Priority School Improvement Plan

Holbrook School

Hamtramck Public Schools

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Introduction

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

School Data Analysis

Introduction

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

Demographic Data

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

Student Demographic Data

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

 Enrollment has been stable at Holbrook over the past 3 years. Most classrooms are at full capacity with 30 or more students. Enrollment tends to be lower in K/1. Our biggest challenge for enrollment is recruiting kindergartners to begin in the fall. Kindergarten and first grade see a steady trickle of enrollment across the school year.

Student Demographic Data

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

The overall school attendance rate continually averages between 95 and 98%. In 2014-2015, the overall attendance rate was 95%. The attendance rate for our African American subgroup has been a concern in the past at 90%. This year, the African American subgroup had an attendance rate of 89%. The past year data shows we have maintained approximately the same attendance level aligned with our 3 year trend data. We will continue to monitor truancy for individual violators and have included the majority of these students as part of the Superintendent's Dropout Challenge program to provide them with an additional measure of support.

Student Demographic Data

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

During the 2012-13 school year, 2% of the student body received an out-of-school suspension. During the 2013-14 school year, approximately 5% of student received an out-of-school suspension. In 2014-15, 17% of the student body had at least one day of suspension out-of-school, but only 3% have had more than five cumulative suspension days. The challenge that has been identified is an increasing rate of suspension resulting in a learning loss for students affected. To combat this issue, a behavior interventionist position was reinstated at the end of the 2014-2015 school year, and teachers are utilizing restorative practices approaches throughout the building.

Student Demographic Data

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

To address enrollment challenges, we have implemented community outreach programs to recruit incoming kindergartners. One specific program is our Kindergarten Round-Up, which is scheduled concurrently with Family Math Night each spring to facilitate attendance. Additionally, we continue our quest to improve the quality of instruction at Holbrook to ensure our families stay enrolled here. We are responsive to concerns that parents bring to our attention while also proactively providing parents with information and contacting families when there is reason to suspect they have concerns.

To address absenteeism, we will continue to monitor for chronic truancy violators. Once these students are identified, we include as many as possible in the Superintendent's Dropout Challenge program to ensure they have additional attendance support.

To address behavior challenges, we reinstated the behavioral interventionist position. This position had existed in previous school years but had been eliminated due to budget cuts. It is clear that the role is necessary given the increase in suspensions.

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?

Holbrook has just had a new administrator join us for the 2015-2016 school year. This will be his first year as an administrator, but comes with a wide variety of teaching experience. Prior to moving into a leadership role, he taught for 8 years in a variety of grades. He also has served as a dean of students and a restorative practice coordinator, both in a middle school setting. His experience has been in a wide variety of communities, including overseas working with non-English speakers. Mr. Miller's experience working with middle school students, experience with ELL students, and his strong background with Restorative Practices will support our challenge areas and lead to increased achievement in the upcoming year.

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?

Our staff has a broad range in amount of teaching experience. Out of our 16 faculty members, 75% have more than 4 years of experience, and one-third of that group has more than 15 years of experience. The remaining 25% have fewer than 4 years of experience. This balance of experience at our school positively impacts student achievement. Most of our faculty has spent years developing their craft, and the veteran teachers are able to support new teachers in their growth. Additionally, our most seasoned veterans preserve institutional memory and are well known and widely regarded in the close-knit neighborhood. The newer teachers, on the other hand, provide fresh perspectives and keep everyone current on cutting edge research and trends in education.

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

The school leader had six absences this school year. Four were sick or personal days and 1.5 days were spent on professional development. Her total absences amounted to less than 0.5% of the year. Regardless of the reason for an absence, school functioning is impaired when the school leader is not present. However, our school leader's attendance is more than adequate and would not negatively affect student achievement.

Teacher/School Leader(s) Demographic Data
8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

Fourteen teachers were absent for a cumulative 234.5 days. Seventy-nine percent were sick or personal days, and 21% were professional development. Regardless of the reason behind an absence, student learning is negatively impacted on days when a substitute teacher fills in. Additionally, classroom teacher absences sometimes necessitate non-classroom teachers to fill in, causing lost intervention time for their regularly scheduled students. When non-classroom teachers are absent, there are no substitute teachers assigned, which also results in lost intervention time. Teacher attendance undoubtedly has a negative impact on student achievement.

Teacher/School Leader(s) Demographic Data

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

We view our broad range of teacher experience as an asset rather than a challenge given that we have a small fraction of less experienced teachers who are being adequately supported by veterans. Regarding school leader demographics, our administrator's lack of experience, despite her long teaching tenure, may have negatively impacted student achievement.

Chronic illness of one teacher partially accounts for the high number of teacher absences. Removing the 46.5 days she missed lowers the cumulative total for all teachers to 139 days for illness-related absences. Additionally, paternity leave of another teacher also elevated this total. It is unlikely that these absences will occur next year, so we expect our faculty attendance rate to be higher. Professional development accounted for more than 25% of total absences once the outliers were removed, and in the upcoming school year, there will be fewer days of out-of-building professional development, which will cut the number further. It is worth noting that having a more seasoned staff does correlate to more absences since those further along in their career are considerably more likely to need to miss work than younger teachers for family-related illnesses.

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?

-Communication with regard to cultural responsiveness (Indicator X)

-Learning Environment with regard to Instruction (Indicator E)

-School, Family and Community Relations (Strand IV)

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?

Standard 5 - "A Culture for Learning" stands out as a challenge because we are still in the beginning phase of implementation. Additionally, Indicator J - "Student Involvement in the Assessment Process" is still in the beginning phase of implementation, as is Indicator O - "Shared Leadership for Learning."

12. How might these challenges impact student achievement?

Standard 5 Indicator O: Shared Leadership for Learning impacts our students achievement because as a small staff there are few mentors to assist many new teachers and build capacity. Singleton teachers have limited collaboration opportunities and limited data for comparison and reflection.

Similarly, Standard 6 Indicator R resources allocation: Holbrook has a high percentage of ESL students, at risk students and socio-economically disadvantage students. Due to financial constraints of the district

Indicator J Student Involvement in Assessment Process: The staff is currently developing formative assessments and common assessments therefore students are not yet actively involved in the process , thus impacting their ability to self-assess and reflect.

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.

To move students towards having greater ownership over their learning, we have begun developing formative assessment protocols, as well as student portfolios and student-led conferences.

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?

The school has regularly scheduled data meetings, in which we review the progress of students teachers and specialists are concerned with. Building support staff (reading specialists, ELL teacher, math specialist) review provided services to ensure students needs are being met.

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

Students in grades 2-6 have the opportunity to become part of the after school program that extends their learning opportunities.
Title funds are allocated to ensure each class has opportunities to visit community, cultural, and authentic environments.
We offer 4 evenings of core curriculum nights that allow parents and students to develop common language, goals and insight.
Students in grade 6-8 participated in the development of science fair projects.
8th grade students who are high achievers in math, or show aptitude in math, and showed above average growth in 7th grade, are offered the Algebra 1 class to enhance and challenge them.
Summer school is also available to 1/4 of the population.

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

Students are identified for extended learning opportunities by using varying pieces of data. While we do our best to afford opportunities to everyone through family curriculum nights, school-wide assemblies, field trips, etc., we also look at students that are lacking skills that are monitored by our school assessments. We use data sources from DRAs, NWEA, progress monitoring, and classroom teacher input. We also take into consideration behavioral/social concerns to support those students in their areas of need to provide opportunities for success.

Parents are notified of these opportunities through a wide range of outlets including our school-wide phone message system (English and Arabic), our school website, monthly calendar, personal phone calls, fliers sent home, permission slips, and through the city newspaper (The Hamtramck Review) column "School Bell".

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?

Teachers have begun to unpack the CCSS in their collaborative meetings, using the standards as a guide for planning instruction. Teachers who have attended professional development series through RESA, including the ELA 21st Century Literacy series, TIPMS, and the Priority School support series, have worked in teams to further understand the major instructional shifts of the Common Core State Standards.

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

n/a

Achievement/Outcome Data

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

19a. Reading- Strengths

Strengths:

Kindergarten and 1st grade- 80% or more students met their NWEA reading goals

School Wide - 87% of students grew in reading this year (Fall to Spring)

School Wide 5% more students are at or above the norm in reading.

Kindergarten had 20% more students at or above the norm in reading than in the Fall

1st Grade has 23% more students at or above the norm in reading than in the Fall

6th Grade has 11% more students at or above the norm in reading than in the Fall

19b. Reading- Challenges

Challenges:

Schoolwide- 67% met their goals or are at or above the norm for reading

3rd grade- only 42% of students met their goals

Decrease in the number of students at or above the norm in reading in grade 3,4,5 and 8

19c. Reading- Trends

As we are no longer doing MEAP and do not have multiple years for MSTEP we can only compare trends from NWEA data which we have starting Fall 2013.

Trends:

Overall School Wide Meeting Growth Targets: Spring 14- 75% Spring '15 64% Decrease of 11%

Decrease in Growth Target Achievement from 2nd grade cohort into 3rd grade cohort of 33%

With the exception of 4th grade- all cohort groups decreased their percentage of students meeting NWEA growth targets

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.

Holbrook has 1 reading specialist who provide smaller group instruction in reading and push in to support classroom reading instruction in a Daily 5 model. Holbrook also has a literacy coach that supports the implementation of schoolwide program as well as develops reading strategies across all content areas. The Direction Instruction Program is used in Grade K-3.This year our ELL teacher began push-in support in ELA lessons for our large ELL population. We have 3 bilingual paraprofessional who support ELL students within the classrooms. We have programs like DISE,Rosetta Stone, Lexia and Raz Kids to support students english language learning and reading development.

20a. Writing- Strengths

Due to the switch from MEAP to MSTEP we do not have writing data. We only have NWEA language usage data.

School Wide we had an increase of 8% of student at or above the grade level norms.
In 5th grade we had an increase of 29% of students at or above the grade level norm.

20b. Writing- Challenges

School Wide only 19% of our students were at or above the grade level norm this spring.
SchoolWide only 65% of our students met their growth targets for language usage.
K-2 do not take the Language Usage NWEA test, we are lacking K-2 writing data.

20c. Writing- Trends

School Wide we are seeing an increase in students at or above the norm however its still only 20% of our students. Just over 1/3 of our student population isn't meeting their language usage goal.

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.

After having a year to better understand the CCSS, as well as the MStep, teachers are now better able teach our young writers in more authentic and fluid ways. Outside of the typical "writing block," teachers will continue to make connections between what they have learned about writing and how to apply it across all content subjects. Additionally, teachers have begun to increase the rigor with which they teach writing: equally emphasizing the three main writing genres, using sources in writing, using rubrics to improve their writing.

