>-8<sup>th</sup> grades
- b. DIBELS for grades K to 5
- c. Learning Village
- d. Extended Day
- e. Conflict Resolution Training
- f. Renaissance Learning
- g. Springboard for grades 6-8
- h. Read 180 for 8<sup>th</sup> grade

- i. Leadership Team PD
- j. A district wide focus on literacy and math PD
- k. Support for an external partner (Synesi) for one year

## 2. TITLE 1

- a. Summer school
- b. Academic Games
- c. Literacy coaches
- d. Early Childhood program
- e. Funding for Reading Recovery

School based state and federal dollars as noted in the current School Improvement Plans. This school has a new principal and a newly hired staff, still being interviewed. The previous administration had developed a school improvement plan; this plan includes the following items to be funded through poverty funding. Each school will receive a quality review which will update the school's needs assessment. Based on a Quality Review assessment developed by Synesi, the partner provider, the SIG outline and input from the new principal and staff, revisions to the existing school improvement will take place to determine whether the allocated expenditures are appropriate for the new vision and direction of the school. In addition to the district mandate initiatives, some of the costs covered at the school through state and federal funding are included below. These items were reviewed as the SIG grant was developed.

They include:

- a. Additional SSAs
- b. Parent training
- c. Computer maintenance
- d. Supplies
- e. Refreshments for PD and parent outreach
- f. Field trips

- g. One counselor
- h. Copier supplies
- i. Printers
- j. Copier maintenance
- k. Graphic organizers
- l. Conference travel
- m. Pupil transportation
- n. Flash drives
- o. Folders
- p. New computers
- q. Stipends for off sight PD opportunities in the core areas
- r. Attendance improvement
- s. Compensatory supplemental services
- t. furniture

These initiatives have been incorporated into the Grant application to ensure a seamless and comprehensive school improvement process for Holmes School.

### School Resource Profile

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant.

A full listing of all grants contained in No Child Left Behind (NCLB) is available at: [www.mi.gov/schoolimprovement](http://www.mi.gov/schoolimprovement).

<input type="checkbox"/> General Funds  <input type="checkbox"/> Title I Part A  <input type="checkbox"/> Title I Schoolwide  <input type="checkbox"/> Title I Part C  <input type="checkbox"/> Title I Part D	<input type="checkbox"/> Title I School Improvement (ISI)	<input type="checkbox"/> Title II Part A  <input type="checkbox"/> Title II Part D  <input type="checkbox"/> USAC - Technology	<input type="checkbox"/> Title III
<input type="checkbox"/> Title IV Part A  <input type="checkbox"/> Title V Parts A-C	<input type="checkbox"/> Section 31 a  <input type="checkbox"/> Section 32 e  <input type="checkbox"/> Section 41	<input type="checkbox"/> Head Start  <input type="checkbox"/> Even Start  <input type="checkbox"/> Early Reading First	<input type="checkbox"/> Special Education
Other: (Examples include: Smaller Learning Communities, Magnet Schools. A complete listing of all grants that are a part of NCLB is available at			

## SECTION II: COMMITMENT

Evidence of a strong commitment should be demonstrated through the district's ability and willingness to implement the selected turnaround model for rapid improvement in student achievement and proposed use of scientific and evidence based research, collaboration, and parental involvement.

Using information gathered using the MDE Comprehensive Needs Assessment - CNA, provide the following information:

1. Describe the school staff's support of the school improvement application and their support of the proposed efforts to effect change in the school.

The District has already made the commitment to support this process through the identification of the impacted schools, the removal and the appointment of a principal who is aligned with and on board with this initiative. The principal is the key player in the development of the goals, objectives and the activities as outlined in this plan for the next three years. It is a plan that is being led by the vision of the new principal.

As the principal (re)hires new staff members throughout the month of August, the criteria for this initiative is communicated with potential staff members. The principal will select staff that is aligned with the model and the vision behind the model. Staff members in essence agree to the following:

- Professional Development- Participation in professional development aimed at best practices for 21<sup>st</sup> century learners; intervention strategies, using technology based instruction and interactive technologies to support academic achievement. In addition, on-going professional development on district initiatives (i.e. Learning Village, Literacy & Math models, Zangle (SIS), DIBELS)
- Using Data to Drive Instruction- Using Data Director & Wireless Generation and support from Synesi teams to analyze data and create Individualized Learning Plans for students to focus learning for all students.
- Infusing Technology into Instructional Practices- Using software programs, Learning Management Systems and distance/virtual learning opportunities to address deficits and support individual learning programs in addition to Interactive Technologies (i.e. Smartboards and Smart-tables for Early Childhood) that enhance learning.

As staff has been hired and the administrative team put in place, these new staff members were able to participate in the process of developing this document.

Community outreach took place also. Principals brought targeted community/parent members in, reviewed the draft and encouraged support, input or ideas as to what needed to be included into the plan. In a short period of time, maximum effort was made by school level staff and partners, to be a part of an inclusive process

2. Explain the school's ability to support systemic change required by the model selected.

The school will be able to support systemic change by building internal structures like the Leadership Team and Professional Learning Communities. As the school staff works together to ensure the academic needs of students are addressed with fidelity and a commitment to excellence steady growth will be realized. With the support of the partner provider, Synesi, A.L. Holmes will create a plan that develops self-reliance and a knowledge base for how to professionally develop staff members, use data and technology to provide interventions and accelerate academic growth.

Both the school and the district are enthusiastic in their support of this change.

Following is a summary of the highlights

- Principal replacement - The new principal has been hired and is on board. She was hired with the understanding and the support of the SIG implementation. The new principal is being given maximum flexibility in the decision making process and great latitude in the development of the goals and the objectives. The selected partner provider is already working with the new principal as a critical friend with a priority of maximizing inclusive leadership processes. These are highlighted in the Goals, Objectives and Activities detailed in this grant application.
- Teachers - The principal has already begun hiring new staff who will work to support this grant. Through the addition of a school level assessment coordinator and the intensive support of the partner provider, the teachers, through yearlong job embedded professional development, will work to incorporate data to drive instruction. The district's purchase of Learning Village for the school will give the student rich data sources to work with and will enable teachers to develop better teacher made assessments. All along, data support will be given to each teacher in the school
- District Role - The district has embraced this process and has led in the administration of the process in the early stages. They have developed processes to bring support to the school in the area of funding for extended day, extended year, technology supports, assessment options, conflict resolution support, Read 180, Leadership training, District level PD on literacy and math, district and school level literacy coaches, Springboard, Renaissance Learning and support of an external partner provider. The district has also successfully renegotiated portions of the agreement with the Detroit Federation



of Teachers. Among the concessions granted were changes in the teacher evaluation process, progress on shared decision making processes, collaboration on the selection of Priority Schools and School Based Performance Bonuses.