While there are always areas we can improve it, we know that the data we are presently looking at to assess growth in writing is primarily focused on language usage. Finding time to more explicitly teach grammar continues to be a challenge at times, given how much our teachers work to both meet students' individual needs, as well as ensure they are learning grade-level content.

21a. Math- Strengths

Strengths:

28% of students were at of above the grade level norm in mathematics, this is a 16% increase from the Fall.
School Wide 92% of students grew from the Fall to Spring on NWEA Math.
K,1st ,2nd,and 5th- had 100% of students grow from their FAll NWEA scores

21b. Math- Challenges

Challenges:

35% decrease in the number of students meeting their math goals from 2nd grade to 3rd grade.

Only 72% of students school wide meet their NWEA math goals.

3rd grade had a decrease in number of students at or above grade level proficient by 3%

7th grade maintained the number of students at or above the grade level norm,

21c. Math- Trends

Math data has maintained approximately the same percent of students achieving their NWEA growth targets over the past two year. When students switch from taking the 2nd grade math test with audio, to the 3rd grade test without audio, we notice a large drop off (over 30%) in the amount of students meeting their goal. A similar drop off can be noted from when students switch from the 5th grade test to 6+ NWEA math test approximately 25% decrease.

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.

Grades 3-5 have moved to a center based model with classroom teacher and a math special or other highly qualified math teacher assisting allowing for more differentiated instruction and timely feedback.K-2 continues to be strong in mathematics instruction and have a new CCSS aligned Everyday Math Curriculum. Grade 6 began this year with a new CCSS version of connected math which will be rolled up each grade level. Intervention block/Advanced math block were schedule this year to meet the needs of the 8th grade class and extended your higher ability math students. Additionally, we have programs like Study Island and accelerated math that are used for interventions. Our 6-8 Math instructor and our Math Specialist attended PD throughout the year with follow up coaching to help improve their practice.

22a. Science- Strengths

Strengths

4th grade 27% at or above the norm on Spring NWEA

7th Grade 23% at or above the norm on Spring NWEA

80% of students in 4th grade met their NWEA goals from Fall to Spring

School Wide 84% of student grew in science

22b. Science- Challenges

Only 4% of students are at or above the norm in 3rd grade and 6th grade

Only 43% of students met their growth goals in third grade

Only 15% of the students school wide are at or above the grade level norm

22c. Science- Trends

Historically in Science on the MEAP Holbrook has had scores of 0% proficient. NWEA growth scores show a trend of higher levels of achievement. Our highest percent proficiency grade levels are 4th and 7th which are the MSTEP science testing grades.

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.

Having NWEA growth data allows, teachers to unpack data and see which areas our students are strong or weak in. We completed a program evaluation on the Foss kits which have been our main resource for teaching science. Evaluations this year were focused on science instruction. Teachers were required to use SIOP planning template for science lessons.

23a. Social Studies- Strengths

We do not currently have common assessment data and MEAP has changed to MSTEP so we do not have Social Studies data to determine strengths and weaknesses.

23b. Social Studies- Challenges

We do not currently have common assessment data and MEAP has changed to MSTEP so we do not have Social Studies data to determine strengths and weaknesses.

23c. Social Studies- Trends

We do not currently have common assessment data and MEAP has changed to MSTEP so we do not have Social Studies data to determine strengths and weaknesses.

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 do not currently have common assessment data and MEAP has changed to MSTEP so we do not have Social Studies data to determine strengths and weaknesses.

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?

Overall, the domains that received the highest ratings by students were "Purpose & Direction" and "Teaching and Assessing for Learning". Also worthy
of note is the fact that a statement about motivation to learn received either the first or second highest rating in all grade levels: "In my school my principal and teachers want every student to learn."

The four highest rated responses (by overall average) for each grade level are listed below (in order of rating):

Grades 3-5:
- In my school my principal and teachers want every student to learn.
- My teachers want me to do my best work.
- In my school I am learning new things that will help me.
- My school has computers to help me learn.
Grades 6-8:
- In my school. teachers work together to improve student learning.
- My school motivates me to learn new things.
- In my school, programs and services are available to help me succeed.
- In my school, the principal and teachers have high expectations of me.

24b. Student Perception Data

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

Students in grades 3-5 expressed their area of concern in the standard of "Governance and Leadership" while the 6-8 grade students expressed dissatisfaction in the "Resources and Support Systems".
Overall, there appears to be general dissatisfaction in areas of respect among students in the school. Many of the lowest satisfaction scores or the 3-5 group and the 6-8 group all deal with respect: "In my school students treat adults with respect" (3-5), "In my school, students treat adults with respect" (6-8), "In my school, all students are treated with respect" (6-8), and "In my school, students respect the property of others"

Grades 3-5:
- My principal and teachers ask me what I think about school.

- In my school students treat adults with respect.

- My school is safe and clean.

- In my school I am treated fairly.

Grades 6-8:

- In my school, all students are treated with respect.

- In my school, students help each other even if they are not friends.

- In my school, students treat adults with respect.

- In my school, students respect the property of others.

24c. Student Perception Data

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

There are significant cultural hurdles in place at our school: one of gender relations and one of indifference about education. These differences cause tension within classrooms, between genders, and sometimes between teachers and students. As teachers continue to have high expectations for students and families they are confronted by an apathetic view towards education. In addition, we do a lot to make sure that we are communicating effectively with our parents and community, but we sometimes have difficulty due to the language differences. We will continue our work of improving parental involvement by organizing more family nights and continuing to utilize our bilingual paraprofessionals. Noted earlier, these lowest areas are still not a significant percent, but our goal is to achieve 100% satisfaction. We will also look to the work of our student academic and behavior specialist to bring about a culture of respect in our building. We will hold character assemblies each month coordinated by our staff but performed by our students to help with our development of respect and understanding.

25a. Parent/Guardian Perception Data

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

Overall, the parent survey appears to reveal that parents are satisfied with the instruction that their children are receiving in the classroom. The four highest rated responses from parents are listed below (in order of rating), followed by an overall summary:

- Our school provides a safe learning environment.

- Our school maximizes learning time.

- Teachers work as a team to help my child learn.

- Teachers and staff are always improving for student learning.

25b. Parent/Guardian Perception Data

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

Overall, the parents surveyed expressed satisfaction with our school. There were not any areas of concern indicated this year. We understand that we must not take that for granted and will continue to develop a more concise survey to extract more specific feedback for

next year. We will continue to work in the previous areas of concern to ensure that all stakeholders are satisfied. In the past, the areas of concern were the following:

The three lowest rated responses (by overall average) from parents are listed below (in order of rating)

- Our school provides up-to-date learning resources and tools for learning.

- Our school provides opportunities for students to participate in activities that interest them.

- The school informs me of all activities available on a regular basis.

25c. Parent/Guardian Perception Data

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

One possible cause for the patterns we have identified deals with the language and cultural barriers inherent in our school population and community. Often families have limited access to phones so the teleparent system does not reach them consistently. In addition, due to staffing and funding issues, we do not offer many extra-curricular activities to target the personal, non-academic interests of our students. We have hired numerous paraprofessionals, brought more parents in to the building, and hired a parent coordinator who will all help to ensure there is outreach into the community. These stakeholders should significantly improve relations and build a solid base of communication across cultural and language barriers. We also have a larger staff than in previous years, so we will look to implement more activities to target the academic and non-academic interests of our students.

26a. Teacher/Staff Perception Data

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

Overall, the domains that received the highest ratings by teachers and staff were "Purpose & Direction" and "Using Results for Continuous Improvement". The common theme among many of these statements is that the teachers and staff appear to be satisfied with the way data is being monitored and the academic expectations that students are held to.

The four highest rated responses (by overall average) from teachers/staff are listed below (in order of rating):

- Our school's purpose statement is clearly focused on student success.

- Our school's leaders expect staff members to hold all students to high academic standards.

- Our school leaders monitor data related to school continuous improvement goals.

- Our school's leaders hold themselves accountable for student learning

26b. Teacher/Staff Perception Data

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

Overall, the domain that received the lowest ratings by teachers and staff was "Teaching & Assessing for Learning", which received three of the

four lowest responses. Also worthy of note is the fact that the lowest rated statement scored significantly lower (2.96 out of 5.00) than any of the other responses ("Our school provides opportunities for students to participate in activities that interest them").

The four lowest rated responses (by overall average) from teachers/staff are listed below (in order of rating):

- Our school provides opportunities for students to participate in activities that interest them.

- In our school, a formal process is in place to support new staff members in their professional practice.

- All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.

- All teachers in our school have been trained to implement a formal process that promotes discussion about student learning.

26c. Teacher/Staff Perception Data

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

Comparinging last two year's staff perception data to this year's, we see many similarities. Again, "Teaching & Assessing for Learning" is our lowest scored section. Moreover, the statement that scored, by far, the lowest overall average was the same last year and this year ("Our school

provides opportunities for students to participate in activities that interest them"), even though the average slightly improved this year.

Although the size of our school and staff limits our capabilities in this area, we have added electives for students this year and will continue to build our robotics program, science fair, writing club, the after school HOPE program, and reach out to existing programs in the community to provide those opportunities to our students.

In the area of Teaching & Assessing for Learning, our staff will be participating on a district wide assessment team to engage in professional collaboration to build district-wide assessments to support the gaps in our data.

27a. Stakeholder/Community Perception Data

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

n/a

27b. Stakeholder/Community Perception Data

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

n/a

27c. Stakeholder/Community Perception Data

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

n/a

Summary

28a. Summary

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

Demographic Data-

    Challenges

        - K-1 Enrollment (Increasing, but not at capacity)

        - Increase in out of school suspensions by 12% in 2014-2015

        - Teacher Attendance

    Strengths

        - 2-8 Enrollment (Maintained 30 per class)

        - Low teacher turnover

        - Diverse teaching staff (years of experience)

Process Data

    Challenges

        - Culture for learning

        - Student involvement in the assessment process

        - Shared leadership for learning

    Strengths

        - Communication (cultural understanding)

        - Learning environment with regards to instruction

        - School, family, and community relations

Achievement Data

    Challenges

        - Lack of writing data (used NWEA Language Usage MAP test)

        - Lack of Social Studies data

        - Students meeting growth targets (NWEA MAP) in Reading (67%), Writing/Language Usage (65%), Math (72%)

    Strengths

        - Increase in school wide proficiency on NWEA MAP in subject areas of Reading (5% increase), Writing/Language (8%   \

         increase), Math (16% increase)

        - School wide science growth from fall to spring was 84%

Perception Data

    Challenges

- Respect among students/students and teachers/students

- Extra Curricular Opportunities

Strengths

- Student Learning (especially highlighting opportunities for all students to receive appropriate support)

- Academics

- Motivation

28b. Summary

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

Demographic Data-

Challenges

- K-1 Enrollment (Increasing, but not at capacity)

- Increase in out of school suspensions by 12% in 2014-2015

- Teacher Attendance

These challenges that I have been identified may impact student achievement by a lack of consistent and high quality instruction. Students that are serving an out of school suspension are not able to receive consistent instruction and lose time spent on task. This also is affected by the rise experienced in teacher attendance this year.

Process Data

Challenges

- Culture for learning

- Student involvement in the assessment process

- Shared leadership for learning

Without all stakeholders feeling like they have control or a voice in their education, students, teachers and parents begin to lose motivation; creating a fixed mind-set atmosphere. This has been a focus of our this year to begin to engage all stakeholders in the process of developing this growth mind-set to facilitate learners that have confident problem solving skills.

Perception Data

Challenges

- Respect among students/students and teachers/students

- Extra Curricular Opportunities

At Holbrook, we strive to provide a safe and enjoyable academic community. As we reflect, we understand the impact that feeling unsafe or disrespected has on a student's and teacher's ability to strive for excellence. We work hard to create a community where diversity and creativity is respected and will continue to do so through building programs that allow all stakeholders to feel respected and valued.

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?

Big Ideas

1) Using Data to Drive Instruction

2) Improving Classroom Instruction

3) Developing Robust Professional Learning Communities (PLCs)

To address enrollment challenges, we have implemented community outreach programs to recruit incoming kindergartners. One specific program is our Kindergarten Round-Up, which is scheduled concurrently with Family Math Night each spring to facilitate attendance. Additionally, we continue our quest to improve the quality of instruction at Holbrook to ensure our families stay enrolled here. We are responsive to concerns that parents bring to our attention while also proactively providing parents with information and contacting families when there is reason to suspect they have concerns.

To address behavior challenges, we reinstated the behavioral interventionist position. This position had existed in previous school years but had been eliminated due to budget cuts. It is clear that the role is necessary given the increase in suspensions.

Chronic illness of one teacher partially accounts for the high number of teacher absences. Removing the 46.5 days she missed lowers the cumulative total for all teachers to 139 days for illness-related absences. Additionally, paternity leave of another teacher also elevated this total. It is unlikely that these absences will occur next year, so we expect our faculty attendance rate to be higher. Professional development accounted for more than 25% of total absences once the outliers were removed, and in the upcoming school year, there will be fewer days of out-of-building professional development, which will cut the number further. It is worth noting that having a more seasoned staff does correlate to more absences since those further along in their career are considerably more likely to need to miss work than younger teachers for family-related illnesses.

Holbrook has 1 reading specialist who provide smaller group instruction in reading and push in to support classroom reading instruction in a Daily 5 model. Holbrook also has a literacy coach that supports the implementation of schoolwide program as well as develops reading strategies across all content areas. The Direction Instruction Program is used in Grade K-3.This year our ELL teacher began push-in support in ELA lessons for our large ELL population. We have 3 bilingual paraprofessional who support ELL students within the classrooms. We have programs like DISE,Rosetta Stone, Lexia and Raz Kids to support students english language learning and reading development.

Grades 3-5 have moved to a center based model with classroom teacher and a math special or other highly qualified math teacher assisting allowing for more differentiated instruction and timely feedback.K-2 continues to be strong in mathematics instruction and have a new CCSS aligned Everyday Math Curriculum. Grade 6 began this year with a new CCSS version of connected math which will be rolled up each grade level. Intervention block/Advanced math block were schedule this year to meet the needs of the 8th grade class and extended your higher

ability math students. Additionally, we have programs like Study Island and accelerated math that are used for interventions. Our 6-8 Math instructor and our Math Specialist attended PD throughout the year with follow up coaching to help improve their practice.

After having a year to better understand the CCSS, as well as the MStep, teachers are now better able teach our young writers in more authentic and fluid ways. Outside of the typical "writing block," teachers will continue to make connections between what they have learned about writing and how to apply it across all content subjects. Additionally, teachers have begun to increase the rigor with which they teach writing: equally emphasizing the three main writing genres, using sources in writing, using rubrics to improve their writing.

While there are always areas we can improve it, we know that the data we are presently looking at to assess growth in writing is primarily focused on language usage. Finding time to more explicitly teach grammar continues to be a challenge at times, given how much our teachers work to both meet students' individual needs, as well as ensure they are learning grade-level content.

Having NWEA growth data allows, teachers to unpack data and see which areas our students are strong or weak in. We completed a program evaluation on the Foss kits which have been our main resource for teaching science. Evaluations this year were focused on science instruction. Teachers were required to use SIOP planning template for science lessons.

We are confident that an overall strengthening of our instructional programs will support those challenge areas and support our Big Ideas. As our PLCs continue to develop and strengthen, the concerns and challenges addressed by stakeholders will be analyzed to find solutions that support our school community of learners.

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
	Literacy and math are tested annually in grades 1-5.	Yes	All students in Grades 1-5 are tested annually on Literacy and Math using a variety of assessments, including the new M-STEP assessment beginning Spring 2015, Developmental Reading Assessment, the Northwest Evaluation Association Measures of Academic Progress.	

Label	Assurance	Response	Comment	Attachment
	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	Our school's Annual Education Report (AER) can be accessed from the following link: http://www.hamtramck.k12.mi.us/documents/annual_education_report	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	These EDPs are started in 7th grade and worked on throughout the 8th grade year.	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	Educational Development Plans are initially completed at the end of a students 8th grade year. These plans follow students to high school and are annually updated in conjunction with student portfolios.	

Label	Assurance	Response	Comment	Attachment
	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes	The Bylaws and Policies of the Hamtramck Public Schools (Section 1422) ensure that the institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. The School Board bylaws can be found at: http://www.neola.com/hamtramck-mi/	

Label	Assurance	Response	Comment	Attachment
	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	Mr. Thomas Niczay, Superintendent Hamtramck Public Schools 3201 Roosevelt Hamtramck, Michigan 48212 (313) 872-9270	

Label	Assurance	Response	Comment	Attachment
	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	The School-Parent Involvement Plan is attached here and also to the School Improvement Plan in Component 6 of the Title I Schoolwide Diagnostic.	Parent Involvement Plan 2015-2016

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	The School-Parent Compact is attached here and also to the School Improvement Plan in Component 6 of the Title I Schoolwide Diagnostic.	School-Parent Compact

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	Yes	The Professional Development calendar is attached here and also to the School Improvement Plan in Component 5 of the Title I Schoolwide Diagnostic.

The updated Unpacking Tool is also attached. | Holbrook Unpacking Tool Update 2015-2016 Professional Development Plan 2015-2016 |

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The Schoolwide Title I Improvement Committee met during the school year on a regular basis. During the development of the plan the committee met with staff and parents to receive input from each stakeholder group for the purpose of developing a comprehensive plan. Our efforts include:

- Analyzing student achievement data from multiple assessments (NWEA-MAP, ILC Process, DRA, ELPA/WIDA)
- Conducting parent, student, and staff surveys
- Completing the Ed YES! Report (School Systems Review)
- Monitoring student progress through various sources of data
- Holding monthly staff meetings and 16 professional development workshops for staff
- Sharing school information and receiving input from parents who attend Open House, Parent Engagement after-school activities, and Parent/Teacher Conferences

2. What were the results of the comprehensive needs assessment process?   What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

A. STUDENT ACHIEVEMENT DATA
Our school scored in the 12th percentile for the 2013-2014 school year and the 13th percentile on the 2012-2013 Top-to-Bottom list. Data from the 2014-2015 school year is forthcoming.

READING:
Strengths:
Kindergarten and 1st grade- 80% or more students met their NWEA reading goals
School Wide - 87% of students grew in reading this year (Fall to Spring)
School Wide 5% more students are at or above the norm in reading.
Kindergarten had 20% more students at or above the norm in reading than in the Fall
1st Grade has 23% more students at or above the norm in reading than in the Fall
6th Grade has 11% more students at or above the norm in reading than in the Fall

Challenges:
Schoolwide- 67% met their goals or are at or above the norm for reading
3rd grade- only 42% of students met their goals
Decrease in the number of students at or above the norm in reading in grade 3,4,5 and 8

As we are no longer doing MEAP and do not have multiple years for MSTEP we can only compare trends from NWEA data which we have starting Fall 2013.

Holbrook has 1 reading specialist who provide smaller group instruction in reading and push in to support classroom reading instruction in a Daily 5 model. Holbrook also has a literacy coach that supports the implementation of schoolwide program as well as develops reading

strategies across all content areas. The Direction Instruction Program is used in Grade K-3.This year our ELL teacher began push-in support in ELA lessons for our large ELL population. We have 3 bilingual paraprofessional who support ELL students within the classrooms. We have programs like DISE,Rosetta Stone, Lexia and Raz Kids to support students english language learning and reading development.

Trends:

Overall School Wide Meeting Growth Targets: Spring 14- 75% Spring '15 64% Decrease of 11%

Decrease in Growth Target Achievement from 2nd grade cohort into 3rd grade cohort of 33%

With the exception of 4th grade- all cohort groups decreased their percentage of students meeting NWEA growth targets

WRITING:

Due to the switch from MEAP to MSTEP we do not have writing data. We only have NWEA language usage data.

Strengths

School Wide we had an increase of 8% of student at or above the grade level norms.

In 5th grade we had an increase of 29% of students at or above the grade level norm.

Challenges

School Wide only 19% of our students were at or above the grade level norm this spring.

SchoolWide only 65% of our students met their growth targets for language usage.

K-2 do not take the Language Usage NWEA test, we are lacking K-2 writing data.

School Wide we are seeing an increase in students at or above the norm however its still only 20% of our students. Just over 1/3 of our student population isn't meeting their language usage goal.

After having a year to better understand the CCSS, as well as the MStep, teachers are now better able teach our young writers in more authentic and fluid ways. Outside of the typical "writing block," teachers will continue to make connections between what they have learned about writing and how to apply it across all content subjects. Additionally, teachers have begun to increase the rigor with which they teach writing: equally emphasizing the three main writing genres, using sources in writing, using rubrics to improve their writing.