- Data Use - Through the use of a partner provider the school will be given a base line quality review. From this review a Capacity Building Plan will be developed based on research from the Consortium on School Reform based at the University of Chicago. Additionally the partner will focus on the use of using data to drive instruction to use for individualizing instruction and driving the teachers' lesson plans. The Goals Objectives and Activities notes that the principal will be given assistance to develop grade level and vertical team meetings that will concentrate on data discussions involving student performance and developing strategies to ensure success. The partner provider will use modeling and coaching activities to maximize the effectiveness of the professional development activities for teachers.
- Professional Development - The partner provider, through a quality review, will identify professional development needs and assist the school in the development of a yearlong professional development focus, one based on identified needs and rigorous standards based instruction. The emphasis for the partner provider on administering a PD process is job embedded in nature. The partner will be available for traditional PD activities but the primary focus of the PD will be modeling and coaching, and leading in the development and the administration of grade level and vertical team meetings as a professional development model.
- Technology- Learning Management Systems and Hybrid Virtual Learning options are being explored to accelerate growth. Training is being provided through the Learning Village, the district's initiative. Connections Academy's program is also being explored as an emphasis on virtual, on-line and distance learning will support individual learning plans. Intense professional development is needed to prepare teachers for this new and innovative approach to learning. Interactive technologies will be purchased along with staff development on how to use these resources with students.
- Increased Learning Time - The district has already agreed funding two hour of after school programming focusing one hour in reading and one hour in math. The district is also encouraging the schools to further investigate other extended learning options. This school has included in its goals a third hour of time which emphasizes the emotional and social needs of the children. A Saturday school is also planned and initial discussions are being held about extended year options. The school is also committed to before school assistance to students with test preparation activities that will assist students while not taking away valuable instructional time. In order to ensure all students who need help, get help, the school will institute Individual Learning

Plans that will target those students who most need extra instructional assistance. This decision will be made once the new staff is hired and on board and can participate in this decision based on the needs.

- Meets Social and Emotional Needs of the Students - The Grant application addresses these important item through the increased emphasis on parent involvement, the addition of a middle school counselor and the addition of a social worker on site. Springboard, funded by the district, will give additional support and guidance to 6-8th grade students and an increased emphasis on the arts will assist those students who learn best through the incorporation of art and music into the curriculum, while continuing an emphasis on reading across the curriculum. An additional PE teacher will also assist in these important developmental areas.

3. Describe the school’s academic in reading and mathematics for the past three years as determined by the state’s assessments (MEAP/ MME/Mi-Access).

Grade	Reading			Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
3	52.1%	42.1%	71.4%	43.1%	36.8%	58.5%
4	44.6%	40%	42.5%	44.6%	46.3%	52.5%
5	40.7%	28%	30.2%	13.8%	20%	25.5%
6	42%	31.3%	20%	21.2%	30.4%	17.5%
7	31.9%	38.7%	47.5%	27.7%	39.3%	33.3%
8	36.4%	46.5%	59.1%	9.1%	28.6%	34.1%

\* % OF TESTED STUDENTS THAT MET OR EXCEEDED STANARDS.

SOURCE: MDE MEAP RESULTS

4. Describe the commitment of the school to using data and scientifically based research to guide tiered instruction for all students to learn.

When the school staff is hired the main emphasis on professional development will be on reading across all subjects and on using data to drive instruction. Additional staff and partner providers will be utilized to ensure the incorporation of data into all decision making processes throughout the year. Both with this knowledge and with data from Learning Village and Read 180 and DIBELS, the school will develop a model of RtI that will address the three tiers of need based on assessment data. The model, developed with district assistance will ensure that students will be provided ongoing evaluations on their progress and that their instructional program will be tailored to fit their needs and altered regularly as they progress or fall behind. Students in tiers one and two will be given targeted intervention support based on the use of district level benchmark data and DIBELS data that is currently available and being expanded to grades four and five. Partner Providers will assist teachers in developing strategies and grouping processes to assist students in each tier with short term assistance to remediate needs. Case managers will be brought in to lead ongoing discussions with parents if children do not experience forward movement. Partner provider teams assisted in the development of the RtI system first used in the Recovery District of Louisiana after the Hurricane. The model has now been expanded to the entire state of Louisiana. The very public use of data will ensure that needs are identified, remediated and evaluated. The very public use of data will ensure that needs are identified, remediated and evaluated.

Holmes is committed to using technology as an instructional tool. The school will be hiring a Technology Academy Leader and will be adding one computer lab, introducing the increased use of smart board and Prometeum Boards, equipping teachers with lap tops to use for administration and instructional purposes and committing time for effective staff development of teachers. The new school environment wants to be cutting edge in this area and has committed the new staff to make it happen. A provider partner quality review will also look at technology needs and assist the school in changing or amending the school improvement plan, developed by the former staff and administration, to include a technology focus.

The process used by the external partner is research based in its approach. The foundation for the research is data developed by the Consortium for School Change based at the University of Chicago. This respected research organization has been researching urban school reform and has a body of work dating back from 1989. It has studied school reform its impact and lessons learned. The specific research document is Essential School Supports from fall of 2006

5. Discuss how the school will provide time for collaboration and develop a schedule that promotes collaboration.

The partner provider, as identified in the Goals, Objectives and Activities, will work directly with the principal through a leadership coach to institute an inclusive leadership team. This team will monitor progress, evaluate the school based on data and work in a collaborative manner with the school and community. Additionally the partner provider will assist in the development of grade level and vertical team meetings. The partner is research based, utilizing urban school research from the Consortium on School Reform based in the University of Chicago. As noted in the Goals, funding is provided to ensure these teams meet regularly and that they use data to make decisions. Partner providers in data and literacy will work with the teams to move them to data driven directions.

6. Describe the school's collaborative efforts, including the involvement of parents, the community, and outside experts.

The district is committed to assisting the school and has already brought an external partner provider into the school to help move the school forward. The provider, Synesi Associates, is an approved Michigan provider. The partner will work on assisting the new principal and staff by providing a base line quality review, a Capacity Building Action Plan, long term support in leadership, literacy across the curriculum and data use and short term support as indentified by the quality review. The Goals, Objectives and Activities also emphasize processes to bring parents into the school through service, and other opportunities and will utilize parents to assist the school in reaching its attendance goals. Community Partner is being hired to assist in the area of community partnership and communication processes.

## SECTION III: PROPOSED ACTIVITIES

1. Describe the proposed activities that address the required US Department of Education (USED) school intervention that the school will use as a focus for its School Improvement Grant.

### GOALS, OBJECTIVES AND INDICATORS FOR HOLMES ELEMENTARY SCHOOL

Through a collaborative process including the principal, key staff members, district personnel and the external service provider, a series of goals and objectives were developed to guide the process over the next three years.

Goals were formulated by using the five strands of the Michigan School Improvement Frameworks. This ensures coordination with present and future school improvement plans and brings continuity to the tasks that need to be completed.

A new principal has recently been appointed to the school under the mandates of the chosen model. And the principal is completing a process of hiring new staff for the school. As the school community will be different than it was in the spring, the external partner provider will be completing a Quality Review. This review will provide base line data and will be utilized as a needs assessment moving forward. Once completed, an updated Professional Development Plan will be completed based on the findings of the review and input from key stakeholders.

The next immediate step will be to develop a Capacity Building Plan based on the findings of the Quality Review. This plan will be consistent with the objectives and goals outlined below.

Holmes School seeks to develop and implement a rigorous instructional program based on grade level standards and best practice methods. The school will concentrate on bringing supports to the classroom teacher in the areas of literacy across the curriculum, using data to drive the instructional program and emphasizing a job embedded year long professional development focus to ensure that this concentration is successful in accelerating student achievement and building internal capacity to the school stakeholders. The plan brings in the necessary supports to bring success to every child no matter where they are, academically, at the start of the year. In addition to academic support, Holmes proposes a wide range of social and emotional supports that frequently stand in the way of success.

School leadership will be coached, guided and assisted in developing an inclusive team approach to school leadership. Through the effective establishment of leadership teams, vertical teams, grade level teams, increased parental involvement and

community support the school will be able to bring a climate of collaboration and focus into the school's vision.