While there are always areas we can improve it, we know that the data we are presently looking at to assess growth in writing is primarily focused on language usage. Finding time to more explicitly teach grammar continues to be a challenge at times, given how much our teachers work to both meet students' individual needs, as well as ensure they are learning grade-level content.

MATHEMATICS:

Strengths:

28% of students were at of above the grade level norm in mathematics, this is a 16% increase from the Fall.

School Wide 92% of students grew from the Fall to Spring on NWEA Math.

K,1st ,2nd,and 5th- had 100% of students grow from their FAll NWEA scores

Challenges:

35% decrease in the number of students meeting their math goals from 2nd grade to 3rd grade.

Only 72% of students school wide meet their NWEA math goals.

3rd grade had a decrease in number of students at or above grade level proficient by 3%

7th grade maintained the number of students at or above the grade level norm

Math data has maintained approximately the same percent of students achieving their NWEA growth targets over the past two year. When students switch from taking the 2nd grade math test with audio, to the 3rd grade test without audio, we notice a large drop off (over 30%) in the amount of students meeting their goal. A similar drop off can be noted from when students switch from the 5th grade test to 6+ NWEA math test approximately 25% decrease.

Grades 3-5 have moved to a center based model with classroom teacher and a math special or other highly qualified math teacher assisting allowing for more differentiated instruction and timely feedback.K-2 continues to be strong in mathematics instruction and have a new CCSS aligned Everyday Math Curriculum. Grade 6 began this year with a new CCSS version of connected math which will be rolled up each grade level. Intervention block/Advanced math block were schedule this year to meet the needs of the 8th grade class and extended your higher ability math students. Additionally, we have programs like Study Island and accelerated math that are used for interventions. Our 6-8 Math instructor and our Math Specialist attended PD throughout the year with follow up coaching to help improve their practice.

SCIENCE:

Strengths

4th grade 27% at or above the norm on Spring NWEA

7th Grade 23% at or above the norm on Spring NWEA

80% of students in 4th grade met their NWEA goals from Fall to Spring

School Wide 84% of student grew in science

Challenges

Only 4% of students are at or above the norm in 3rd grade and 6th grade

Only 43% of students met their growth goals in third grade

Only 15% of the students school wide are at or above the grade level norm

Historically in Science on the MEAP Holbrook has had scores of 0% proficient. NWEA growth scores show a trend of higher levels of achievement. Our highest percent proficiency grade levels are 4th and 7th which are the MSTEP science testing grades.

Having NWEA growth data allows, teachers to unpack data and see which areas our students are strong or weak in. We completed a program evaluation on the Foss kits which have been our main resource for teaching science. Evaluations this year were focused on science instruction. Teachers were required to use SIOP planning template for science lessons.

SOCIAL STUDIES

We do not currently have common assessment data and MEAP has changed to MSTEP so we do not have Social Studies data to determine strengths and weaknesses.

Former trends were...

MEAP SOCIAL STUDIES 2013-2014 (% At or above proficiency)

Grade 6

Overall - 3% Female - 8% Male - 0% ELL - 13% Non-ELL - 0% ED - 4% Non-ED - 0%

We had the same number of students pass the social studies MEAP this year as did last year, however, our schoolwide proficiency level dropped from 3.7% to 3.3% due to the fact that fewer students were administered the test this year.

Holbrook has acknowledged this gap in our data and have worked this year to develop school assessments using Study Island to support monitoring of growth. For 2015-2016, a new assessment system has been provided by Wayne County RESA (Illuminate DnA), and we are preparing to utilize this tool in Social Studies to eliminate this lack of data.

B. PERCEPTION DATA

1. Student Perception Data

Overall, the domains that received the highest ratings by students were "Purpose & Direction" and "Teaching and Assessing for Learning". Also worthy

of note is the fact that a statement about motivation to learn received either the first or second highest rating in all grade levels: "In my school my principal and teachers want every student to learn."

The four highest rated responses (by overall average) for each grade level are listed below (in order of rating):

Grades 3-5:

- In my school my principal and teachers want every student to learn.

- My teachers want me to do my best work.

- In my school I am learning new things that will help me.

- My school has computers to help me learn.

Grades 6-8:

- In my school. teachers work together to improve student learning.

- My school motivates me to learn new things.

- In my school, programs and services are available to help me succeed.

- In my school, the principal and teachers have high expectations of me.

Students in grades 3-5 expressed their area of concern in the standard of "Governance and Leadership" while the 6-8 grade students expressed dissatisfaction in the "Resources and Support Systems".

Overall, there appears to be general dissatisfaction in areas of respect among students in the school. Many of the lowest satisfaction scores or the 3-5 group and the 6-8 group all deal with respect: "In my school students treat adults with respect" (3-5), "In my school, students treat adults with respect" (6-8), "In my school, all students are treated with respect" (6-8), and "In my school, students respect the property of others"

Grades 3-5:

- My principal and teachers ask me what I think about school.

- In my school students treat adults with respect.

- My school is safe and clean.

- In my school I am treated fairly.

Grades 6-8:

- In my school, all students are treated with respect.

- In my school, students help each other even if they are not friends.

- In my school, students treat adults with respect.

- In my school, students respect the property of others.

There are significant cultural hurdles in place at our school: one of gender relations and one of indifference about education. These differences cause tension within classrooms, between genders, and sometimes between teachers and students. As teachers continue to have high expectations for students and families they are confronted by an apathetic view towards education. In addition, we do a lot to make sure that we are communicating effectively with our parents and community, but we sometimes have difficulty due to the language differences. We will continue our work of improving parental involvement by organizing more family nights and continuing to utilize our

bilingual paraprofessionals. Noted earlier, these lowest areas are still not a significant percent, but our goal is to achieve 100% satisfaction. We will also look to the work of our student academic and behavior specialist to bring about a culture of respect in our building. We will hold character assemblies each month coordinated by our staff but performed by our students to help with our development of respect and understanding.

2. Parent Perception Data

Overall, the parent survey appears to reveal that parents are satisfied with the instruction that their children are receiving in the classroom. The four highest rated responses from parents are listed below (in order of rating), followed by an overall summary:

- Our school provides a safe learning environment.
- Our school maximizes learning time.
- Teachers work as a team to help my child learn.
- Teachers and staff are always improving for student learning.

Overall, the parents surveyed expressed satisfaction with our school. There were not any areas of concern indicated this year. We understand that we must not take that for granted and will continue to develop a more concise survey to extract more specific feedback for next year. We will continue to work in the previous areas of concern to ensure that all stakeholders are satisfied. In the past, the areas of concern were the following:

The three lowest rated responses (by overall average) from parents are listed below (in order of rating)

- Our school provides up-to-date learning resources and tools for learning.
- Our school provides opportunities for students to participate in activities that interest them.
- The school informs me of all activities available on a regular basis.

One possible cause for the patterns we have identified deals with the language and cultural barriers inherent in our school population and community. Often families have limited access to phones so the teleparent system does not reach them consistently. In addition, due to staffing and funding issues, we do not offer many extra-curricular activities to target the personal, non-academic interests of our students. We have hired numerous paraprofessionals, brought more parents in to the building, and hired a parent coordinator who will all help to ensure there is outreach into the community. These stakeholders should significantly improve relations and build a solid base of communication across cultural and language barriers. We also have a larger staff than in previous years, so we will look to implement more activities to target the academic and non-academic interests of our students.

3. Teacher Perception Data

Overall, the domains that received the highest ratings by teachers and staff were "Purpose & Direction" and "Using Results for Continuous Improvement". The common theme among many of these statements is that the teachers and staff appear to be satisfied with the way data is being monitored and the academic expectations that students are held to.

The four highest rated responses (by overall average) from teachers/staff are listed below (in order of rating):

- Our school's purpose statement is clearly focused on student success.
- Our school's leaders expect staff members to hold all students to high academic standards.
- Our school leaders monitor data related to school continuous improvement goals.
- Our school's leaders hold themselves accountable for student learning

Overall, the domain that received the lowest ratings by teachers and staff was "Teaching & Assessing for Learning", which received three of the

four lowest responses. Also worthy of note is the fact that the lowest rated statement scored significantly lower (2.96 out of 5.00) than any of the other responses ("Our school provides opportunities for students to participate in activities that interest them").

The four lowest rated responses (by overall average) from teachers/staff are listed below (in order of rating):

- Our school provides opportunities for students to participate in activities that interest them.

- In our school, a formal process is in place to support new staff members in their professional practice.

- All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.

- All teachers in our school have been trained to implement a formal process that promotes discussion about student learning.

Comparicaring last two year's staff perception data to this year's, we see many similarities. Again, "Teaching & Assessing for Learning" is our lowest scored section. Moreover, the statement that scored, by far, the lowest overall average was the same last year and this year ("Our school

provides opportunities for students to participate in activities that interest them"), even though the average slightly improved this year.

C. SCHOOL PROGRAMS/PROCESS DATA

1. School Systems Review

Our entire staff took part in completing our School Systems Review throughout the beginning of the 2014-2015 school year. During staff meetings, the results and responses from previous years SPR were read over and discussed, and teachers were given the opportunity to provide input on the scoring and responding for this year. Upon reaching consensus and completing the rubric, we analyzed the data to determine

the following:

- We have rated ourselves the highest on Strand IV- School, Family, and Community Relations, scoring a 2.25. Our teachers believe that we fall in the "Full Implementation" rating for the "Cultural Responsiveness" indicator in this section.

- We have rated ourselves the lowest for the section on Leadership for Learning (Strand II), scoring a 1.62. Within this our lowest areas fell under Standard 5 "A Culture for Learning". Our teachers believe that we are only "Beginning Implementation" for Indicator N(Safe and Supportive Environment) and Indicator O (Shared Leadership for Learning)

Moving forward with this information, we have several initiatives in place to address our needs:

Indicator N

- We have a Restorative Practice Coordinator to facilitate building a safe and supportive environment in our school culture. This data is also reflective of our perception data from students.

Indicator O

- We have developed a protocol to utilize our professional learning community time more effeciently.

- Teams of teacher leaders will continue to share best practices and build leadership opportunities throughout the school professional development calendar.

- PD opportunities through the ISD have are available in our budget for teachers to grow as leaders.

D. DEMOGRAPHIC DATA

There are 261 students in grades K-8 at Holbrook School. The race/ethnicity breakdown is as follows:

African American - 13%

Asian or Pacific Islander - 4%

Hispanic - <1%

Two or more races- <1%

White - 82% (Middle Eastern 81%, Caucasian <1%)

Moreover, 53% of our students are female. We also have 96% of our students classified as Economically Disadvantaged. Our ELL population makes up 78% of our entire student body. Lastly, 6% of our population is made up of Students with Disabilities. Approximately 10% of our student body is considered mobile, either from moving district to district or from moving back and forth from their home country of Yemen.

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

Note: Given that we are designated as a Priority School, we completed a Reform and Redesign Plan during the 2012-2013 school year. This plan was then organized in to our Unpacking Tool and is replacing the Goals and Plans section of our School Improvement Plan. This Unpacking Tool is attached to our School Improvement Plan in the Additional Requirements section.

Due to this year being a transition year to the new state assessment, we will continue to monitor our achievement and use the goals set in 2014-2015. Based on the results of the achievement data portion of the comprehensive needs assessment, we find the need for goals in each of the five
main content areas, as follows:
2015-2016 M-Step Proficiency Targets:
Reading - 50.87%
Mathematics - 42.03%
Science - 29.18%
Social Studies - 35.31%

The goals that we have laid out in this plan address all five of the main content areas that appear on the M-Step assessment. Given that our school is underperforming in all areas, we have developed individual goals that will help to improve proficiency scores on each assessment. Built into a number of the goals are strategies and activities that directly address the gaps that we see when analyzing our demographic data, as well as the needs of the staff that surface in the perception and school program/process data.
The goals that we have created are aligned with the needs identified through the administering of the Comprehensive Needs Assessment. Furthermore, the Comprehensive Needs Assessment included a multitude of data types, including:
Primary Student Achievement Data
- NWEA-MAP Assessment Data - three testing cycles per school year
- MEAP/M-Step Test Results
- Developmental Reading Assessment (DRA) - a series of leveled books and recording sheets that allow the teacher to determine students' reading accuracy, fluency and comprehension levels. It is administered to all students three times per year.
Additional Achievement Data
- WIDA Test Results - available each summer
- Study Island Custom Assessments - used to assess student mastery of Grade Level Content Expectations in Math, English Language Arts, and Science.
- Everyday and Connected Mathematics assessments administered several times each year
Demographic Data
- Gap analysis from MEAP/M-Step assessment results
- Student enrollment data
- Student attendance data
Perception Data
- Student survey
- Parent survey
- Teacher/staff survey
School System/Process Data

- School Systems Review

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

Given that most of our goals stem from deficiencies identified through analysis of schoolwide data, we are confident that the needs of the whole school population are being addressed. Moreover, many of the strategies attached to our goals include means of differentiating instruction so that we can be sure that we are reaching each and every student's individual needs. Similarly, we have included strategies that involve using data analysis to inform individualized instruction.

Component 2: Schoolwide Reform Strategies

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

Note: Given that we are designated as a Priority School, we completed a Reform and Redesign Plan during the 2012-2013 school year. This plan was then organized in to our Unpacking Tool this year and is replacing the Goals and Plans section of our School Improvement Plan.This Unpacking Tool is attached to our School Improvement Plan in the Additional Requirements section.

The schoolwide plan and strategies for improvement were formulated following a careful review of multiple forms of data. The strategies(listed below) are intended to help all students reach state standards. They are all aligned directly with the three big ideas of our Reform and Redesign Plan:

1) Using Data to Drive Instruction

2) Improving Classroom Instruction

3) Developing Robust Professional Learning Communities

The strategies from this plan that fall in to the above three big ideas are listed below:

- Reading Mastery Program (Direct Instruction)

- ELA Push-In schedule

- ITM (RTI) Process

- Data team meetings to identify/discuss students

- Math specialist push-in/pull-out schedule

- Classroom paraprofessionals

- Sheltered Instruction Observation Protocol

- Instructional Learning Cycle process

- Professional development to support Danielson Framework

- Participation in Wayne RESA Formative Assessment Project to develop assessment-oriented PLCs at the school-wide level

- Peer classroom walk-throughs

- Core-specific professional development workshops

- Systematic PLC schedule and development

With the exception of the ITM process (designed for identification of specific students of concern), all of the above strategies focus on helping ALL students to reach the State's standards. Some of the above strategies are content-specific (i.e. ELA push-in schedule, Reading Mastery program, core-specific professional development workshops), while others may apply across content areas (i.e. Professional development to support Danielson Framework, peer classroom walk-throughs, and Instructional Learning Cycle process). Please see below for the strategies broken down by content area:

Reading:

- Reading Mastery Program

- ELA Push-In Schedule

- Core-specific professional development workshops (Shifting in to the 20th Century Literacy, Common Core ELA)

- ITM Process

- Data team meetings to identify/discuss students

- Classroom paraprofessionals

- Sheltered Instruction Observation Protocol

- Instructional Learning Cycle process

- Professional development to support Danielson Framework

- Peer classroom walk-throughs

- Systematic PLC schedule and development

Writing:

- Reading Mastery Program

- ELA Push-In Schedule

- ITM Process

- Data team meetings to identify/discuss students

- Classroom paraprofessionals

- Sheltered Instruction Observation Protocol

- Instructional Learning Cycle process

- Professional development to support Danielson Framework

- Peer classroom walk-throughs

- Systematic PLC schedule and development

Mathematics:

- Math specialist push-in/pull-out schedule

- Core-specific professional development workshops (EMEPS and TIPMS)

- ITM Process

- Data team meetings to identify/discuss students

- Classroom paraprofessionals

- Sheltered Instruction Observation Protocol

- Instructional Learning Cycle process

- Professional development to support Danielson Framework

- Peer classroom walk-throughs

- Systematic PLC schedule and development

Science:

- ITM Process

- Data team meetings to identify/discuss students

- Classroom paraprofessionals

- Sheltered Instruction Observation Protocol

- Instructional Learning Cycle process

- Professional development to support Danielson Framework

- Peer classroom walk-throughs

- Systematic PLC schedule and development

Social Studies:

- ITM Process

- Data team meetings to identify/discuss students

- Classroom paraprofessionals

- Sheltered Instruction Observation Protocol

- Instructional Learning Cycle process

- Professional development to support Danielson Framework

- Peer classroom walk-throughs

- Systematic PLC schedule and development

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

Quality of instruction:

Nearly every one of the strategies in the schoolwide plan are focused on improving the quality of instruction, as that is one of our three big ideas from our Reform & Redesign Plan. Professional development to support specific areas of need on the Danielson Framework, paired with regularly-scheduled peer walk-throughs using the same framework will greatly help to improve the quality of instruction. Such a focus allows for formal and informal conversations to take place around best practices, common strategies, and instructional feedback. The content-specific workshops and the SIOP training will also serve as more focused opportunities to improve classroom instruction.

Quantity of Instruction:

The shift toward a carefully-crafted push-in schedule for our reading specialists allows for a great increase in the quantity and, more importantly, coordination of instruction. In years past, students were being pulled out of their classrooms many times throughout the day,causing minor disruptions in the main classroom and adding more transitions to certain students' days. The move to a push-in schedule,however, reduces these disruptions and fosters a more collaborative approach to instruction. A similar shift will take place with our math specialist who will balance time between pushing in to the classroom and pulling students out of the classroom based on identified need. We are moving toward a full mathematics push-in schedule in the near future as we continue to monitor the implementation of the reading push-in schedule.

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

Each of the reform strategies which are included in the schoolwide plan align with the findings of the needs assessment. Our achievement data informs us that all content areas need support, and we are making sure to do so through the implementation of our various instructional strategies and our professional development initiatives. We are also working to provide more focused professional development to our teachers, as discovered from the review of process data. Moreover, to manage the high-level of English Language Learners in our building (as revealed through our demographic data), we are training all of our teachers in the Sheltered Instruction Observation Protocol, as well as providing Reading Mastery instruction to all students in grades K-3.

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

Besides the push-in and pull-out schedules of our reading and math specialists (described previously), there are various other strategies built in to our plan to ensure that appropriate interventions are being provided to the students who need them. All students in grades K-3 receive additional ELA instruction using the Reading Mastery program. This program is tailored specifically to the individual student's results on the placement test. Moreover, paraprofessionals are placed in the classroom to provide one-on-one or small group support where appropriate. Additionally, many faculty members are involved in determining when interventions are necessary. Our ITM process, data team meetings, and PLC groupings all provide ample time for multiples sources of data to be analyzed for identification of proper interventions. In addition, Hamtramck Public Schools has designed and implemented a K-8 "Response to Intervention" (RTI) Model. A team including classroom teachers, administrators, reading and math specialists, social worker, special education staff, students and parents come together to develop

a support plan for students who struggle to meet the standards. Utilizing the Response to Intervention (RTI) three-tier design, the fidelity of classroom curriculum using differentiated instruction is emphasized by the general education teacher in Tier I. In Tier II, reading and math specialists support small groups of 5-6 referred students in the area of expressed need. Progress is monitored by frequent assessments by the specialists and the classroom teacher along with additional programming when necessary (i.e. Failure Free Reading etc.) to support the students' needs. Tier III targeted students receive intensive small group (2-3) or individual instruction in areas of need. After 9-12 weeks of academic monitoring in each tier, a student may be referred for a child study. Parents are included in all discussions and have input through the entire process.

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

The collection and analysis of all of our assessment data (formative, interim, and summative) helps us to determine whether or not the academic needs of our students are being met. Teachers are provided with time during Common Planning Times to analyze and discuss their student data and to identify focus students. In addition, the Data Team meets quarterly as new interim assessment data becomes available to reevaluate the push-in/pull-out schedules and to discuss students of concern.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All five instructional paraprofessionals meet the NCLB requirements for highly qualified. All have either successfully passed the Work Keys requirement, have 60 credit hours of coursework, or hold a college degree.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All Holbrook teachers possess a minimum of a bachelor's degree and a valid teaching certificate for the State of Michigan, and 78% of them hold a master's degree or higher.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

Over the summer of 2014, one full-time teacher (a Title I Reading Specialist) was replaced. In addition, our Title I Behavior and Academic Specialist position was removed due to funding constraints. This change represents a 10% teacher turnover rate in our building. This rate is lower than the 23% turnover rate in the summer of 2013.

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

The range of teaching experience for full-time Holbrook teachers is:

0-3 years: 3 teachers
4-8 years: 5 teachers
9-15 years: 5 teachers
15+ years: 5 teachers

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

Holbrook staff will seek to utilize multiple outlets, such as job fairs, to seek out high quality teachers whose values align with that of the school.

Several initiatives to retain high quality teachers were incorporated into Holbrook's Reform Plan for the upcoming year. Teachers' hard work and accomplishments continue to be celebrated, to create an atmosphere of positive, professional growth. Based on successful outstanding student growth on benchmark assessments, teachers will be allowed to celebrate with an extended lunch hour off campus with a colleague of their choice each month.