Synesi Associates, as a state approved Partner will begin their work with the school by providing an intensive quality review. The Quality Review Process is conducted using a three-step process:

1. Research and Analysis
2. On-Site School Visits
3. Collaborative Teamwork, Discussion, Brainstorming, and Report Construction

The first step in the process, Research and Analysis, involves intensive background work. Synesi Associates will begin by gathering relevant district and school level information from a variety of sources including public domain data, as well as previous school level reports and/or school improvement documentation that the new turnaround principal and central office make available. The objective is to procure a solid foundation of information and data on each school, before setting foot on-site. Synesi will rely on community, school, and district level interviews and dialogue as well as relevant information shared by Detroit administrative staff as the foundation for our understanding of the system itself, defined goals, priority initiatives, and of the individual schools. This prep work allows consultants to walk on to each campus ready to engage in meaningful conversations with school staff. It also provides a contextual foundation for the time they will spend in the school.

Although this research and study process provides the background information, the on-site school visit is essential to the Quality Review process. Synesi will conduct 2-3 days of site visit at Jemison. This visit will look at instruction, leadership, professional capacity, parent-community partnerships and school climate. Synesi quality review teams consist of 3-5 educational consultants; each member providing strategic expertise within a specific area of focus. These teams will spend the days at the school visiting all classrooms and conducting interviews with the principal, as well as a cross-section of the building administration, the teachers, selected students, non-instructional staff, and parents. Time will also be set aside at the end of the second day as an opportunity to hear from additional sources who may wish to contribute to this process, including, yet not limited to: business partners, not for profit partners, parent organizations, faith based organizations, university partners, and other community support/advocacy organizations.

The Synesi Team places significant value on the time spent in school buildings with educators and considers this step to be a pivotal part of the district partnership. All information will be collected by means that maintain the level of integrity,

confidentiality and authenticity necessary in order to document actionable findings, and make solid plans for moving forward.

At the same time, Synesi will work with the central office in order to accurately identify and highlight any priorities or initiatives that should be specifically evaluated or measured.

Areas of focus during the quality review:

1. Development of School Instructional Audit protocols, specific to DPS, including the following features:
  - Pertinent School Statistics, including Staff and Student Attendance Review
  - Principal Interview
  - Interview with non-instructional staff/parents
  - Budget review
  - Instructional review and Assessment review
  - Bilingual/English as a Second Language (ESL) Education Program review
  - Discipline Policy review
  - Security review/Ethics Issues
  - Parent-Community review
  - Special Education review
  - School Audits
  - State Reconstitution Plan
  - School Fiscal Audits

SYNESI will provide written reports for each school that may serve as the basis of turnaround work over the next three years.

SCHOOL QUALITY REVIEW REPORTS WILL INCLUDE:

- Written report of findings, including:
  - General Overview of School
  - Observed Strengths

- Observed Areas of Concern
- Summary of Observations and Data Review
- Actionable Recommendations

Synesi Associates will produce two documents: A Quality Review Report and Capacity Building Plan (CBP). The Quality Review Report will provide a well-rounded picture of what is happening in each school, while the Capacity Building Plan will represent future action and change.

Both the report and CBP will address five areas of focus\*:

1. Leadership
2. Parent/Community Ties
3. Professional Capacity
4. Student-Centered Learning Climate
5. Ambitious Instruction

Each report will examine these areas and outline the positive actions currently underway at each school, the areas of concern that need attention, and provide actionable recommendations for addressing these concerns. The most powerful part of these reports will be the concrete recommendations for improvement. These recommendations will be used as the foundation for the school improvement effort and Corrective Action Plan. This process was designed to validate positive efforts within the school, successful district initiatives, and any other such activity that should be noted and highlighted as successful. Investing in building upon strengths and isolating weaknesses will be the foundation that consultants will stand on in order to effectively collaborate with school personnel. It is essential that each side of this equation (school and consultant) start from this common ground. Each consultant is invested in the success of his/her school and effort will be put forth in order to ease the improvement plan.

#### Ongoing Intensive Leadership and Instructional Support

The core strengths of Synesi Associates as a turnaround partner are the diverse group of experienced and seasoned educators that make up the firm, and the successful track record it has in improving student outcomes.



The core members, who will be on site for no less than 125 school days, will focus on strategic and, what we consider to be, high voltage components of each school. The following areas represent the Core Synesi Team–

### 3 Core Team Members

- Leadership Coach
  - serves as coach to the school principal and coordinates the work of the team. This member would also have to advise on data, and/or special education issues and scheduling issues
- Literacy Coach
  - provides instructional guidance on matters related to ELA, and literacy across curricular areas
- Data Coach
  - provides instructional guidance on matters related to school level and classroom level performance data
- Other Coaches, as needed may include
  - Teaching Quality Director
  - ELL Coach
  - Special Education Coach
  - Climate and Culture Coach
  - Instructional Technology Coach
  - Family/Community Engagement Advisor
  - Classroom Management Coach

Actual breakdown of days, by discipline, will be determined by instructional audit. The process used by the external partner is research based in its approach. The foundation for the research is data developed by the Consortium for School Change based at the University of Chicago. This respected research organization has been researching urban school reform and has a body of work dating back from 1989. It has studied school reform its impact and lessons learned. The specific research document is Essential School Supports from fall of 2006.

Finally, through the expansion of extended day and extended year learning activities, students will be given the extra time they need to find academic success. The additional time on task and the emphasis on academics with a behavioral and social component will dramatically increase the ability of the students to be successful and to remediate their concerns in a short period of time.

## HOLMES SCHOOL ACTION PLAN FOR SUCCESS

In order to make sure that the goals and objectives are being met, the school, the district and the external partner have developed an action plan for each of the three years. This plan details the activities and the processes needed for successful implementation of the goals and objectives. It also designates who is responsible for implementation, what the indicators are for success, and it notes the costs that will be needed to implement successfully.

The Three year Action Plan emphasizes building internal capacity processes so that at the end of the three year grant period, the school will be at a place to continue success without external supports and dollars.

## YEAR 1

GOAL 1 TEACHING FOR LERANING – HOLMES WILL PROVIDE A RIGOROUS STANDARDS BASED INSTRUCTIONAL PROGRAM DRIVEN BY THE USE OF DATA DRIVEN PROCESSES USING ALL AVAILABLE ASSESSMENT AND NON ASSESSMENT DATA

OBJECTIVE 1.1 – SCHOOL WILL PROVIDE MAXIMUM LEARNING OPPORTUNITIES FOR STUDENTS THROUGHOUT THE SCHOOL YEAR.

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 1.1a – Through district funding the school year will be extended for two hours, one for reading and one for math instruction for targeted students in need of additional remediation	District	District funded	Attendance
Activity 1.1b – School will offer before school MEAP test preparation during second semester	Principal	10 weeks one hour two days per week, four teachers	Increased performance on MEAP test
Activity 1.1c – The school will develop a schedule of educational field trips for	Principal, grade level teams	8 trips one per month, ten months	Attendance

students to enhance their educational experience throughout the school year			
Activity 1.1d – Saturday school will be developed for targeted student population most in need of remediation and tutorial.	Principal	Two hours, five teachers 20 Saturdays	Attendance, observations
Activity 1.1 e – Individual Learning Plans will be developed for all at risk students.	Principal, teachers, counselors	Costs of supplies	Completed plans

OBJECTIVE 1.2 – SCHOOL WILL EMPHASIZE RIGOROUS GRADE LEVEL INSTRUCTION WITH A PRIORITY IN READING AND MATH

Activity	Person(s) Responsible	Cost Factor	Indicator of Success
Activity 1.2a – One additional reading specialist will be hired to have one for primary and one for intermediate grades	Principal	1 teaching positions	Increased test scores
Activity 1.2b – One Academic Engagement Specialist will be hired	Principal	1 teaching positions	Increased test scores
Activity 1.2.c - One Library Media Specialist will be hired	Principal	1 teaching position	Increased use of Library media center
Activity 1.2d – Through the use of the partner provider, school will emphasize strategies to	Principal, partner	Costs covered by district year 1	Observation, increased test scores

incorporate reading across the curriculum.