Additionally, the leadership team will support the process of seeking out and obtaining grants, creating community partnerships, and obtaining donations to support both student and professional learning. Opportunities for professional growth outside of our school-wide professional development time will be continually supported and encouraged with opportunities for teachers to attend other development opportunities.

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

The district promotes retention of highly-qualified teachers through supports such as retirement opportunities/investments, health benefits (medical, dental and vision), life insurance benefits, longevity pay, and compensation for advanced degree.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

Within the past 4 years, the school has experienced a significant turnover in staff due in large part to increased accountability brought on by the hiring of a new building administrator and the priority school designation. As we continue to improve we are keenly aware that due to the small teaching staff size, any teacher turnover can impact school improvement work. Therefore, it is crucial that we focus on increasing teacher retention. Because of the district's financial situation, teachers have taken severe concessions in pay and benefits, which has made it difficult to attract a significant number of quality applicants.

As part of the planning process when developing the reform and redesign plan, the school culture committee was tasked with the job of ensuring that the climate of the building is contributing to staff satisfaction, and that all teachers feel supported. This is accomplished through the use of staff perception surveys, conducted throughout the year. The results of the surveys are used to assess overall school improvement progress, as well as to assess staff satisfaction, so future improvement efforts can be adjusted. The staff has begun to develop a sense of camaraderie, caring and trust which has resulted in monthly after-school social gatherings where the majority of staff has been present. This has provided an outlet for relationship-building and collaborative discussions in a relaxed environment which carries over into our daily work in the school.

On an academic note, the creation of personal professional development goals for improvement has allowed for a sense of personal accomplishment and growth, outside of the school-wide professional development that occurs. Teachers are encouraged to take on leadership roles, as well as to participate in outside learning opportunities, where they can then become an ambassador of the workshop and learning when they return to Holbrook, thus creating a true sense of ownership. Restructuring the school schedule has provided opportunities for staff to regularly collaborate and support one another in the context of teaching.

Moving forward, we have had very little turnover this year, as it seems that our efforts in this area are effective. We will continue to monitor our teacher retention and work toward 100%.

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

The focus for school-wide professional development sessions is driven by the needs of the school and the students. The big ideas of our reform plan (use data to drive instruction, develop effective instructional strategies, and develop robust professional learning communities) guide our professional learning to help support the goals of our school improvement plan.

Additionally, teachers shared back to the whole staff regarding any professional learning that they participated in on their own (i.e. CCSS in Math and Reading, Coaching 101, Writing Conference). During Summer 2013 (and continuing in Summer 2014 for those still not trained), all teaching staff attended a 4-day SIOP training, learning about best practices for ELL students.

We have also implemented the Teachscape tool to support our goal setting, reflection, and professional learning throughout the building. Teachers have access to multiple learning modules that align with professional goals created with feedback from the principal and literacy coach.

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

Throughout the year, most focus areas for professional development are revisited to provide teachers with additional support. This is done both during school-wide staff meetings, as well as during common planning periods for instructional teams. In addition, surveys are administered after each professional development session to determine where the faculty still has questions or needs support. In addition, the majority of professional development is job-embedded and conducted by in-house staff members, thus helping to build capacity within the school and allow for sustained and ongoing development.

To provide even more opportunities for learning and growth, we continue to strive to narrow our focus for professional learning, so teachers can have opportunities to revisit topics in a learning community, as they put them into practice in their classrooms and seek continually improvement. Teacher input is solicited on an ongoing basis to provide feedback on professional development offerings and make futuresuggestions about the types of training most needed to facilitate ongoing growth and development. In the

Our professional learning plan is attached, and outlines the basis of our plan. There will also be continued growth and development sessions during common planning time that is provided to teachers each week. Moreover, the Holbrook staff has committed to one additional faculty meeting each month to ensure consistency and sustained growth. Those meetings will provide teachers opportunities to discuss, reflect and modify their teaching practices to cultivate continued meaningful success.

All teachers have been given the opportunity to receive support from our two in-house coaches, as well as content coaches from RESA, to help provide ongoing support as teachers work towards their own professional learning goals. Additionally. eleven teachers are currently attending year-long workshop series to support them in their learning. Attending series, opposed to individual sessions, afford teachers' the opportunity to revisit and build upon prior learning. Several teachers are also attending Priority School subject series on evenings and weekends, for literacy and science.

Through the use of the online Teachscape platform, both administration and colleagues can provide feedback to teachers aligned to their professional learning goals. This feedback provides continued opportunities for growth, embedded within daily practice.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	ADD ATTACHEMENT	Professional Development Plan 2015-2016

Component 6:   Strategies to Increase Parental Involvement

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

Parent representatives are recruited to participate on the building school improvement team, including the design and creation of the school reform and redesign plan. Parents are notified in advance of all school improvement committee meeting dates which are scheduled at times convenient for them. Our parent-coordinator also translates for our parents in their native language changes and updates in our schoolwide plan to illicit feedback to address the needs of our community. Additionally, parent input on the schoolwide plan is gathered multiple times each year through parent surveys, as well as informal and formal discussion at monthly parent-teacher association meetings and parent events.

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

The staff at Holbrook Elementary School understands the importance of parental involvement in the education of their children. Teachers communicate students' progress to families on a regular basis through the use of weekly Friday folders, as well as at parent-teacher conferences (held three times a year). Holbrook is also working to develop our Parent Connect through MiStar to increase accessability for monitoring progress of students. Additionally, Holbrook continues to host, sponsor, and/or provide the following age-appropriate activities during the 2015-2016 school year:
- Open House/Curriculum Night
- Title I Parent Meeting
- Annual Report Parent Meeting
- Parent/Teacher Conferences
- Quarterly Awards Ceremonies
- District-Wide Science Fair
- Family Math Night
- Family Science Night
- Title I Budget Planning Meeting
- Kindergarten Round-Up
- End of the Year Awards Program
- Monthly PTA Meetings
Parent activities have been and will continue to be arranged and scheduled for the convenience of the parents, with childcare provided when necessary. In conjunction with the fall Open House, a general meeting will be held prior to the classroom visitations during which information will be shared and available regarding the school improvement plan, curriculum expectations, and MEAP and NWEA results.

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

A perception survey was given to parents during the 2014-2015 school year to gain input into the overall operation of the school. Results this surveys was analyzed by the School Improvement Team with recommendations made for changes to the overall academic program for the

upcoming school year. The survey results were examined by the School Improvement Team, and will continue to be used to evaluate resources, priorities, and the needs of the school involvement plan. Parent input is also collected through informal and formal discussions during monthly parent teacher association meetings and during parent teacher conferences.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		Parent Involvement Plan 2015-2016

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

Section 1118(e)(1): Assist parents in understanding of the State's content standards and assessments and how to monitor their child's progress: The Parents' Guide to the Grade Level Content Expectations is distributed each Fall during the Open House/Curriculum Night. It is available in English, as well as in Arabic. It can also be found on our school's website for all stakeholders' reference. At the Open House, parents are invited to their students' classrooms, where the teachers explain curriculum expectations, as well as how parents will be able to monitor the progress of their child throughout the school year (progress reports, Friday Folders, report cards, MEAP/WIDA results, NWEA MAP student progress reports, Parent-Teacher Conferences, tests and quizzes etc...).

Section 1118(e)(2): Provide materials and training to help parents work with their children:
Monthly after-school activities will be held throughout the year. The focus is to give the parents strategies, skills and instructional materials to increase their child's ability to become successful academically. Our school's website is regularly maintained/updated and offers learning resources for students and parents. Childcare will be provided and refreshments offered to encourage parental involvement at these monthly workshops. Some of the monthly activities include: Parent Resource Room with opportunities for parents to learn English through use of the Rosetta Stone language acquisition program, as well as language classes taught by the Parent Coordinator. Parents also have access to take home games and materials in Math, ELA, Science and Social Studies which support student learning and provide opportunities for parents to assist their children. In addition to these activities parents are provided additional training and materials at events throughout the year such as Literacy Night, Math Night and Science Night.

Section 1118(e)(3): Train staff to build effective parent involvement:
Staff professional development meetings will include opportunities to dialogue about strategies which help build effective parent involvement programs. Additionally, Holbrook staff teachers and administration are part of the district's improvement plan committee, whose focus has primarily been on parental involvement.

Section 1118(e)(4): Collaborate with other programs to coordinate parent involvement:
Ongoing collaboration exists between the school staff and the parent teacher association to coordinate parent involvement efforts. The Restorative Practice Coordinator and Parent Coordinator will work closely to recruit parents to become more involved in the overall operation of the school. In addition, the school will collaborate with WATCH D.O.G.S, an outside program which supports and encourages fathers to become involved in the daily life of the school.

Section 1118(e)(5): Provide information in a format and language that parents will understand:
All information regarding the school program and activities are distributed to parents in a language they can easily understand. At Holbrook,

literature is translated into Arabic to meet the needs of our population. Additionally, automated phone messages, as well as the school website, are both translated into Arabic.

Section 1118(e)(14): Provide other reasonable support for parent involvement as parents may request:

All teachers have a daily preparation period which provides an opportunity for parents to meet to discuss any pressing concerns or issues in a timely manner as they arise. Parents can contribute their ideas about parent involvement at monthly parent-teacher association or parent-principal roundtable meetings or at any other time or manner which is most convenient i.e.; phone calls, emails, personal visits, handwritten notes. The use of Rosetta Stone, as well as English classes for parents, is made available to parents to help those who want to learn English better support their students' learning.

Section 1118(f): Provide full opportunities for participation of parents with limited English proficiency or with

disabilities and for parents of migratory children including providing information and school reports required under Section 1111 in a format and to the extend practicable in a language such parents understand in carrying out parental involvement policy in the school division and in the schools: All of our migratory students come from households with limited English proficiency, thus our strategies for providing full opportunities for involving these parents overlap. All parents are invited and encouraged to participate in all school programs regardless of language proficiency, disability or other factors. Every attempt is made to provide translation services in person, on the phone, or in writing when needed to meet the needs of the parent(s). Parents with disabilities are provided accommodations when needed through home visits or meeting locations which are convenient to them or through the use of additional staff when needed to meet other needs. In addition, additional information and school reports such as MEAP and WIDA reports will include parent guides to reading the reports in a language parents can read and understand. In addition, a Title I Parent Coordinator has been hired to assist in communication with all of our families and to build stronger relationships. This coordinator also teaches English as a Second Language to a number of our students' mothers every morning. These mothers receive

one-on-one and whole group instruction, as well as time to work on the Rosetta Stone computer program. The Parents' Guide to the Grade Level Content Expectations will be distributed in September during Open House. The teacher will explain the grade level requirements in an understandable manner. In addition, the standards are all made available to stakeholders on our school's website. Translators will be available. MEAP parent reports are distributed to parents prior to spring parent/teacher conferences. The teacher and principal will go over the MEAP results as requested by parents in an understandable manner. Any literature will be translated into Arabic. Translators will also be provided at our parent workshop nights.