Activity 1.2e – District will fund Reading Recovery	District	District costs	Improved DIBELS
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OBJECTIVE 1.3 - SCHOOL WILL INCORPORATE TECHNOLOGY AIDS TO ENHANCE THE INSTRUCTIONAL PROGRAM

Activity	Person(s) Responsible	Cost Factor	Indicator of Success
Activity 1.3a – Professional development will assist teachers in incorporating technology into their instructional program.	Principal, leadership team,	In service costs	Increased use of technology through observation
Activity 1.3b – District will provide Netbooks for all 6-8 grade students	District	District cost	Observation
Activity 1.3c – One additional computer lab will be added	Principal	One computer lab	Observation
Activity 1.3 d – One technology specialist will be hired	Principal	1 teaching position	observation
Activity 1.3e- 30 lap tops for teacher use as instructional and management tool	Principal	30 laptops	Observation of use
Activity 1.3f – Three smart boards and one Prometheum board for use in the classroom labs	Principal	Related costs	Observation of use
Activity 1.3g – One	Principal	One position	Increased use of

Academy Director to lead the technology focus	technology
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OBJECTIVE 1.4 – SCHOOL WILL PROVIDE ADDITIONAL SUPPORT SERVICES FOR STUDENTS WITH BEHAVIORAL, SOCIAL OR EMOTIONAL NEEDS

Activity	Person(s) Responsible	Cost Factor	Indicator of Success
Activity 1.4.a – One Dean of Students will be hired to work with students on behavioral issues	Principal	1 teaching position	Decreased discipline referrals and decreased suspensions
Activity 1.4b – School supplies will be purchased to ensure all students are prepared for the school day	Principal	Costs of supplies	Better prepared students
Activity 1.4 c – Conflict resolution training will be utilized for students and staff	Principal, leadership team	PD costs	Declining reports of conflicts and discipline referrals

GOAL 2 LEADERSHIP – SUPPORT WILL BE GIVEN TO ENSURE THE PRINCIPAL SPENDS OVER 50% OF THE DAY ON INSTRUCTIONAL LEADERSHIP ACTIVITIES

OBJECTIVE 2.1 – PRINCIPAL WILL BE GUIDED THROUGH A PROCESS OF INCLUSIVE LEADERSHIP

Activity	Person(s) Responsible	Cost Factor	Indicator of Success
Activity 2.1a – Partner provider will assist principal in the development of a	Principal, Partner	Costs provided by district year 1	Minutes and agendas

leadership team, vertical team meetings and grade level meetings			
Activity 2.1b – Partner will provide a quality review visit to present base line data on the new staff and the school learning environment	Principal, partner	District provides costs year 1	Complete quality review
Activity 2.1c – Partner will provide a Capacity Building Plan to target specific actions the principal can take in leading the school to improved academic performance	Principal, partner	Costs provided by district year 1	CBP completed
Activity 2.1d – School will develop and institute and inclusive school walk through process led by the principal	Principal, partner	Costs provided by district year 1	Walk through schedules

OBJECTIVE 3 PERSONNEL AND PROFESSIONAL LEARNING AS PER THE TURNAROUND MODEL PERSONNEL CHANGES WILL BE MADE AND A PROFESSIONAL DEVELOPMENT PLAN WILL BE PUT INTO PLACE

OBJECTIVE 3.1 SCHOOL PRINCIPAL AND STAFF WILL BE REPLACED

Activity	Person(s) Responsible	Cost Factor	Indicator of Success
Activity 3.1a – District will appoint a new principal	District	District	New principal
Activity 3.1b – Principal	Principal	District	New staff

will complete a process of hiring new staff

OBJECTIVE 3.2 BASED ON QUALITY REVIEW AND ADDITIONAL DATA, SCHOOL WILL DEVELOP A YEAR LONG PROFESSIONAL DEVELOPMENT PLAN EMPHASIZING JOB EMBEDDED PROCESSES

Activity	Person(s) Responsible	Cost Factor	Indicator of Success
Activity 3.2a – Partner will guide the school through a professional development plan based on data an current performance and review or amend the current School Improvement Plan	Principal, school leadership team, partner	Costs covered by district year 1	Completed PD Plan and SIP
Activity 3.2b- Plan will emphasize modeling and coaching and will build internal capacity	Principal, partner	Costs covered by district year 1	Completed plan
Activity 3.2 c – Plan will mirror best practices and highlight Professional Learning Communities	Principal partner	Costs covered by district year 1	Completed plan
Activity 3.2d – Two day planning session for selected staff to ensure an effective school calendar that complements the instructional program	Principal	10 people, 2 days, 10 hours total	Completed school calendar that ensures instructional program will be implemented with no interruptions

OBJECTIVE 3.3 - PROCESSES WILL BE PUT INTO PLACE TO ENSURE THAT PROFESIONAL DEVELOPMENT OPPORTUNITIES DO NOT NEGATIVELY IMPACT THE INSTRUCTIONAL DAY

Activity	Person(s) Responsible	Cost Factor	Indicator of Success
Activity 3.3a – Substitutes will be trained on school procedures and processes	Principal	Sub stipend, pd costs	Completed training
Activity 3.3b – Substitute pay will be provided to assist in getting high quality substitutes when necessary while teachers participate in professional development activities.	Principal	Sub pay	observation

GOAL 4 SCHOOL COMMUNITY RELATIONS – PARENT INVOLVEMENT WILL INCREASE BY 50%

OBJECTIVE 4.1 – ADDITIONAL OPPORTUNITIES WILL BE PROVIDED FOR PARENTS TO PARTICIPATE IN THE LIFE OF THE SCHOOL

Activity	Person(s) Responsible	Cost Factor	Indicator of Success
Activity 4.1a – Family nights will be planned for literacy and for mathematics	Principal, teachers	Refreshments, related costs	Attendance, increased parental involvement
Activity 4.1b – Community Schools Partnerships will be brought into the school	Principal	CSP costs	Improved participation

OBJECTIVE 4.2 STUDENT ATTENDANCE WILL INCREASE TO AYP GUIDELINES

Activity	Person(s) Responsible	Cost Factor	Indicator of Success
Activity 4.2a – Motivational	Principal	Incentive	Increased



prizes and incentives will be given for increasing attendance and achievement		costs	attendance
Activity 4.2b – A process of calling parents/guardians of absent students will be implemented	Principal	Parent stipend	Increased attendance

GOAL 5 DATA AND INFORMATION MANAGEMENT – DATA WILL BE USED TO LEAD THE INSTRUCTIONAL PROGRAM

OBJECTIVE 5 1 - SCHOOL STAFF WILL BE TRAINED AND GUIDED TO USE DATA TO GUIDE THEIR INSTRUCTIONAL PROGRAM

Activity	Person(s) Responsible	Cost Factor	Indicator of Success
Activity 5.1a – District will purchase Learning Village for the school	District	District costs	Increased use of benchmark data, teacher made tests
Activity 5.1 b – Partner provider will concentrate on modeling coaching and guiding teachers on using data to drive instruction	Principal partner	Costs covered by district year 1	Observation
Activity 5.1 c. Administration will be trained on using data effectively and using data to lead professional development opportunities.	Principal, partner	Costs covered year one	Observation, increased test scores

Activity 5.1d – Data will be made public through the use of displays, data walls, and relate activities	Principal, partner	Costs covered year one	Observation, increased test scores
Activity 5.1e - Partner provider will highlight MEAP data, Learning Village data and local assessment data to inform instruction and to develop situational grouping in classrooms based on student needs	Principal, partner,	Costs covered year one	Observation, increased test scores
Activity 5.1f – teachers will be trained on developing classroom assessments that can guide instruction and identify student remediation needs.	Partner, principal	Covered by district year 1	observation

# YEAR 2

GOAL 1 TEACHING FOR LERANING – HOLMES WILL PROVIDE A RIGOROUS STANDARDS BASED INSTRUCTIONAL PROGRAM DRIVEN BY THE USE OF DATA DRIVEN PROCESSES USING ALL AVAILABLE ASSESSMENT AND NON ASSESSMENT DATA

OBJECTIVE 1.1 – SCHOOL WILL PROVIDE MAXIMUM LEARNING OPPORTUNITIES FOR STUDENTS THROUGHOUT THE SCHOOL YEAR.

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 1.1a – Through district funding the school year will be extended for two hours, one for reading and one for math instruction for targeted students in need of additional remediation	District	District funded	Attendance
Activity 1.1b – School will offer before school MEAP test preparation during second semester	Principal	10 weeks one hour two days per week, four teachers	Increased performance on MEAP test
Activity 1.1c – The school will develop a schedule of educational field trips for students to enhance their educational experience throughout the school year	Principal, grade level teams	8 trips one per month, ten months	Attendance
Activity 1.1d – Saturday school will be developed for targeted student population most in need of remediation and tutorial.	Principal	Two hours, five teachers 20 Saturdays	Attendance, observations

Activity 1.1 e – Individual Learning Plans will be developed for all at risk students.	Principal, teachers, counselors	Costs of supplies	Completed plans
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OBJECTIVE 1.2 – SCHOOL WILL EMPHASIZE RIGOROUS GRADE LEVEL INSTRUCTION WITH A PRIORITY IN READING AND MATH

Activity	Person(s) Responsible	Cost Factor	Indicator of Success
Activity 1.2a – One additional reading specialist will be hired to have one for primary and one for intermediate grades	Principal	1 teaching positions	Increased test scores
Activity 1.2b – One Academic Engagement Specialist will be hired	Principal	1 teaching positions	Increased test scores
Activity 1.2.c - One Library Media Specialist will be hired	Principal	1 teaching position	Increased use of Library media center
Activity 1.2d – Through the use of the partner provider, school will emphasize strategies to incorporate reading across the curriculum.	Principal, partner	Related partner costs	Observation
Activity 1.2e – District will fund Reading Recovery	District costs		

OBJECTIVE 1.3 - SCHOOL WILL INCORPORATE TECHNOLOGY AIDS TO ENHANCE THE INSTRUCTIONAL PROGRAM

Activity	Person(s) Responsible	Cost Factor	Indicator of Success
Activity 1.3a – Professional development will assist teachers in incorporating technology into their instructional program.	Principal, leadership team,	In service costs	Increased use of technology through observation
Activity 1.3b – District will provide Netbooks for all 6-8 grade students	District		
Activity 1.3c – One additional computer lab will be added	Principal	One computer lab	Observation
Activity 1.3 d – One technology specialist will be hired	Principal	1 teaching position	observation
Activity 1.3e- 30 lap tops for teacher use as instructional and management tool	Year one only		
Activity 1.3f – Three smart boards and one Prometheum board for use in the classroom labs	Year one only		
Activity 1.3g – One Academy Director to lead the technology focus	Principal	One position	Increased use of technology

OBJECTIVE 1.4 – SCHOOL WILL PROVIDE ADDITIONAL SUPPORT SERVICES FOR STUDENTS WITH BEHAVIORAL, SOCIAL OR EMOTIONAL NEEDS

Activity	Person(s) Responsible	Cost Factor	Indicator of Success
Activity 1.4.a – One Dean of Students will be hired to work with students on behavioral issues	Principal	1 teaching position	Decreased discipline referrals and decreased suspensions
Activity 1.4b – School supplies will be purchased to ensure all students are prepared for the school day	Principal	Costs of supplies	Better prepared students
Activity 1.4 c – Conflict resolution training will be utilized for students and staff	Year one only		

GOAL 2 LEADERSHIP – SUPPORT WILL BE GIVEN TO ENSURE THE PRINCIPAL SPENDS OVER 50% OF THE DAY ON INSTRUCTIONAL LEADERSHIP ACTIVITIES

OBJECTIVE 2.1 – PRINCIPAL WILL BE GUIDED THROUGH A PROCESS OF INCLUSIVE LEADERSHIP

Activity	Person(s) Responsible	Cost Factor	Indicator of Success
Activity 2.1a – Partner provider will assist principal in the ongoing functioning of a leadership team, vertical team meetings and grade level meetings	Principal, partner, school staff	Related partner costs	Inclusive teams

Activity 2.1b – Partner will provide a quality review visit to present ongoing data on the new staff and the school learning environment	Principal, partner, school staff	Related partner costs	Completed quality review
Activity 2.1c – Partner will provide a Capacity Building Plan to target specific actions the principal can take in leading the school to improved academic performance	Principal, partner, school staff	Related partner costs	Completed CBP
Activity 2.1d – School will continue inclusive school walk through process led by the principal and school leaders	Principal, partner, school staff	Related partner costs	Complete walk through schedules

OBJECTIVE 3 PERSONNEL AND PROFESSIONAL LEARNING AS PER THE TURNAROUND MODEL PERSONNEL CHANGES WILL BE MADE AND A PROFESSIONAL DEVELOPMENT PLAN WILL BE PUT INTO PLACE

OBJECTIVE 3.1 SCHOOL PRINCIPAL AND STAFF WILL BE REPLACED

Activity	Person(s) Responsible	Cost Factor	Indicator of Success
Activity 3.1a – District will appoint a new principal	Year one only		
Activity 3.1b – Principal will complete a process of hiring new staff	Year one only		

OBJECTIVE 3.2 BASED ON QUALITY REVIEW AND ADDITIONAL DATA, SCHOOL WILL DEVELOP A YEAR LONG PROFESSIONAL DEVELOPMENT PLAN EMPHASIZING JOB EMBEDDED PROCESSES

Activity	Person(s) Responsible	Cost Factor	Indicator of Success
Activity 3.2a – Partner will guide the school through a professional development plan based on data an current performance and a school improvement plan	Principal, partner, stakeholders	Related partner costs	Completed PD plan and SIP
Activity 3.2b- Plan will emphasize modeling and coaching and will build internal capacity	Year one only		
Activity 3.2 c – Plan will mirror best practices and highlight Professional Learning Communities	Year one only		
Activity 3.2c – Two day planning session for selected staff to ensure an effective school calendar that complements the instructional program	Principal	10 people, 2 days, 10 hours total	Completed school calendar that ensures instructional program will be implemented with no interruptions