In order to build an effective home-school partnership and in compliance with Section 1118 of No Child Left Behind (2001), Holbrook Elementary will provide the following:

-An annual Title 1 meeting which includes a general session explaining Title 1 services to parents.

-An annual Education Report meeting will be held to explain all aspects of previous year's achievement results.

-Teachers will meet with parents in their classrooms giving a presentation on Grade Level Content Expectations and/or Common Core State Standards.

-A minimum of three scheduled parent/teacher conferences are held each year. The Student/Parent/Teacher Compact is discussed and signed. Student progress is discussed, as well as the expectations for each grade level, assessment information and any other concerns that parents and teachers may have. In conjunction with the fall Open House, the state's content standards are explained to parents along with ways to monitor their child's progress.

-At Curriculum Night at the beginning of the school year, parents will be informed about the Title 1 program and Grade Level Curriculum

-Expectations and/or Common Core State Standards. Parents are also invited to attend informational meetings throughout the year. --All parent meetings are offered at a variety of times to make it convenient for all parents to have an opportunity to participate.

-Refreshments, translation, and child care are frequently offered at these meetings.

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

Sign-in sheets and participation percentages will be maintained for all school activities and functions to track involvement and monitor improvement in this area. Additionally, all stakeholders will continue to be surveyed annually to gauge effectiveness of the parent involvement components of the schoolwide plan.

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

Based on feedback the school receives throughout the year, adjustments will be made to ensure families' needs are being met to the best of our ability. Stakeholders' perception surveys will continue to be used annually to formally assess progress and provide valuable information that will guide future plans. The School Improvement Team meets regularly throughout the year and makes revisions and adjustments to the overall school plan based on analysis of multiple forms of data.

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

As part of the School Improvement Team's planning process, parents are invited to assist in making revisions to the School-Parent Compact each year. Once adopted, the School-Parent Compact is reviewed, discussed and signed by all stakeholders (Parents, Teachers, Students, Principal) at the Fall Parent-Teacher Conferences.

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

The School-Parent Compact is presented to parents at the Fall parent-teacher conferences each November. The compact is reviewed and discussed with parents individually and is signed by all stakeholders.

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

The School-Parent Compact is presented to parents at the Fall parent-teacher conferences each November. The compact for middle school students (6th, 7th, and 8th graders) will be given to homeroom teachers who will meet with parents to review and discuss. (Homeroom teachers also teach core subject classes, therefore they will be meeting with parents to discuss academic progress as well)

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes	Compacts are signed during the first Parent-Teacher conference. If parents are unable to attend, teachers will schedule a meeting with parents and students in order to review and sign the compact.	Student-Parent-Teacher Compact

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

Throughout the year, parents are notified and informed of individual student assessment(s) on a regular basis through the use of signed Friday Folders, signed quarterly progress reports and report cards. Parents receive individual student reports for MEAP/M-Step, NWEA MAP testing, and WIDA testing along with a guide for reading the reports in a language they can understand. Opportunities to discuss the reports in person with a translator are always available. Parents also have the ability to meet with school staff and teachers during Parent-Teacher Conferences three times each year. Translators will be available for parents when needed. Additional conferences are scheduled as requested by either the parents or the teacher with translators being provided.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

Currently most of our students that attend preschool attend at the district Early Childhood Elementary school. Beginning this year, kindergarten readiness testing will be implemented along with monthly sessions for parents which provide opportunities from them to regularly visit the school, meet the staff and receive training which helps their child transition successfully to Kindergarten from our existing pre-school program at the Early Childhood Elementary School. In addition, the Holbrook Kindergarten staff and district's Early Childhood Center communicate regularly to ensure that the transition for preschool children is successful. Each Spring, families are invited to attend a kindergarten round-up after school. Two times during the school year (once in the fall and once in the spring), parents of children in the Early Childhood Elementary School will be invited to our school for a presentation/discussion regarding how to adequately be prepared to start their children in Kindergarten the following school year. This strategy will help the parents in easing the transition from the Early Childhood Elementary School to Holbrook Elementary.

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

Currently, the district's only pre-school program is housed at the Early Childhood Elementary. This results in the majority of students who finish the preschool program choosing to remain at the same school for Kindergarten. Therefore, many Kindergarten students who enroll at Holbrook are new students who have not previously enrolled in a preschool program or who have recently moved to the area. A focus has been placed on building a partnership with the Early Childhood Elemenary in which Holbrook staff will attend parental involvement activities and provide resources to support pre-school parents. Those resources will include: translation for Arabic-speaking parents utilizing our Arabic-speaking paraprofessionals, skills and strategies for emergent readers supported by our literacy coach, and information necessary for a successful transition into Kindergarten from our Kindergarten teacher. Holbrook will also invite parents of preschool students in the fall to a parent support meeting in which resources and strategies will be shared with parents to help better prepare their preschooler for kindergarten. In addition, a parent survey is sent out to all families about pre-school aged children and follow-up calls were made in order to encourage participation in the district preschool program.

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

Holbrook School teachers have input regarding the use of school-based assessments. Common planning time is included in the school schedule on a daily basis for teachers to collaborate and make decisions about assessment practices and instruction . Pre- and post-assessments will continue to be administered for ILCs in Math, ELA and science. In addition, all teaching staff will continue to monitor and provide input into assessment decisions using Study Island, NWEA-MAP, Development Reading Assessment, Everyday Math, and Connected Math through regular common planning time. As we move continue to use the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) testing, additional discussions will be held to further evaluate the assessment program to determine what, if any, of the existing assessments can be eliminated.

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

Teachers in each grade level (K-8) are involved in student achievement data collection and analysis. Teachers meet regularly throughout the year during common planning time and professional development sessions to analyze and examine both standardized assessment and in-house assessments results. A master data tracking spreadsheet is maintained on the shared server, giving teachers instant access to multiple measures of data. The literacy coach assists staff by providing support to both dissect assessments, and then using that information to inform future instruction using best teaching practices. Teachers complete regular Instructional Learning Cycles (ILCs) with the support of the Literacy Coach and content area coaches provided by Wayne RESA affording them explicit opportunities to use data to drive instruction careful instructional planning and the analysis of pre- and post assessments. Teachers also meet regularly with the reading specialists/ math specialist/co teachers/ coaches to use student achievement data for grouping and instructional planning of their Guided Reading lessons.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

The school's data team meets regularly to discuss students of concern who are struggling to make adequate progress towards proficiency in the state standards. Interventions and supports are discussed, implemented and are tracked through the school's interdisciplinary team meeting process to ensure that adequate progress and growth occur. Students are identified as not making adequate progress using testing data from MEAP, NWEA, ELPA/WIDA, MLPP, Woodcock-Munoz, DRA, local assessments, and teacher recommendations. Identification methods also include analyzing data from additional assessment methods, including Lexia, Study Island, and Failure Free Reading.

In addition, results from the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) testing will be utilized to set growth targets for each child in the school in Reading and Math, and in Reading, Math, Language Usage and Science for students in grades 3-8.

Reading

Grade Span: K-8

Identification/Criteria for Selection: Multiple data sources are utilized to identify students in need of intervention, including MStep/MEAP and NWEA data, DRA scores, WIDA proficiency, and teacher/specialist observation. Students that fall below the 50th percentile are eligible for service.

Writing

Grade Span: K-8

Identification/Criteria for Selection: Multiple data sources are utilized to identify students in need of intervention, including MStep/MEAP and NWEA data, DRA scores, WIDA proficiency, and teacher/specialist observation. Students that fall below the 50th percentile are eligible for service.

Mathematics

Grade Span: K-8

Identification/Criteria for Selection: Multiple data sources are utilized to identify students in need of intervention, including MStep/MEAP and NWEA data, Everyday Math assessments, and teacher/specialist observation. Students that fall below the 50th percentile are eligible for service.

Science

Grade Span: 4-8

Identification/Criteria for Selection: Multiple data sources are utilized to identify students in need of intervention, including MStep/MEAP, NWEA, and common assessment data, as well as teacher observation. Students that fall below the 50th percentile are eligible for service.

Social Studies

Grade Span: 4-8

Identification/Criteria for Selection: Multiple data sources are utilized to identify students in need of intervention, including MStep/MEAP data and teacher observation. Students that fall below the 50th percentile are eligible for service.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Students who continue to struggle receive additional assistance through the initiation of an interdisciplinary team meeting (ITM). Once a meeting is scheduled, a program of support to assist the child in meeting the standards is developed in conjunction with input from the classroom teacher, special education teacher, principal, literacy coach, social worker, ESL teacher, reading and math specialist(s), and parent(s). Once students have been identified as needing additional assistance, they are placed in one or more of the following programs in order to help them master grade level standards.

Reading

To support students in Reading, the classroom teacher utilizes small group and individualized interventions to differentiate instruction (i.e.Daily Five/Guided Reading). Title I reading specialists and paraprofessionals are assigned to assist students in specific areas of need through individual and small group interventions based on need. Reading specialists now also have a comprehensive schedule for push-in to each K-5 classroom to support Guided Reading and provide individualized support without removing students from the classroom. Additional programs, such as Failure Free Reading, Study Island, and Lexia, are used to provide on-level instruction and practice for struggling students.

Writing

For Writing, the classroom teacher utilizes small group and individualized interventions to differentiate instruction. Title I teachers and paraprofessionals are assigned to assist students in specific areas of need through pull-out programs designed to limit the time out of the classroom.

Math

To support students who are struggling in Math, the use of the Accelerated Math program ensures that students receive support in the areas where they most need it. Furthermore, our Title I Math Specialist works with small groups of targeted students to help ensure that individual student needs are being met. They are also provided support In a push in format. Additionally, the use of programs, such as Accelerated Math and Study Island, provide differentiated instruction and practice for students who are struggling with mastering content.

Science

To provide additional support for students in Science, inquiry based science kits have been introduced in grades 1-8. Instruction includes hands-on experiments to explore science concepts that align with the Grade Level Content Expectations and/or Common Core State Standards. The students work in cooperative groups and text is geared toward visual learners and is specific towards the science topic being investigated.