OBJECTIVE 3.3 - PROCESSES WILL BE PUT INTO PLACE TO ENSURE THAT PROFESIONAL DEVELOPMENT OPPORTUNITIES DO NOT NEGATIVELY IMPACT THE INSTRUCTIONAL DAY

Activity	Person(s) Responsible	Cost Factor	Indicator of Success
Activity 3.3a – Substitutes will be trained on school procedures and processes	Principal, leadership team	Outside trainer, stipends	Completed training



Activity 3.3b – Substitute pay will be provided to assist in getting high quality substitutes when necessary while teachers participate in professional development activities.	Principal, leadership team	Sub pay	observation
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GOAL 4 SCHOOL COMMUNITY RELATIONS – PARENT INVOLVEMENT WILL INCREASE BY 50%

OBJECTIVE 4.1 – ADDITIONAL OPPORTUNITIES WILL BE PROVIDED FOR PARENTS TO PARTICIPATE IN THE LIFE OF THE SCHOOL

Activity	Person(s) Responsible	Cost Factor	Indicator of Success
Activity 4.1a – Family nights will be planned for literacy and for mathematics	Principal, teachers	Refreshments, related costs	Attendance, increased parental involvement
Activity 4.1b – Community Schools Partnerships will be brought into the school	Principal	CSP costs	Improved participation

OBJECTIVE 4.2 STUDENT ATTENDANCE WILL INCREASE TO AYP GUIDELINES

Activity	Person(s) Responsible	Cost Factor	Indicator of Success
Activity 4.2a – Motivational prizes and incentives will be given for increasing attendance and achievement	Principal	Incentive costs	Increased attendance

Activity 4.2b – A process of calling parents/guardians of absent students will be implemented	Principal	Parent stipend	Increased attendance
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GOAL 5 DATA AND INFORMATION MANAGEMENT – DATA WILL BE USED TO LEAD THE INSTRUCTIONAL PROGRAM

OBJECTIVE 5 1 - SCHOOL STAFF WILL BE TRAINED AND GUIDED TO USE DATA TO GUIDE THEIR INSTRUCTIONAL PROGRAM

Activity	Person(s) Responsible	Cost Factor	Indicator of Success
Activity 5.1 a – District will purchase Learning Village for the school	District	District costs	Increased use of benchmark data, teacher made tests
Activity 5.1 b – Partner provider will concentrate on modeling coaching and guiding teachers on using data to drive instruction	Principal partner	Related partner costs	Observation
Activity 5.1 c. Administration will be trained on using data effectively and using data to lead professional development opportunities.	Year one only		
Activity 5.1 d – Data will be made public through the use of displays, data walls, and relate activities	Principal, partner		Observation, increased test scores

<p>Activity 5.1e - Partner provider will highlight MEAP data, Learning Village data and local assessment data to inform instruction and to develop situational grouping in classrooms based on student needs</p>	<p>Principal, partner,</p>	<p>Related partner costs</p>	<p>Observation, increased test scores</p>
<p>Activity 5.1f – teachers will be trained on developing classroom assessments that can guide instruction and identify student remediation needs.</p>	<p>Partner, principal</p>	<p>Related partner costs</p>	<p>observation</p>

# YEAR 3

GOAL 1 TEACHING FOR LERANING – HOLMES WILL PROVIDE A RIGOROUS STANDARDS BASED INSTRUCTIONAL PROGRAM DRIVEN BY THE USE OF DATA DRIVEN PROCESSES USING ALL AVAILABLE ASSESSMENT AND NON ASSESSMENT DATA

OBJECTIVE 1.1 – SCHOOL WILL PROVIDE MAXIMUM LEARNING OPPORTUNITIES FOR STUDENTS THROUGHOUT THE SCHOOL YEAR.

Activity	Person(s) Responsible	Cost factor	Indicator of Success
Activity 1.1a – Through district funding the school year will be extended for two hours, one for reading and one for math instruction for targeted students in need of additional remediation	District	District funded	Attendance
Activity 1.1b – School will offer before school MEAP test preparation during second semester	Principal	10 weeks one hour two days per week, four teachers	Increased performance on MEAP test
Activity 1.1c – The school will develop a schedule of educational field trips for students to enhance their educational experience throughout the school year	Principal, grade level teams	8 trips one per month, ten months	Attendance
Activity 1.1d – Saturday school will be developed for targeted student population most in need of remediation and tutorial.	Principal	Two hours, five teachers 20 Saturdays	Attendance, observations
Activity 1.1 e – Individual	Principal,	Costs of	Completed plans

Learning Plans will be developed for all at risk students.	teachers, counselors	supplies
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OBJECTIVE 1.2 – SCHOOL WILL EMPHASIZE RIGOROUS GRADE LEVEL INSTRUCTION WITH A PRIORITY IN READING AND MATH

Activity	Person(s) Responsible	Cost Factor	Indicator of Success
Activity 1.2a – One additional reading specialist will be hired to have one for primary and one for intermediate grades	Principal	1 teaching positions	Increased test scores
Activity 1.2b – One Academic Engagement Specialist will be hired	Principal	1 teaching positions	Increased test scores
Activity 1.2.c - One Library Media Specialist will be hired	Principal	1 teaching position	Increased use of Library media center
Activity 1.2d – Through the use of the partner provider, school will emphasize strategies to incorporate reading across the curriculum.	Principal, partner	Related partner costs	Observation, increased test scores
Activity 1.2e – District will fund Reading Recovery	District	District costs	Improved DIBELS

OBJECTIVE 1.3 - SCHOOL WILL INCORPORATE TECHNOLOGY AIDS TO ENHANCE THE INSTRUCTIONAL PROGRAM

Activity	Person(s) Responsible	Cost Factor	Indicator of Success
Activity 1.3a – Professional development will assist teachers in incorporating technology into their instructional program.	Year one and two only		
Activity 1.3b – District will provide Netbooks for all 6-8 grade students	District	District cost	Observation
Activity 1.3c – One additional computer lab will be added	Year one only		
Activity 1.3 d – One technology specialist will be hired	Principal	1 teaching position	observation
Activity 1.3e- 30 lap tops for teacher use as instructional and management tool	Principal	30 laptops	Observation
Activity 1.3f – Three smart boards and one Prometheum board for use in the classroom labs	Principal	Cost of technology	Observation
Activity 1.3g – One Academy Director to lead the technology focus	Principal	One position	Increased use of technology

OBJECTIVE 1.4 – SCHOOL WILL PROVIDE ADDITIONAL SUPPORT SERVICES FOR STUDENTS WITH BEHAVIORAL, SOCIAL OR EMOTIONAL NEEDS

Activity	Person(s) Responsible	Cost Factor	Indicator of Success
Activity 1.4.a – One Dean of Students will be hired to work with students on behavioral issues	Principal	1 teaching position	Decreased discipline referrals and decreased suspensions
Activity 1.4b – School supplies will be purchased to ensure all students are prepared for the school day	Principal	Costs of supplies	Better prepared students
Activity 1.4 c – Conflict resolution training will be utilized for students and staff	Year one and two only		

GOAL 2 LEADERSHIP – SUPPORT WILL BE GIVEN TO ENSURE THE PRINCIPAL SPENDS OVER 50% OF THE DAY ON INSTRUCTIONAL LEADERSHIP ACTIVITIES

OBJECTIVE 2.1 – PRINCIPAL WILL BE GUIDED THROUGH A PROCESS OF INCLUSIVE LEADERSHIP

Activity	Person(s) Responsible	Cost Factor	Indicator of Success
Activity 2.1a – Partner provider will assist principal in the ongoing function of a leadership team, vertical team meetings and grade level meetings	Principal, Partner	Related partner costs	Minutes and agendas
Activity 2.1b – Partner will provide a quality review	Principal, partner,	Related partner costs	Completed quality review

visit to present ongoing data on the new staff and the school learning environment and to move towards inclusive leadership	school staff		
Activity 2.1c – Partner will provide a Capacity Building Plan to target specific actions the principal and staff can take in leading the school to improved academic performance	Principal, partner, school staff	Related partner costs	Completed CBP
Activity 2.1d – School will develop and institute an inclusive school walk through process led by the school staff	Principal, partner, school staff	Related partner costs	Staff led walk throughs

OBJECTIVE 3 PERSONNEL AND PROFESSIONAL LEARNING AS PER THE TURNAROUND MODEL PERSONNEL CHANGES WILL BE MADE AND A PROFESSIONAL DEVELOPMENT PLAN WILL BE PUT INTO PLACE

OBJECTIVE 3.1 SCHOOL PRINCIPAL AND STAFF WILL BE REPLACED

Activity	Person(s) Responsible	Cost Factor	Indicator of Success
Activity 3.1a – District will appoint a new principal	Year one only		
Activity 3.1b – Principal will complete a process of hiring new staff	Year one only		



OBJECTIVE 3.2 BASED ON QUALITY REVIEW AND ADDITIONAL DATA, SCHOOL WILL DEVELOP A YEAR LONG PROFESSIONAL DEVELOPMENT PLAN EMPHASIZING JOB EMBEDDED PROCESSES

Activity	Person(s) Responsible	Cost Factor	Indicator of Success
Activity 3.2a – Partner will guide the school through a professional development plan based on data an current performance and a school improvement plan	Principal, partner, stakeholders	Related partner costs	Completed PD plan and SIP
Activity 3.2b- Plan will emphasize modeling and coaching and will build internal capacity	Year one only		
Activity 3.2 c – Plan will mirror best practices and highlight Professional Learning Communities	Year one only		
Activity 3.2c – Two day planning session for selected staff to ensure an effective school calendar that complements the instructional program	Principal	10 people, 2 days, 10 hours total	Completed school calendar that ensures instructional program will be implemented with no interruptions

OBJECTIVE 3.3 - PROCESSES WILL BE PUT INTO PLACE TO ENSURE THAT PROFESIONAL DEVELOPMENT OPPORTUNITIES DO NOT NEGATIVELY IMPACT THE INSTRUCTIONAL DAY

Activity	Person(s) Responsible	Cost Factor	Indicator of Success
Activity 3.3a – Substitutes will be trained on school procedures and processes	Principal	Sub stipend, pd costs	Completed training

Activity 3.3b – Substitute pay will be provided to assist in getting high quality substitutes when necessary while teachers participate in professional development activities.	Principal	Sub pay	observation
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GOAL 4 SCHOOL COMMUNITY RELATIONS – PARENT INVOLVEMENT WILL INCREASE BY 50%

OBJECTIVE 4.1 – ADDITIONAL OPPORTUNITIES WILL BE PROVIDED FOR PARENTS TO PARTICIPATE IN THE LIFE OF THE SCHOOL

Activity	Person(s) Responsible	Cost Factor	Indicator of Success
Activity 4.1a – Family nights will be planned for literacy and for mathematics	Principal, teachers	Refreshments, related costs	Attendance, increased parental involvement
Activity 4.1b – Community Schools Partnerships will be brought into the school	Principal	CSP costs	Improved participation

OBJECTIVE 4.2 STUDENT ATTENDANCE WILL INCREASE TO AYP GUIDELINES

Activity	Person(s) Responsible	Cost Factor	Indicator of Success
Activity 4.2a – Motivational prizes and incentives will be given for increasing attendance and achievement	Principal	Incentive costs	Increased attendance

Activity 4.2b – A process of calling parents/guardians of absent students will be implemented	Principal	Parent stipend	Increased attendance
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GOAL 5 DATA AND INFORMATION MANAGEMENT – DATA WILL BE USED TO LEAD THE INSTRUCTIONAL PROGRAM

OBJECTIVE 5 1 - SCHOOL STAFF WILL BE TRAINED AND GUIDED TO USE DATA TO GUIDE THEIR INSTRUCTIONAL PROGRAM

Activity	Person(s) Responsible	Cost Factor	Indicator of Success
Activity 5.1 a – District will purchase Learning Village for the school	District	District costs	Increased use of benchmark data, teacher made tests
Activity 5.1 b – Partner provider will concentrate on modeling coaching and guiding teachers on using data to drive instruction	Principal partner	Related partner costs	observation
Activity 5.1 c. Administration will be trained on using data effectively and using data to lead professional development opportunities.	Year one only		
Activity 5.1 d – Data will be made public through the use of displays, data walls, and relate activities	Principal, partner	Related partner costs	Observation, increased test scores

Activity 5.1e - Partner provider will highlight MEAP data, Learning Village data and local assessment data to inform instruction and to develop situational grouping in classrooms based on student needs	Principal, partner,	Related partner costs	Observation, increased test scores
Activity 5.1f – teachers will be trained on developing classroom assessments that can guide instruction and identify student remediation needs.	Partner, principal	Related partner costs	observation

**BENCHMARK DATA/TARGETS**

**ANNUAL STUDENT TARGETS:**

MEAP RESULTS IN ELA AND MATH FOR GRADES 3-8,

PERCENT PROFICIENT

DETROIT PUBLIC SCHOOLS: HOLMES ELEMENTARY SCHOOL

	READING				MATH			
SUBGROUP	BASE LINE	2011	2012	2013	BASE LINE	2011	2012	2013
Total	55.8%	61.4%	67.5%	74.3%	36.7%	40.3%	49.4%	58.8%
Students w Disabilities	29.0%	31.8%	39.4%	51.3%	22.2%	24.5%	30.0%	42.0%
LEP Students								
White								

African American	56.1%	61.7%	74.2%	86.7%	36.7%	40.3%	49.4%	58.8%
Asian/Pacific Islander								
American Indian/Native American								
Hispanic								
Others								
Economically Disadvantaged	56.5%	62.3%	74.8%	87.1%	36.5%	40.5%	49.7%	59.8%
ATTENDANCE								
Students with Disabilities	90%	92%	94%	97%				

2. Explain how the school will use data to inform instruction, guide decision-making, and design professional development related to the proposed activities.
  - i. Discuss how the school will use data to develop and refine its improvement plan and goals based on sub groups in need. As the school has new leadership and a new teaching staff, the external partner provider will complete a school wide quality review. From that review the partner, in conjunction with the school leadership, will develop a Capacity Building Plan, this plan will become the tool for improved instruction for the school year and will enable the school to alter its school improvement plan to reflect the new priorities. This CBP will highlight not only observational processes but will present to the school an analysis of current test data and will lead the school to make decisions based on the data and what it tells the school .

- ii. Describe how the school will collect, analyze and share data with internal and external stakeholders. Include how the school will ensure that all administrators and teachers are able to access and monitor each student's progress and analyze the results.

The principal will be given targeted assistance in developing a school leadership team with the primary purpose being the examination of data and the development of data driven decision making processes. In addition, the partner provider will guide the school in the development of school based teams, both vertical teams and grade level teams. The purpose of these teams is to make data driven decisions in an inclusive and collaborative environment. Grant money is being targeted to assure the implementation of these teams and to assist in making them, along with school walk throughs, a part of the process of driving instruction with data decisions.