Social Studies

In Social Studies, teachers have access to grade level alignment of Social Studies Grade Level Content Expectations through the Wayne County RESA web site. The variety of lesson plans and strategies are geared for differentiated learners.

In addition to the core subjects Holbrook also provides these programs, services and support to identified students:

- Paraprofessionals - Our building employs paraprofessionals, including some who are bilingual, to provide timely, additional support for students not mastering the achievement standards. Paraprofessionals, in cooperation with the classroom teacher, design goals and objectives, to improve achievement of underperforming students.

- Summer School Program - A comprehensive summer school program taught by certified teachers (when possible) is in place to assist identified students. It is offered to all students in need of increasing their academic skills. All core subjects are taught during a program which runs 4 hours per day, 5 days per week for 4-5 weeks.

- ESL Instruction - The school implements the daily ESL pull-out program to address the needs of English Language Learners. The ESL teacher and paraprofessionals work with students in grades K-8 who scored at the basic or low intermediate levels on the English Language Proficient Assessment given in the Spring of 2013.

- Title I Reading Specialists - Our school has one Title I reading specialist who provide push-in and pull-out support to students based on Developmental Reading Assessments and NWEA MAP data. Once M-Step data is released, it will also be utilized as a piece of our criteria. During the pull-out sessions, activities and strategies are introduced in a small group setting to help build comprehension and fluency skills. In addition, the Title I reading teacher will provide more intensive Tier III intervention strategies for students who need them.

- Title I Mathematics Specialist - Our school has one Title I math specialist who provides push-in and pull-out intervention support to students based on assessment data and observation data. During the pull-out sessions, activities and strategies are introduced in a small group setting to help develop fundamental skills and concepts that have been identified as high need areas. During the push-in sessions, the math specialist supports the regular classroom teacher through collaborative and coordinated planning, instruction, and assessment. In addition, the Title I math specialists provides more intensive Tier III intervention strategies for students who need them.

- School Social Worker - Works with students to enhance social skills, boost confidence, implement modification plans, and help families navigate through available community services

- Special Education - The special education teacher and paraprofessionals work with students who have been identified through the referral system as having a designated disability. This requires the development of an Individual Education Plan (IEP). The special education staff, in conjunction with homeroom teachers, works with students on the goals and objectives stated in their IEP, utilizing the resource room and a push-in program. This involves co-teaching between the resource room teacher and the homeroom teacher on a regular basis.

- As of April 2015 Restorative Practice Building Coordinator -Works with students to enhance and develop academic, social and behavioral skills which allow them to be successful. In addition, they work closely with families to support and teach effective parenting skills and to intervene in truancy cases or other issues which might prevent students from being successful in school.

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

The staff at Holbrook Elementary recognizes that a "one size fits all" education model does not meet the needs of the various ability levels of our students. Teachers have all been (or will be) trained, through SIOP and other avenues, to incorporate strategies to differentiate instruction within their lessons. Teachers allow students an opportunity to learn at their level while providing them with different ways to acquire content, process ideas, and develop assessments so that each student can learn effectively. Holbrook Elementary will incorporate a variety of differentiated instruction methods:

Reading

Differentiated Instruction Methods in Reading

- Build prior knowledge

- Choral reading

- Focused strategy instruction with guided practice

- Guided reading groups

- Graphic organizers

- Higher Order Thinking Skills (HOTS)

- Independent reading with student selected books

- Leveled books with a variety of genres and student interest appeal

- Listening centers

- Metacognition instruction

- Mnemonic techniques

- Modeling reading

- Multiple learning styles activities

- Multi-sensory approach

- One-to-one adult tutoring

- Peer tutoring

- Repeated reading

- Scaffolding

- Technology integration

Writing

Differentiated Instruction Methods in Writing

- Focused writing strategy instruction with guided practice

- Graphic organizers

- Individualized instruction

- Integrating writing and reading

- Involving writer's in goal setting

- Modeling writing

- One-to-one adult conferencing

- Peer conferencing

- Small group instruction

- Students' self-evaluation of writing with "child friendly" rubric

- Picture symbols represent writing traits

- Publishing student's writing

- Technology integration

- Writing across the curriculum

Math

Differentiated Instruction Methods utilized in Math

- Cooperative group learning

- Cross-curricular reinforcement instruction

- Guided practice

- Hands-on-learning using a variety of manipulatives

- Integration of technology

- Multi-sensory techniques

- One-to-one adult tutoring

- Peer tutoring

- Problem solving strategies taught with examples provided

- Real world application examples

- Variety of instructional methods used to address various learning styles

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

Holbrook Elementary School ensures that all federal, state, and local funds are focused on the goals,strategies, and action activities defined in the School Improvement Plan. Coordination and integration of federal, state and local services and programs are ensured through collaboration between staff, parents, students, and the school district as part of the comprehensive continuous improvement planning process. Holbrook Elementary School coordinates and integrates funds from Title I and Section 31A, MSRP funds and district general funds to support a variety of programs as outlined in the School Improvement Plan.

Each of these programs is intended to provide staff, parents and students with the skills and resources necessary to be successful in their educational roles.

At Holbrook Title 1 supports:
- All Building Professional Development
- Literacy Coach
- Data and Assessment Coach
- A Parent Coordinator
- Paraprofessionals
- Title I Reading and Math Specialists
- Parental Involvement After-School programs

Title II:
-Professional Development

31a:
-Social Worker (2 Days per week)

Coordination of funds is completed by the Director of Federal Programs Coordinator with staff, administration and central office administration.

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

A.Comprehensive Needs Assessment
- Meetings with members of school improvement team for the purpose of conducting data analysis and writing the plan, are funded by the General Fund and Title 1 funds.

B. Schoolwide Reform Strategies

- Identifying strategies aligned with the needs assessment and creating action plans for implementation is funded by the General Fund and Title 1.

C. Instruction by Highly-Qualified Professional Staff

Title I Schoolwide Diagnostic

- Professional Development is funded by Title IIA at the district level and Title I at the building level.

D. Strategies to Attract and Maintain Highly-Qualified Teachers to High Needs Schools.

- Advanced degree stipend and comprehensive salary and benefits package is funded by the General Fund. Professional development and training to support participation in conferences and workshops are funded by Title I.

E. High-Quality and Ongoing Professional Development

- Training in Everyday Mathematics, Connected Mathematics, Direct Instruction, Teachscape, NWEA are funded by Title I funds at the district and building level and Title IIA funds at the district level. The Data and Assessment Coach and Literacy Coach are funded by Title I.

F. Strategies to Increase Parental Involvement-

- Open House, Parent Teacher Conferences and Parent involvement activites are all funded by Title I and the General Fund.

G. Transition Strategies

- Kindergarten round-up activities, preschool visits to elementary schools, 8th grade visits to high school are funded by the General Fund.

H. Teacher Participation in Making Assessment Decisions

- Common Planning Meetings to analyze MEAP/NWEA results and grade level content meetings are all funded by General Fund.

I. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

- Reading and Math Specialists, Paraprofessional Assistance, Social Worker & Speech Therapy Services, Study Island, and Summer School are all funded by Title I and General Fund.

J. Coordination & Integration of Federal, State & Local Programs and Resources

- Central Office Coordinator of State/Federal Programs is funded by Title I

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Funds used at Holbrook Elementary School will be coordinated and integrated from the general fund, Title I, and 31-A At Risk sources to support a variety of programs. The programs will be selected to provide staff, parents, and students with the skills and resources necessary to achieve the goals established for Holbrook Elementary School.

Violence Prevention programs

Title 1 supports Restorative Practice Training to all teachers for the prevention of violence.

Nutrition Programs

Through state and federal programming all eligible students at Holbrook are provided with a free breakfast and lunch.

Housing Programs.

The District has a Homeless Liaison who works with the community and families to provide resources to those in need.

Holbrook is a K-8 school so there is not adult education, vocational or technical education at our site. The District does provide Head Start, and the adult programs (job training) at other locations in the District.

Evaluation:

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

During the 2014-2015 school year, all stakeholders, students, parents and teachers were surveyed concerning their academic needs in the classroom, success of additional programs outside of the classroom, social and behavioral concerns, and professional development. Results were evaluated and used as an element of the comprehensive needs assessment for making necessary changes for continued growth of student academics.

2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.

The schoolwide program is also evaluated annually through state and local testing. By using multiple indicators of academic achievement M-Step), English Language Proficiency (WIDA), NWEA-MAP, Developmental Reading Assessments and district common assessments, the school improvement team meets to monitor progress in the implementation of school programs, to assess the effectiveness of the school improvement plan and make changes as needed. Continuing to collect feedback from all stakeholders, both through formal surveys as well as on a day-to-day basis, will provide valuable information about the needs of the school over time.

3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.

The following methods will be utilized to evaluate the effectiveness of the schoolwide plan:

1) Achievement Data

a. Analysis of M-Step scores (Grades 3-8) by grade and demographic subgroups

b. Analysis of MLPP scores (Grades K-2)

c. Analysis of WIDA scores (English Language Learners - all grades)

d. Analysis of DRA scores (Grades K-8)

e. Analysis of District Math Assessment scores (Grades (K-8)

f. Analysis of Study Island Assessments (Grades 2-8)

g. Analysis of report card grades by marking periods

h. Common assessment in subject areas

i. Analysis of NWEA Assessment Scores

j. Analysis of Accelerated Reader and Accelerated Math usage and performance data

2.) Professional Development

a. Feedback from Professional Development Participant Surveys

b. Impact of professional development on teacher pedagogy and implementation of programs

c. Impact of teacher's professional development on student achievement

3.) Parental Involvement

a. Surveys for parents participating in after-school programs

b. Surveys for parents to evaluate school programs

c. Surveys for parental needs and concerns.

d. Surveys for addressing the overall effectiveness of the Title I program

e. Surveys for addressing the overall parent satisfaction

4.) Support Staff: Social Worker, Speech Therapist, Title I Teachers

a. Student Assessment Results (Reading and Math)

b. Records of attendance

c. Common assessment in subject areas

d. Verbal Assessments (Speech/Language)

As a result of the above evaluation of the four components, we will:

a. Determine whether the schoolwide program has been effective in increasing academic achievement of the students who have been furthest from achieving the state standard.

b. Revise the plan, as necessary, based on the result of the evaluation, to ensure continuous academic improvement of students in the schoolwide program.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

The School Improvement Team meets throughout the year to analyze all data and reflect on the successes and challenges of the existing plan. Following this process, the team makes decisions regarding future improvement needs and develops criteria to implement strategies and activities for the new school year.