- iii. Describe how the school plans to adjust instruction based on progress monitoring and data results collected.

The external partner provider, a literacy and a data person, in addition to selected school based personnel, will use job embedded professional development to model and coach teachers on developing and presenting lessons based on data driven decision making processes. The partner assists the school personnel in reviewing relevant data and moving that data into actual lesson plans. Then follow up processes will assist the teacher in determining whether or not the students have learned from the lesson, how to measure that and what to do if it not happening.

The school will work strategically throughout the year on using data to drive instruction. Through the lead of the external partner provider, all staff will be introduced to data driven instruction processes and an evaluation will take place to identify the level of expertise for each staff member. Following that identification, the partner will begin to work on MEAP data, highlighting disaggregated data and identifying strengths and weaknesses based on the standards measured on the state test. Teachers will be led, through modeling and coaching, to develop lesson plans that will address the highlighted areas needing remediation.

Following this introductory beginning, through the district purchase of benchmark assessments and test banks, the partner will begin to assist the school in the analysis of benchmark data and how to change teaching to fit the needs of the students. With the aid of the test banks, the partners will also work with teachers in developing improved teacher tests that measure highlighted areas of

remediation. Finally, the partner's literacy coach, in conjunction with school and district coaches, will develop strategies to tailor teaching to the needs of the students.

Through ongoing classroom evaluations and through the classroom job embedded professional development with the partner provider, there will be an ongoing observation of monitoring changes in instruction. Partners will work with vertical teams and grade level teams to internalize a self evaluation process based on both benchmark and teacher made assessment data, to determine if changes in instruction are mirroring accelerated learning. The walk through process is also primarily a tool for investigating teaching and learning. From these walk throughs, first led by partners and administrators, observations will be made on instructional method. Through the year the process will move toward being teacher led as the team meeting assist in teacher training and transferring leadership to teaching staff. The walk through process utilized by the partners is based on the Chicago Model which incorporates research based practices which include ten minute class visits, debriefings after each visit and targeted objectives based on priorities determined by the school teams. The walk throughs determine and drive the professional development focus

- iv. Describe and name any local or national assessments used to measure student progress at each grade level.  
The MEAP test is administered in grades three through eight. DIBELS will be used in the primary grades in the priority schools. And Read 180 will be an assessment tool in grade 8. Additionally, the district has purchased Learning Village which will provide benchmark assessments and will also enable teachers to use test banks to complete better teacher made tests.
- v. Discuss how the school has a clearly defined procedure in place for writing a professional development plan that aligns to the National Staff Development Council (NSDC) Standards for Staff Development (<http://www.nsd.org/standards/index.cfm>) that focuses on context standards, process standards and content standards. If the school or LEA does not have a professional development plan in place, describe the process and timeline for completing a professional development plan.

The school does not currently have an up to date staff development plan in place that will fit their current needs and meet the guidelines

of this grant. The principal has been replaced and is currently completing the process of hiring new staff for the upcoming school year.

The external partner provider will guide the school in the process of developing his plan. This will be done through the following steps

- Mid September – completion of a school wide Quality Review providing base line information on the school in the area of academics, current professional development status, rigorous instruction, school climate and parent community partnerships.
- Mid September – results of Quality Review are shared with school staff and leadership
- Mid to late September – staff is inserviced on the NSDC Standards for Staff Development, initial work on the relevance of data driven decision making and relevant district level initiatives.
- Mid to late September – On going meetings around a staff development plan based on accelerating academic improvement
- Early October – complete a draft of the Staff Development Plan for additional wider input from stakeholders
- Mid October – Completion and start of implementation of school level plan.

3. List the individuals and job titles of the central office and school personnel who will oversee the school receiving School Improvement Grant – Section 1003(g) funds. Include the percentage of time dedicated to oversight of the school.

The District will establish the Office of Priority Schools, which will include an Assistant Superintendent of Priority Schools, Priority School Coaches, and a Priority School Budget Implementation/Compliance Officer. Collectively, this office will be responsible for monitoring and supporting each school with the implementation of the selected model. Each school will be assigned a Priority School Coach, who will be responsible for making direct contact with assigned schools weekly. Each Priority School Coach will be assigned no more than seven SIG schools. At the school level, the principal will be the primary point of contact responsible for ensuring the required components of the plan are fully implemented.



4. Explain specific school improvement technical assistance and evaluation responsibilities needed. Include personnel responsible for coordinating such services.

The external partner provider, Synesi Associates, a Michigan approved vendor, will take the primary responsibilities in these areas. They are experienced in bringing technical assistance in the development and implementation of school improvement plans and have practical experience in developing and monitoring plans for urban school systems. Through the use of the Capacity Building Plan the providers will also take responsibility for bringing monthly evaluations on progress to both the school and the district.

#### Section IV: Fiscal Information

Individual grant awards will range from not less than \$50,000 to not more than \$2,000,000 per school, with grants averaging around \$500,000.

The MDE has asked for a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds, that waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver.

An SEA that requests a waiver of section 421(b) of GEPA to extend the period of availability of SIG funds may seek to make the funds available for up to two years beyond the regular period of availability. For example, without a waiver, FY 2009 SIG funds will be available until September 30, 2011. Through a waiver, those funds could be made available for up to two additional years – until September 30, 13.

#### USES OF FUNDS

School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, funds cannot supplant non-federal funds or be used to replace existing services.

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation will be required.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four turnaround models at the school.

The CFDA (Code of Federal Domestic Assistance) Number for this grant is #84.377A; 84.388A.

For a listing of allowable uses of funds, go to the guidance document listed on the USED website. <http://www2.ed.gov/programs/sif/applicant.html>

## LEA Application Part III

ATTACHMENT VI

Policies and Practices Change Analysis to Implement the SIG Final Requirements

Depending on the intervention model selected by the LEA, some policy and practice changes may need to be implemented. Please indicate below which are already in place, which are under consideration, and which are not needed.

Polices/ Practices	In Place	Under Consideration	Not Needed	
• Leadership councils Composition		X		
• Principal Authority/responsibility	X			
• Duties – teacher	X			
• Duties - principal	X			
• Tenure	X			
• Flexibility regarding professional development activities	X			
• Flexibility regarding our school schedule (day and year)	X			
• Waivers from district policies to try new approaches	X			
• Flexibility regarding staffing decisions	X			
• Flexibility on school funding		X		
<b>Job-Embedded Professional Development</b>				
Topic requirements (e.g., every teacher must have 2 paid days on child development every 5 years) Content	X			

Polices/ Practices	In Place	Under Consideration	Not Needed	
• Schedule	X			
• Length	X			
• Financing	X			
• Instructors		X		
• Evaluation	X			
• Mentoring	X			
<b>Budgeting</b>				
School funding allocations to major spending categories • School staff input on allocation	X			
• Approval of allocation	X			
• Change of allocation midyear	X			
Major contracts for goods and services • Approval process streamlined		X		
• Restrictions (e.g., amounts, vendors)		X		
• Legal clarifications		X		
• Process		X		
• Stipulations (e.g., targeted vs. unrestricted spending)		X		
• Timeline	X			
• Points of contact	X			
Auditing of school financial practices Process	X			
• Consequences	X			

\*Modified from Making Good Choices – A Guide for Schools and Districts, NCREL, c2002, 1998

